

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

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

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

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

Additional Location: 99 S. Almaden Blvd, 6th Floor Conference Room, San Jose, Ca

December 14, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 3.0 **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
- 4.0 **SPECIAL PRESENTATIONS:**
 - .01 Employee of the Semester Presentation – Chairman Bud Biggs
 - .02 AAE Student Presentation – Trevor DeLaHoussaye and Daniel Khoury
- 5.0 **INFORMATION INCLUDED IN PACKET:** *(Board members may ask a question for clarification.)*
 - .01 Staff Reports
 - .02 Foundation Financial Reports
 - .03 Lewis Center Financial Reports
 - .04 AAE Financial Report
 - .05 NSAA Financial Report
 - .06 Internal Financial Statement
 - .07 Unaudited Actuals
 - .08 Board Give and Get Statement
 - .09 Board Attendance Log
 - .10 November 20, 2015 Budget/Audit Committee Meeting Minutes
 - .11 December 1, 2015 Personnel Committee Meeting Minutes
 - .12 NSAA WASC Mid-Cycle Review Report
 - .13 VA Loma Linda Letter
 - .14 SBCSS Oversight Letter
 - .15 NSAA SBFAC Grant Letter
- 6.0 **DISCUSSION ITEMS:**
 - .01 Solar Project – Jim Quinn/Simeon Trotter
 - .02 Finance – Jim Quinn
 - .03 Consultant – Andy Jaramillo
 - .04 President/CEO Goal Updates – Gordon Soholt
 - Staffing Report
 - Use of Facilities Report
 - .05 Strategic Planning Meeting in January – Gordon Soholt/Dr. Patricia Caldwell
 - .06 Meeting Structure – Quarterly Combined Foundation/AAE/NSAA – Gordon Soholt
 - .07 Board Comments/Brown Act – Gordon Soholt

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8.0 **STANDING BOARD COMMITTEE REPORTS:**

.01 (a) Budget Committee – Russell Stringham

- Recommendations on Revised 2015-16 Budget, Budget Committee Job Description

(b) Personnel Committee – Regina Bell

- Recommendations on Foundation Board Job Description, Confidential Volunteer Packet, Personnel Committee Job Description, BP 6164.6 and AR 6164.6

(c) Fundraising Committee – Donna Siegel

9.0 **FOUNDATION BOARD CONSENT AGENDA:**

.01 Approve Minutes of September 9, 2015 Regular Meeting and November 6, 2015 Special Meeting

.02 Approve Revised Foundation Board Job Description

.03 Approve Confidential Volunteer Packet

.04 Approve Personnel Committee Job Description

.05 Approve Budget Committee Job Description

10.0 **FOUNDATION BOARD ACTION ITEMS:**

.01 Approve Renewal of Term for Bud Biggs

.02 Approve Renewal of Term for Kirtland Mahlum

.03 Approve Renewal of Term for Kevin Porter

.04 Approve Renewal of Term for Rick Wolf

.05 Appoint Foundation Board Chairman of the Board

.06 Appoint Foundation Board Vice Chairman of the Board

.07 Appoint Foundation Board Secretary

.08 Appoint Foundation Board Treasurer

.09 Appoint AAE School Board Committee Chair

.10 Appoint NSAA School Board Committee Chair

.11 Appoint Budget/Audit Committee Chair

.12 Appoint Personnel Committee Chair

.13 Appoint Fundraising Committee Chair

.14 Approve Revised 2015-16 Budget

.15 Approve Revised BP 6164.6

.16 Approve AR 6164.6

.17 Approve Foundation Board Consultant Contract for Dr. Patricia Caldwell

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

.01 Approve Minutes of November 14, 2014 Regular Meeting

.02 Approve AAE 1st Interim Report

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

.01 Approve Minutes of November 18, 2014 Regular Meeting

.02 Approve NSAA 1st Interim Report

.03 Approve Changing NSAA School Board Committee Meeting Time to 7:30 a.m.

13.0 **CLOSED SESSION:**

.01 Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case

14.0 **ADJOURNMENT:** Chairman Biggs

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 48 hours before the meeting by calling (760) 946-5414 x201.

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

Lewis Center for Educational Research

STAFF REPORT

Date: December 7, 2015
To: Foundation Board
From: Gordon Soholt
Re: Lewis Center for Educational Research Updates

It has been a productive, but very busy, first half of the year. Both schools have had a successful time for their students, families and staff. The staff Board reports contain more information for you to peruse.

Most recently, NSAA was very close to the tragic shootings at the Inland Regional Center. The school went on an immediate lockdown and I took three Directors with me from Apple Valley to NSAA to provide assistance and guidance as required. The lockdown was lifted at 1:30 that afternoon after consultation with the SB Police Department and SB County Sherriff, and students were released to their parents. Staff was told to go home as soon as possible, clearing the school as much as possible. The independent afterschool program was canceled that day, but the afterschool staff stayed and assisted NSAA staff in watching students who had yet to be picked up by parents. By 5pm, all students had been picked up by a parent or relative. I directed remaining staff (office and administration) to leave and we locked down the campus.

About 7pm that evening, I made the decision for NSAA to open the following day based on communications with Dr. Marsden, Superintendent of SB City Unified School District (SBCUSD) and law enforcement officials. We continued to monitor developments throughout the evening in case information changed. SBCUSD opened their schools on Thursday and both SBCUSD and NSAA remained on "lockout" for the week. Lockout procedures ensure that classrooms remain locked and that students are not outside for recess.

School administration and Directors met for an After Action Review after students had been dismissed. There were some communication issues that were addressed so that all staff was on the "same page." A teacher meeting was held the following morning prior to school where issues and concerns were addressed with teachers.

SBCSS was involved and concerned for our safety as we are one of their schools. County Board member, Hardy Brown, personally came to the school to ensure that we were safe. The day after the tragedy, 1st District Supervisor Robert Lovingood and 5th District Supervisor Josie Gonzales came to NSAA in the afternoon to show their support. Their visibility on campus went a long way to help students, families and staff feel more secure.

We received a number of positive and thankful statements from parents and families by email and on social media. They were very grateful with the response of staff to the emergency and for protecting their children during this tragedy. NSAA Counseling staff were appraised of, and ready to, respond to any student needs that might occur on the following days.

On a happier note, the AAE K-2 Playground Grand Opening was held on Friday, December 4. Many thanks to Robert Lovingood, Andy Jaramillo and Kevin Porter for attending the event. Donors were invited and a number of them attended. I welcomed the crowd and introduced our VIPs and donors. The AAE AFJROTC Color Guard presented the colors and the AAE Knights Band played the national anthem. Two second grade students led the crowd in the Pledge of Allegiance. Mrs. Lisa Lamb and Mrs. Valli Andreasen both spoke to the process that led to a \$63,000 fundraising effort to build the playground. It was followed by a “tour” of the new playground by invited guests. The Daily Press was in attendance and a wonderful article with pictures was in the weekend paper. The students were able to play that afternoon and all had a great time!

This meeting has a very full agenda and I’m looking forward to continuing the growth of the LCER and our schools. Thank you for your continued support of all our students, families and staff.

Lewis Center for Educational Research
Academy for Academic Excellence

Principal's Report
Lisa Lamb
December 2015

Overview

Our PLC instructional focus this year has been on creating formative and summative assessments at all grade levels. We have spent much of our collaboration time on ways to use the data gathered from these assessments to drive our instructional decision-making. Our teacher coaches, Mrs. Juarez and Mrs. Rollins, are meeting weekly with elementary grade level teams to support their assessment creation, help teachers differentiate their instruction, assist in the coordination of flexible learning time, and provide any additional instructional support. In the middle school and high school, teachers are working within their departments to articulate their instruction and assessment vertically. Each teacher is developing formative and summative assessments and using that data to refine intervention measures for struggling students.

We have now completed a semester as a K-12 on one campus. It has been an adjustment period for our families, students and staff. The consolidation has allowed a great number of educational benefits to our students and staff. Among those are: Educational Interns, Kitty Hawk tutoring (K-12), Kinder Buddies, and Middle School Tutors. Some facilities projects remain underway. Those that should be completed in the near future are the drinking fountains in south elementary, the staff workroom, the south playground and the grass area by the reservoir. Each of these projects is important to the completion of our consolidation.

Elementary Highlights

Our Ribbon Cutting Ceremony for our new north elementary playground was held on December 4th. We were joined by several of our board members, town council member, playground campaign sponsors, and honored community guests. Mrs. Andreasen delivered a speech detailing the effort made by all involved. Seeing the students play for the first time on their new playground was a great moment in our school story.

The final cost for our playground was \$ \$62,238.85. We received \$68,949 in donations. The remaining funds will be used to support the expansion of our lunch seating area, shade structures and the south playground installation.

Other notable elementary events include:

- A PTC Book Fair was held for grades K-12 the week of November 2.
- An Animal Safety/Pet Owner Responsibility Assembly was presented by the VVAPL to K-3 students on November 3.
- Two of our elementary classrooms participated in On Fire for Literacy on November 4 and on November 18 when firefighters came in to read to the students.

- PTC held a uniform sale for our families on November 5. It is a great opportunity for families to turn in uniforms and also purchase other uniform clothing for their children.
- November 6 the Apple Valley Rotary Club handed out books to all of our kindergarten students.
- A K-12 canned food drive was held beginning November 9. Several AAE families received boxes of donated food items as well as a \$35 Winco gift card for the holidays. The remaining collected food was given to the Salvation Army.
- On November 10, Mrs. Hackney held a Math Night for her families.
- PTC held its monthly meeting following Parents and Pastries on November 13. On November 17 the year's first Knights in Training (KIT) session was held for next year's incoming kindergarten families. Paul Rosell presented Love & Logic skills that they can use as parents.
- The monthly Parent Volunteer Workshop was held on November 24.
- The elementary aviation (AEX) program hosted its first workshop on November 23rd.

Secondary Highlights

Our ASB brought Curt Chase, a motivation speaker, to our school on November 5th to share an anti-bullying and tolerance message with our middle school students.

The AAE MS/HS participated in its first GIS (Geographic Information Systems) event on November 18th. The guest presenters shared the power of mapping in order to better understand the world around them. This GIS software is designed to capture, manage, analyze, and display all forms of geographically referenced information. GIS allows us to view, understand, question, interpret, and visualize our world in ways that reveal relationships, patterns, and trends in the form of maps, globes, reports, and charts. GIS software helps students answer questions and solve problems by looking at their data in a way that is quickly understood and easily shared—on a map! We look forward to continuing this partnership across all secondary grade levels.

AFJROTC participated in the Flag Raising at the Apple Valley Gun Club for Veterans Day Shoot on 11/7/15. AFJROTC continues to demonstrate considerable local outreach. Some recent examples include: Flag Burning Ceremony, Happy Trails Parade, Veterans' Home outreach, and various color guard ceremonies.

Mr. Kanawyer and Mrs. Payne took eleven students to the Apple Valley Mayor's Youth Leadership Summit on 11/13/15. All Apple Valley high school students prepared Business of the Youth Project Proposals. The winning table, which included two AAE students, has been invited back to the Town Council on December 8th in order to present their proposal to the Town Council. We look forward to continued partnership with the Town of Apple Valley.

Winter Sports:

- **Varsity Boys Basketball-** The Varsity Boys Basketball Team led by 3rd year coach Daryl Stoudemire opens their season on December 1st in their Knights Classic Tournament. They'll open up CVL play on December 15th at home against ACE and will then be on the road over Christmas break playing in one of the biggest high school tournaments in the country; the Max Preps Classic in Palm Springs. This team will definitely compete for a Cross Valley League Championship and a 7th consecutive CIF playoff appearance.
 - **Varsity Girls Basketball-** The Varsity Girls Basketball Team is currently sitting at a record of 1-0 led by coach Tiffany Parker. They'll continue tournament play in the Knights Classic and will then head to the Hesperia Christian Tournament next week. They'll open up CVL play on December 15th at home against ACE. This team should also compete for a Cross Valley League title and will be looking to return to the CIF playoffs for the fifth year in a row.
 - **Varsity Boys Soccer-** The Varsity Boys Soccer Team is under the leadership of first year head coach Ken Cooper and will have their first match of the year on Thursday, December 3rd at home against Big Bear. This is a fairly young team but with a good amount of experience coming up from our middle school team. The boys will be looking to head back to the CIF playoffs for the first time in 3 years.
 - **Varsity Girls Soccer-** The Varsity Girls Soccer Team is off a great start beating large school opponents Silverado and Victor Valley to open up their season. They'll open up Cross Valley League play on Tuesday, December 8th at home against Excelsior. The girls will be looking to return to the CIF playoffs for the sixth year in row with University Prep providing their toughest competition, UP will be standing in the way of the girls bid for a first league championship.
 - **Middle School Baseball-** The Middle School Baseball Team is led by 2nd year coach Lee Davis. The boys are off to another impressive start with a record of 2-1. They've been battling cold temperatures but have managed to overcome the weather as they currently sit comfortably in second place. They have 9 games remaining and are looking for their 9th consecutive playoff appearance.
 - **Middle School Softball-** The Middle School Softball Team led by Brian Frederick (also our varsity girls coach) is off to an equally impressive start with a 2-0 record with 7 games remaining. They are looking to capture their 7th consecutive division title.
 - **Cheer Squad-** The Cheerleading squad is back for their sixth year led by coaches Melissa Brinson and Sam Scantlin. It's been awesome to see them perform during halftime of the basketball games. With 12 members this is the biggest squad our school has seen.
- *Items of Interest:*
 - **AAE hosts the Knights Classic Basketball Tournament-** The Athletic Department hosted our annual basketball tournament during the week of Nov 30 Dec-5th. Over the duration of the week 16 teams (both boys and girls) played in a total of 32 games. Revenue from the week is expected to total \$3,000.

Discipline Numbers

- **Below are the “Discipline” totals for AAE Elementary School (Grades K to 5) for the 2015-2016 school year.**

In-House Suspensions.....0

Suspensions.....16

Expulsions.....0

- **Below are the “Discipline” totals for AAE Elementary School (Grades 6-8) for the 2015-2016 school year.**

In-House Suspensions.....17

Suspensions.....8

Expulsions.....0

- **Below are the “Discipline” totals for AAE Elementary School (Grades 9-12) for the 2015-2016 school year.**

In-House Suspensions.....3

Suspensions.....5

Expulsions.....0

Registrar

Kinder	100
1st	101
2nd	100
3rd	113
4th	112
5th	113
6th	120
7th	120
8th	118
9th	116
10th	113
11th	113
12th	77
	1416

Lewis Center for Educational Research Norton Space and Aeronautics Academy



Date: November 30, 2015
To: Gordon Soholt, LCER & NSAA Board
From: Lupita Girard, NSAA Principal
Re: NSAA Principal Report—December-2015

QUICK UPDATE NSAA

- Students, staff, and parents responded extremely well given the circumstances of the tragic events on December 2nd, 2015. The following morning, teachers held classroom meetings to offer students a stable and safe environment. Our thoughts and prayers go out to the victims and their families.
- Softball and Baseball season has started.
- Rocket Races were a great success and Family Skate Night has been postponed out of respect for our community.
- Parent-Teacher Conferences were very informative and fruitful at NSAA the last week of November before Thanksgiving Break.
- Professional Development continues focused on CCSS implementation, NGSS, and GLAD
- SBCSS Board Visits Norton on December 7th

Enrollment

Grade Level		Grade Level
<i>Kindergarten</i>	123	<i>Kindergarten</i>
<i>First Grade</i>	115	<i>First Grade</i>
<i>Second Grade</i>	97	<i>Second Grade</i>
<i>Third Grade</i>	89	<i>Third Grade</i>
<i>Fourth Grade</i>	89	<i>Fourth Grade</i>
<i>Fifth Grade</i>	73	<i>Fifth Grade</i>
<i>6th Grade</i>	74	<i>6th Grade</i>
<i>7th Grade</i>	52	<i>7th Grade</i>
<i>8th Grade</i>	18	<i>8th Grade</i>
<i>ISAI Elementary</i>	7	<i>ISAI Elementary</i>
<i>ISAI Middle</i>	3	<i>ISAI Middle</i>

Enrollment 740

STUDENT ACTIVITIES

- Kinder classes welcomed community workers and explored different careers.
- Third grade students participated in a field trip to the University of Riverside Botanical Gardens.
- Kinder students will also participate in a field trip to Pretend City in Irvine.
- Character Counts assemblies continue every month highlighting the monthly trait. Students have explored respect, responsibility, honesty, perseverance, and citizenship.
- The NSAA Winter program is planned on December 16th on the blacktop. We cannot wait to see what our students will share with our school community!
- Middle Grades is planning a play for the last week of December before our break.

COMMON CORE STANDARDS IMPLEMENTATION

Our teachers continue to work diligently to ensure adequate implementation of the new Common Core State Standards (CCSS). We continue to provide professional development and collaboration opportunities for our teachers following the Professional Learning Communities (PLC) model. Teachers are using our student data system to guide instruction and develop plans accordingly. New teachers have participated in the first Guided Language Acquisition Design (GLAD). NSAA's goal is that all teachers are GLAD-trained. Also, grade level representatives will attend the CCSS workshops provided by the SB County of Ed.

TITLE I-SUPPLEMENTAL EDUCATIONAL SERVICES

Per the California Department of Education, NSAA will continue to be considered to be in Program Improvement Year 3. This requires that funds are allocated to provide Supplemental Educational Services (SES) to eligible students. The required informational letters were sent first to all parents, and then more specifically to the parents of eligible students. The SES Providers fair will be on Dec 3rd at NSAA. The criteria for eligible students includes: 1) Students that receive free or reduced lunch; 2) Students who are below grade level 3) List will start with students in 8th grade and move down the grades. SES will provide services for 50 students, based on the funds available. Sign up for SES services are first come first served, all others will be managed on a wait list.

PARENT INVOLVEMENT

ELAC & School Site Council

During the next ELAC and School Site Council meetings, parents and NSAA staff will review and adopt the school's Parent Involvement Policy. Other important topics will include reviewing the Needs Assessment, and school attendance.

PTO

During the November's PTO meeting, Principal Girard reviewed the Parent guidelines for the California Assessment for Student Performance and Progress (CAASPP) and the parent report.

STAFF

Raquel Abundis accepted the Administrative Assistant for School Office support position. Open positions include 4th Grade Dual Immersion Teacher, (currently with Ms. Leaños as the long term sub); Educational Specialist Instructional Aide for the Middle Grades (currently with Roxane Mendoza as substitute); music teacher position; and two openCDO positions. Interviews will be conducted in the next couple weeks.

UPCOMING EVENTS-DECEMBER	LOOKING AHEAD TO JANUARY
12/2 - PTO General Meeting- 8:30-9:30 Cafeteria	• 1/18 Martin Luther King (Holiday)
12/3 - Supplemental Educational Services (SES) Providers Fair (8:30 am & 4:30 pm)	• 1/19 NSAA Board Meeting 7:30 am
12/4 – Character Count Assemblies-Perseverance	• 1/21 School Tour
12/4 Family Skate Night – 5:00-7:00 CalSkate @ POSTPONED	• 1/22 Recruitment Night
12/7–SBCSS Board Visit	• 1/24-1/26 WASC Visit
12/14—LCER Foundation Board Meeting in Apple Valley	• 1/30 100 Days of School
12/14 &12/15 Recycling Drive 7:30 am	• 1/28 Parents & Pastries 8:30 am
12/16 - Winter Program	• 1/28 School Lottery
12/17—School Site Council (SSC) G-4 3:15-4:15 pm	
12/21-1/8 - Winter Break - Enjoy!	

Please join us at any events you are interested in!

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

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

STAFF REPORT

Date: December 2015

To: Gordon Soholt, Chief Executive Officer

From: Paul Rosell, Director of Special Education

Re: Special Needs Department

Special Needs – AAE& NSAA

In 1975 legislation was passed indicating that all students are entitled to an education, even those with learning disabilities. This is known as a Free and Appropriate Public Education (FAPE). Part of this legislation requires that schools actively seek and find any student or children who is suspected of having a learning disability. This involves educational team meeting and discussing the needs of individual students. Typically, assessment is required to determine current levels of functioning in a variety of areas such as, academic, intellectual, processing, social, emotional, etc. If the student meets eligibility criteria then an Individualized Educational Plan (IEP) is developed. The plan establishes present levels of performance in specific areas from which annual goals are developed. From the goals services are provided in order for the student to make progress and develop the necessary skills.

From the very beginning of the special needs program at the Academy for Academic Excellence and the Norton Space and Aeronautics Academy, the mission has been to provide the highest and most effective service possible. Each student, regardless of disability, deserves the very best. One overarching goal, in order to accomplish this mission, is to have the most highly qualified and well-trained educational specialists (special education teachers) possible.

This goal has resulted in a major commitment in staff development (constant learning and constant improvement). Each year a significant portion of the special education budget goes to staff development and related trainings. The Desert Mountain SELPA offers a wide range of trainings, plus, there are outside opportunities that staff members are able to attend, depending upon the area of need.

Recently, for example, staff members from both schools attended a professional development training titled, “Wired Differently.” The focus of this training was on the 5 keys to working with students with “Acting Out” & “Acting In Disorders.” These include students with various psychological or mental health issues such as Acting In - Bipolar Disorder, Obsessive-Compulsive Disorder, Asperger’s Syndrome and Post Traumatic Stress Syndrome and Acting Out – ADHD, Oppositional Defiant Disorders, Attachment Disorders, Borderline Personality Disorders and Anger Problems.

Granted these conditions can have a tremendous impact on a student's education and need to be addressed. Each of the staff members commented how insightful and beneficial the information, including recommendations, will be in meeting individual student needs.

In that the needs of students today seem to be more varied and, in many ways, more significant than in years past, we will continue to invest the necessary resources in both time and money into ongoing staff development and in reaching our overall goal of having the best trained staff anywhere.

Current Special Education Numbers:

AAE Special Needs Numbers:

Starting the school year, we had 101 returning students with IEPs. We've had 14 transfers. Total special needs students for AAE is 115.

Speech Only- 39

NSAA Special Needs Numbers:

53- Total
22- Speech ONLY
5- Pending assessments

Love and Logic:

Love and Logic is moving forward up and running. Parents who participate in the classes are active in developing the necessary problem solving skills that will help for the future. Research indicates that students who develop critical thinking skills, and use them to assist in solving problems or issues, are better able to appropriately manage challenges in their lives without resorting to more self-destructive or problematic behaviors. The skills taught in the Love and Logic curriculum are mission critical for each of our students and their families.

To: Board of Directors

From: James M. Quinn, Director of Finance

Subject: Quarterly Report 4th Quarter 2015

- A. I am in the process of preparing the First Interim Financial Report showing net financial transactions for July 1, 2015 to October 31, 2015. They should be available for the December Full Board Meeting.
- B. The Federal Cash Management Reports were filed in October for all categorical funding.
- C. I met with the Budget Committee in November. As discussed previously, we had to draw on our Line of Credit for the first time earlier this year. Because of tight cash flow and construction costs, the borrowing has not been paid back. I anticipate that most if not all can be repaid in December.
- D. The first quarter 2015-16 Internal Financial Statements are being prepared and should be presented at the December Full Board Meeting.
- E. I continue to be a member of CASBO (California Association of School Business Officials) and have actively continued my participation in the Eastern Section Financial Services Professional Council. I am hoping to participate in my first Annual CASBO Annual Conference in 2016. The committee I serve on will be presenting at the conference and I hope to participate.
- F. As stated previously the state budget provided additional revenues for schools including ours. The Executive Team has carefully evaluated our revenue and our needs and has proposed a budget revision which is slated to go before the Full Board in December.
- G. The 2014-15 Independent Audit is nearing conclusion. It will probably not be available for dissemination until after the December Full Board Meeting but will be shortly after.
- H. I continue to attend educational programs which help me keep up to date with the change school finance climate.
- I. As I indicated earlier we are working toward implementing the Standardized Account Code Structure for California schools, which will give us more comparability to other similar organizations and further compliance with suggested school reporting.
- J. We are preparing for the departure of Linda Piercy who likes to report that she is the Accounts Payable Clerk. We all know that she has been much more than that. She volunteered in the business office in the early days and has been a fixture here ever since. Her eye for detail, compliance, accountability and conservation of resources will be sorely missed.

**Human Resources Department
Stacy Newman
August 28, 2015 – December 2, 2015**

**AAE
(Total Processed: 27)**

New Hires (Total Processed: 21):

Last Name	First Name	Hire Date	Job Title
Walker	Jennifer	11/16/2015	Guest Teacher
Quintero	Stephanie	11/6/2015	Classified Sub
Myers	Karen	11/4/2015	Bridge Writer - REHIRE
Bryant	Tory	11/2/2015	Classified Sub
O'Hernandez	Sandra	11/2/2015	Classified Sub
Grimes	Roy	10/30/2015	Guest Teacher
Lloyd	Elizabeth	10/29/2015	Classified Sub
Gomez	Shannon	10/27/2015	Classified Sub
Jones	Laura	10/27/2015	Classified Sub
Toyama	Alyson	10/27/2015	Guest Teacher
Compton Peterson	Brandi	10/26/2015	Guest Teacher
McHenry	Dawn	10/26/2015	Guest Teacher
Tolsma	Meredith	10/26/2015	Guest Teacher
Whitney	Darla	10/26/2015	Guest Teacher
Dudgeon	Tory	10/21/2015	Classified Sub
Coleman	Jessica	10/19/2015	Teacher, PE
McKean	Timothy	10/19/2015	MS/HS Music Teacher (PT)
Theobald	Bryan	10/5/2015	Groundskeeper
Lundgren	Beverly	9/22/2015	Classified Sub - REHIRE
Marine	William	9/14/2015	Facilities Assistant
Watson	Amber	9/1/2015	Accounts Payable Clerk

Reclassifications (Total Processed: 4):

LAST	FIRST	From	To	Date
Dudgeon	Tory	Classified Sub	Certificated Sub	11/10/2015
Modeen	Caitlyn	Classified Sub	3hr/182day Food Service Worker	10/21/2015
Berentis	Tamara	Classified Sub	4.25 hr / 181 day CDO	9/16/2015
Jacobs	Susan	Classified Sub	4.25 hr / 181 day CDO	9/16/2015

Terminations (Total Processed: 3):

Last Name	First Name	Termination Date	Job Title
Borbujo-Marin	Lina	11/10/2015	Guest Teacher
Henderson	Brandon	10/2/2015	Teacher, PE
Standley	Tanya	10/1/2015	Guest Teacher

NSAA**(Total Processed: 18, Total Pending: 3)****New Hires (Total Processed: 8, Total Pending: 2):**

Last Name	First Name	Hire Date	Job Title
Lopez	Veronica	11/16/2015	Guest Teacher
Castillo	Michael	10/21/2015	Classified Sub
Remigio	Rodolfo	10/12/2015	Teacher (5th)
Avila	Lilia	10/5/2015	Teacher (5th)
Monterroso Alvarado	Ana	10/1/2015	Teacher (2)
Aran	Olga	9/11/2015	Teacher (1st)
Caceres	Marisa	8/31/2015	Education Specialist
Chavira	Dominic	8/31/2015	PE Teacher

Reclassifications (Total Processed: 7, Total Pending: 1):

Last Name	First Name	From	To	Date
Lopez	Angelica	Class Sub	Instr Assist 6.5 hr/ day	11/9/2015
Robles	Alexander	5.5 hr / 181 day CDO	Classified Sub	11/3/2015
Garcia	Marc	Salaried CDO (6/181)	Hourly CDO (6/181)	11/2/2015
Harris	Ebony	Salaried CDO (5.75/181)	Hourly CDO (5.75/181)	11/2/2015
Vazquez Villegas	Silvia	Sal. Instr. Assist (6.5/181)	Hourly Instr. Assist (6.5/181)	11/2/2015
Villagran	Marcy	Salaried CDO (6/181)	Hourly CDO (6/181)	11/2/2015
Villalpando	Ana	Class Sub	Instr Assist 6.5 hr/ day	9/28/2015

Terminations (Total Processed: 3):

Last Name	First Name	Termination Date	Job Title
Gonzalez	Gonzalo	11/23/2015	Elementary Teacher
Hernandez	Andrew	11/23/2015	CDO
Villagran	Marcy	11/23/2015	CDO

Positions Currently Posted / In the Interview Process / or Recently Hired**AAE:****Certificated:**

Guest Teacher – Ongoing Posting
 Music Teacher – Recently Hired
 Social Science Teacher – Posted on Edjoin

Classified:

Classified Substitute – Ongoing Posting
 Facilities Assistant – Recently Hired
 Groundskeeper – Recently Hired
 Hourly Dance Instructor – Recently Hired

NSAA:

Certificated:

Elementary Teacher (1st Grade) – Recently Hired
Elementary Teacher (2nd Grade) – Recently Hired
Elementary Teacher (5th Grade) – Recently Hired
Elementary Teacher (5th Grade) – Recently Hired
Guest Teacher – Ongoing Posting

Classified:

Facilities Technician – In Reference Checks
Classified Substitute – Ongoing Posting
Instructional Assistant – Recently Hired
Education Specialist Instructional Assistant – Recently Interviewed
Administrative Assistant – Office Services – Recently Hired
Character Development Officer (3) – Posted on Edjoin
Music Instructor – Posted on Edjoin

HR Activities including both AAE & NSAA:

- Created job postings / descriptions for above positions
- Advertised new positions: internally, Edjoin, Daily Press, Desert Dispatch, LCER Website, Monster.com, Local Universities
- Collected and screened job applicants. Recruited and interviewed employees for NSAA and AAE as well as following up with thank you letters and emails for those applicants/candidates who were not selected
- Conduct reference checks for all prospective new hires
- Conducted new hire orientations for new employees (including going over each page in the new hire packet, health benefits, sick leave, salary placement, and job requirements), job-reclassifications, etc.
- Processed new hire paperwork for recent new hires, including DOJ, background checks, benefits paperwork, etc.
- Processed paperwork for employee terminations and completed exit interviews
- Prepared packet for volunteers to include: DOJ fingerprint procedures, TB risk assessments, volunteer driver packets, LCER Agreements: Proprietary, Child Abuse, Internet Use, etc.
- Maintained volunteer fingerprint information and DOJ database as well as provided training at the Parent/Volunteer workshops at the AAE
- Prepared for this semester's Employee of the Semester: nominations, meetings, selections, awards, presentations, etc.
- Monitored seasonal coaching contracts
- Maintained employer pull notices through the DMV
- Sent letters to employees for expirations of TB tests, Food handler's cards, CPR/First Aid cards, etc
- Follow up to employee notices for: CPR/First Aid, Mandated Sexual Harassment Training for Supervisors, TB tests, etc.
- Continued implementation for TB tests for parents and volunteers to be in line with new laws
- Continued implementation for sick time accrual and usage to be in line with new laws.
- Entered all sick leave accrual codes into HR software and assigned to staff
- Entered sick leave balances into HR Software
- Personnel issues: benefits, compensation, FMLA, terminations, EDD claims, UI, DOJ fingerprint issues, Workers' Comp claims, Student injury claims, etc

- Maintain program for sending and receiving Employer Pull Notice Information to/from the DMV in a further effort to go paperless – Download updated software and install certificates for new system
- Balance health insurance statements
- Processed Workers' Comp & Student Injury Claims
- Attended Exec Team, UITs, HDEAC seminars, EDD, Credentials, CASBO Contracts, First Investors, Abila/Abra & SBCSS UI meetings workshops & trainings
- Set up BTSA support providers for each teacher enrolled in BTSA
- Ongoing BTSA/Induction management
- Attended monthly board meetings for High Desert Employer Advisory Council
- Calculated pay reconciliations for finance department for employees' terminations, leaves, etc.
- Updated workers' comp and student accident forms and procedures
- Information import complete on new HR software. Payroll has been run off of the new system successfully. Next step is to implement web timesheets
- Board Policy and Charter updates
- Ongoing credential processing and monitoring
- Investigated and responded to OCR complaints
- Attend open enrollment workshop to meet with employees regarding health insurance changes
- Track, log, and send reminders to supervisors for performance evaluations
- Quarterly Administrative Assistant / Office Staff training meetings. This quarter's topics included workers' comp, student injuries, timesheets, sick leave law changes, etc.
- Updated forms and implemented procedure changes: meal break waivers, requests for time, etc.

Lewis Center for Educational Research

To: Foundation Board of Directors

From: Darren Dowd, Director of Facilities

Subject: Quarterly Report 4th Quarter 2015

- Construction has been ongoing at AAE. Tetherballs were installed at K-2 and 3-5. The new K-2 playground was installed and the old one is being moved to 3-5. I am getting bids on the installation. Culverts were put in to help with flooding with the upcoming rain season. All the neighborhood water comes onto our campus so we are being sure we can handle the capacity. Landscaping has been done campus wide.
- We are hoping to complete construction and have the Town issue final Certificates of Occupancy for the AAE campus by the end of the year.
- We will be opening the campus over break for the installation of Ramp Up equipment for a virtual classroom
- New Facilities staff is doing great. Having a groundskeeper has really helped keep the campuses looking good.
- Interviews were done at NSAA for the open Facilities Tech. We are doing reference checks for the selected candidate.
- Prepared the ball field for softball and baseball at NSAA.
- Drains were installed at NSAA to help with flooding on campus. We increased the size of the retention basin and added another one.

IT Board Report

- Video Conferencing Between AAE/NSAA – The RAMP UP grant will finally be installing their video conferencing equipment the weeks of December 21st and December 28th. This equipment will help to fulfill the board request of performing point-to-point video conferencing between the two sites for Board meetings. After its installation, we will create a proposal to replicate the same or similar setup at NSAA.
- IT quarantined and resolved an instance of ransomware originating from a computer out of sync with our virus protection software, Vipre. Ransomware causes files to be encrypted and requests a financial “donation” to receive the key that will allow you to decrypt your files. A solid backup system allowed us to restore the files encrypted without paying said ransom.
- Computers for labs at both AAE and NSAA have been imaged and are prepared for installation. Furniture and supplemental equipment has been ordered and will arrive in December. Installations will be completed before students return from the holidays.
- A new Secure Balanced Assessment Consortium, SBAC, browser has been installed on student computers in anticipation of this year’s state testing.
- Additional iPads have been ordered and are being loaded with software for the NSAA Rocket Lab.
- The new AAE staff lounge has been installed with a Xerox copier to aid in expedient printing and copying for AAE teachers.
- The intercom system has been completed in the new D and F classrooms. A damaged intercom card has also been replaced in the existing E classrooms.
- IT continues to file and complete insurance claims for AAE and NSAA student laptops that require claims for theft, water damage, and physical damage.
- New classrooms at NSAA have been installed with the standard classroom build out of projectors, student computers, and A/V systems.

- School profiles have been created for new Bridge schools joining via the RAMP UP grant. This includes all high schools, middle schools, and elementary schools that are a part of SBCUSD.
- MyMentor student accounts have been created for each new school profile.
- Filters and timers have been reset on projectors throughout the AAE and NSAA.
- A major initiative has been ongoing to allow for student OTO laptops to utilize the Carnegie math software. IT schedules time with teachers to be present at the start of their periods and verify that every laptop can use the software to its fullest capability.
- Completed an E-Waste event based on excised equipment that was submitted to the board during its previous session.
- We are continuously upgrading the last Windows XP computers to Windows 7.
- Upgraded our MDM solution used for pushing iPad apps to the latest server release.
- Major changes to Profile Manager in the latest server release have resulted in us migrating all of our iPads over to the latest workflows. This process is continuous.
- New iPads have been deployed to NSAA Instructional Assistants and Special Ed staff. We have also deployed iPads to the NSAA Dean and Counselor to allow for use of teacher support software compatible with only iOS operating systems.
- Several iPads have been replaced under our extended warranty.
- Using Centrify to centralize one-to-one laptop administration embracing Active Directory for authentication.
- Completed submission of Fall 1 CALPADS reports. Awaiting certification from Director of Research and Development.
- Expanded Illuminate custom reporting for AAE/NSAA staff.
- Installation and deployment of Employee Web Services for Human Resources.

Lewis Center for Educational Research Foundation Board Report

Office of Research and Development

California English Language Development Test (CELDT)

- AAE - 33 students tested. When official scores return, approximately in December, we will recommend students to the principal that meet the criteria for reclassification. The school site will review data for each student and confirm the reclassification or recommend waiting for an additional year.
- We had our first follow up meeting with students reclassified last year. All students indicated successful progress as a Reclassified Fluent English Language learner (RFEP).
- NSAA - 250 students tested. When official scores return, approximately in December, the office will recommend students to the principal that meet the criteria for reclassification. The school site will review data for each student and confirm the reclassification or recommend waiting for an additional year.

ACT/SAT

- AAE - 43 students tested. AAE partnered with the Princeton Review to once again give a practice session of both the SAT and ACT. This year our office administered the test and then sent them off to Princeton Review to be scored. Scores have been received back at the Assessment office and students have been picking up their results during lunch and homeroom.

Preliminary Scholastic Achievement Test/ National Merit Scholarship Qualifying Test (PSAT/MNSQT)

- AAE - 33 students tested. This test is used to identify 11th grade students that qualify for the National Merit Scholarship.

California High School Exit Exam (CAHSEE)

- Due to the change in academic standards, Senate Bill 172 (Liu) was signed by the Governor to suspend the administration of the CAHSEE and the requirement that students pass the CAHSEE to receive a high school diploma for the 2015–16, 2016–17, and 2017–18 school years. The law required that schools grant a diploma to any pupil who completed grade twelve in the 2003–04 school year or a subsequent school year and met all applicable graduation requirements other than the passage of the high school exit examination. The law further required the State Superintendent of Public Instruction to convene an advisory panel to provide recommendations to the Superintendent on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to *Education Code* sections 51224.5 and 51225.3. The law becomes effective on January 1, 2016.

Armed Services Vocational Aptitude Battery (ASVAB)

- Wednesday, January 20th.
- All 10th grade students will take the exam this year along with any 11th or 12th grade students that are interested in a career in the military.

CALPADS

- The deadline for Fall 1 reporting is December 18th. Fall 1 reporting includes data for Enrollment, Graduation and Dropout, Free and Reduced lunch counts and Title III (English Learner) students. Accuracy of this data is critical as it directly effects funding for both schools under LCFF and Title I and III at NSAA. Reports are generated for each category then sent to the appropriate staff at each site to verify the accuracy of the data. Diana Davisson has been working with LCER, AAE and NSAA staff to clean up any errors in Illuminate that will affect CALPADS data reporting. Once it is verified as correct at the school site, it is certified by our office within the CALPADS system.

CAASPP (California Assessment of Student Performance and Progress)

- The available testing window for both schools starts on February 29th and runs to June 9th. AAE has selected to test from April 18th to June 9th which includes any make-ups for students that are absent during regular testing days. NSAA has selected April 25th through June 9th.
- The Test Operations Management System (TOMS) has been set up for both schools. TOMS is the system that provides interim assessments that teachers can use throughout the school year and is the required system for administering the State required Summative Assessments at the end of the year. TOMS is the system that holds both teacher and student user data and any Universal or Designated Supports for testing that are required as specified in a student's IEP or 504.

Testing that is included under CAASPP

Smarter Balanced Tests:

- English language arts/literacy and mathematics in grades 3–8 and grade 11 (EAP is included in the grade 11 assessment).

Paper-pencil tests:

- California Standards Tests (CSTs) for Science—grades 5, 8, and 10
- California Modified Assessment (CMA) for Science—grades 5, 8, and 10 who meet the eligibility requirements to take this instead of a CST for Science
- California Alternate Performance Assessment (CAPA) for Science—grades 5, 8, and 10 who meet the CAPA requirements

California Alternate Assessments

- Tests in English–language arts and mathematics in grades 3–8 and grade 11



Built by Teachers, Tested by Kids
Quarterly Board Report
12/1/15

The 2015-2016 goal to get High Desert seniors successfully transitioning to Victor Valley College, and other secondary institutions, is in fully swing. I have added to this report the results of our efforts over the last two years. This year our goal is to move fifteen hundred fully matriculated students into classes at VVC for the Fall 2016 semester. This year will be different in that we will be using the results of the EUREKA career assessments to help connect students with their chosen major department so that we can make the transition smoother. We are currently working with VVC to expand our data collection capabilities so that we can track students through their community college career. We will only be able to gather the data from VVC this year, but hope to expand that to other area community colleges and CSUSB by fall.

In October I attended the Hispanic Association of Colleges and Universities (HACU) in Miami as the guest of Peterson's. I was asked to speak to a select group of guests that included HACU Board of Directors, and its President Dr. Tomas Morales (President of CSUSB) prior to the opening of the conference. The message that I gave them was that in order to reach our first generation, and historically under served populations, we need to create a holistic system that educated both the student and parent as the process of career to post-secondary institution evolved for the student. I explained that under our My Mentor 2.0 project we are working towards a system that will support and educate the entire family. They were very interested in our push for real time data to drive a sophisticated on and off track alert system. Dr. Morales has helped in getting Dr. Brian Haynes, V.P. of CSUSB and his staff to come up to AAE on Dec. 9th to discuss the extension of our Digital Data Pipeline from VVC and eventually Barstow, Crafton Hills, and SBVC to CSUSB. We will also be discussing the expansion of research with Bridge in the San Bernardino and High Desert regions. I have now had multiple meetings with Dr. Rachel Weiss who oversees research at CSUSB, and we are currently working on matching researchers with projects. We are also working together on grants to support this work. We have also agreed to more extensive discussions about teaming with LCER on other research projects. Katie is also working closely with CSUSB's Gear Up and Upward Bound Programs and they have adopted Bridge as their system to be used at SBCSUD and other districts.

My Mentor 2.0 is progressing with BCT (our programming firm) completing work on the second phase of the project. BCT will be delivering to us components of the new Learning Management System and other pieces of the improved system. BCT has also completed work on our first SIS (student information system) connection. We will now be able to pull and push data directly into Aeries. Our goal is to pilot this with the Apple Valley, San Bernardino, and Snowline School Districts this spring. We will be expanding our SIS connectivity to other major systems. The purpose of this is to be able to match a student's academic work with their career plan. This will give us the capability to create the on and off track, real time alert system. We are planning on BCT delivering in March other parts of what we are calling the Clear Path System. The CPS will help students develop long-range educational plans that lay out multiple pathways (four and two year colleges, trade schools and the military). David Kenneally (project manager) and myself had a discussion with College Search (which is a division of Peterson's and considered the premier college search system), and they have agreed to use K16 Bridge as the

beta site for their new version. There will be no cost to us, but we will work with them to evaluate and advise on the new system. We will also be piloting a new parent college financial planning system with a group out of New York called Invite Education. They will be ready for us to place the system in our new parent portal by late January. I believe there are some great opportunities with the Invite Education system to reach out to the financial planning industry to help us provide guidance to parents. This will fit very well in our work with first generation students and families.

One of the areas where we are getting the most response is our Articulation and Adult Education programs. Working with VVC, Ryan and David have built an online system that gets rid of the error filled pen and paper system currently being used by many colleges to grant credit to ROP students. This new system provides all users with information on the students' matriculation status and successful delivery of grades. We are currently working with VVC on pushing the data we collect directly on to the students' transcripts. In order to have that feature available by this spring, the VVC RAMP UP team has authorized funds to hire a programmer to complete the work on their side. David has also been working with Cerritos College on an Adult Education version of My Mentor. In order to create a more powerful system, we reached out to ASAP, one of the leading data gathering systems for Adult Education. ASAP will be partnering with us and is developing an API at no cost to us so that we can push and pull data easily.

Under the RAMP UP grant we are now expanding our program into middle schools in selected areas. I have also included the most recent data report on the number of students that have activated the system and have begun taking the EUREKA Career Assessments. Many of these districts have asked us to do a phase-in process. Even though you see 6,692 students in San Bernardino having logged on, we have created accounts for over 14,000. We will be adding another 8,000 in the next few months as we bring on:

Arrowview Middle School
Chavez Middle School
Curtis Middle School
Del Vallejo Middle School
Golden Valley Middle School
King Middle School
Richardson Prep Hi School
Serrano Middle School
Shandin Hills Middle Schools
Rodriguez Prep Academy
Paakuma
San Bernardino City Community
CA School/Deaf Riverside

These schools are just in the San Bernardino area. We have a number of High Desert middle and elementary schools beginning the process. Again, Bridge is a holistic system that requires a phased implementation plan. Since our mission is to help all students, schools need to incorporate the system throughout their school and not just with one group.

Thank you,

Chris Piercy
Director of the K16 Bridge Program

VVC's K16 Bridge Program

Data Report August 8, 2015

Comparison of the Class of 2014 and 2015

All information is based on students that linked.

Action	2014	2015	Increase
Linked	1451	2169	+50%
Linked and tested	1243	1882	+ 51%
Linked and Ed Plan	1183	1681	+42 %
Linked and FAFSA	886	1107	+25%
Enrolled	936	1124	+20%
Enrolled start of class	903	1101	+ 22%
Enrolled still enrolled at 1 st Census	880	NA	

Accuplacer scores

Math	Tested into	2014	2015
BSKL 9		NA	269
Math 6		217	NA
Math 10		335	312
Math 12		158	494
Math 42/63		343	461
Math 90		128	219
Math 104		51	93
Math 226		2	6
English	Tested into	2014	2015
Basic Skills		76	99
English 6		283	417
English 50		616	928
English 101		225	388

RAMP UP Pathway Report as of 11/19/15

College Name	Site Name	Users	Users Linked to Pathways	RampUP Pathways Based on Saved Career Pathways and Majors/Programs				
				Health	Aviation	Vehicle	Energy	Manufacturing
Antelope Valley College	AVC- Knight High School	0	0	0	0	0	0	0
	AVC- Rosamond High School	0	0	0	0	0	0	0
	AVC- The Palmdale Aerospace Academy	373	373	66	18	17	69	59
	College Total	373						
Barstow College	BC- Barstow High School	0	0	0	0	0	0	0
	College Total	0						
San Bernardino Community College	SBCC- Arroyo Valley High School	2053	2053	130	38	36	87	79
	SBCC- Cajon High School	1372	1372	72	20	21	38	34
	SBCC- Indian Springs HS	817	817	52	15	16	38	34
	SBCC- Pacific High School	793	793	88	16	15	59	52
	SBCC- San Bernardino HS	953	953	4	1	1	9	8
	SBCC- San Gorgonio High School	704	704	4	2	2	5	2
	College Total	6692						
Victor Valley College	VVC- Academy for Academic Excellence	530	530	30	14	13	21	21
	VVC- Adelanto High School	259	259	3	1	1	1	2
	VVC- Apple Valley High School	125	125	6	0	0	1	0
	VVC- Excelsior Education Center	60	60	8	0	0	2	1
	VVC- Granite Hills High School	879	879	21	6	6	16	13
	VVC- Hesperia High School	248	248	13	2	2	4	4
	VVC- Lucerne Valley High School	0	0	0	0	0	0	0
	VVC- Oak Hills High School	153	153	8	4	3	7	6
	VVC- Serrano High School	1404	1404	327	112	111	207	174
	VVC- Silverado High School	400	400	11	4	5	9	4
	VVC- Sultana High School	43	43	3	1	1	1	1
	VVC- Victor Valley High School	1403	1403	56	13	16	52	38
College Total	5504							

Note: The number of “Users linked to Pathways” does not always match the individual pathway counts combined. The reason for this is that some students saved two RAMP UP Pathways as their favorite. Please contact Katie at kpiercy@lcer.org if you need support or training in getting your students through the EUREKA process and connected to a pathway. EUREKA has 31 identified pathways so this is just a look at the five selected as part of the RAMP UP grant.

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

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$5,174.37
Revenue		
Transfer from Savings - Scholarships	\$7,300.00	
<i>Total</i>	\$7,300.00	
Expenditures		
Art Show Artist 50%	\$5.00	
Erica Piar - Opportunity Grant to study in Japan	\$1,500.00	
CSU Sacramento - Chase Meyers - Foundation Board Scholarship	\$500.00	
Oregon State University - Sydney Stanton - Foundation Board Scholarship	\$500.00	
Stevens Institute for Technology - Alexandria Austin - CA Writer's Scholarship	\$300.00	
<i>Total</i>	\$2,805.00	
Ending Balance	<i>Total</i>	\$9,669.37

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$196,567.05
Restricted Funds - AAE PTC Scholarship		\$3,516.80
Restricted Funds - AAE Staff Scholarship		(\$90.67)
Restricted Funds - Ambassadors Scholarship		\$500.00
Restricted Funds - Davis Endowment		\$11,430.50
Restricted Funds - Foundation Board Scholarship		\$1,086.29
Restricted Funds - HiDAS Endowment		\$64,270.75
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship		\$0.00
Restricted Funds - Foundation Scholarships and Grants		\$31,253.90
Restricted Funds - VPA Scholarship		\$566.00
Unrestricted Funds		\$20,374.04
		\$339,833.96
Revenue		
AAE Capital Campaign - Playground	\$1,130.00	
AAE PTC Scholarship	\$2,000.00	
Interest	\$28.52	
<i>Total</i>	\$3,158.52	
Expenditures		
AAE PTC Scholarship	\$1,000.00	
Edison Scholarship	\$5,000.00	
Foundation Board Scholarship	\$500.00	
Peacock/Casillas Scholarship	\$500.00	
CA Writer's Club Scholarship	\$300.00	
<i>Total</i>	\$7,300.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$197,714.16
Restricted Funds - AAE PTC Scholarship		\$4,516.80
Restricted Funds - AAE Staff Scholarship		(\$90.67)
Restricted Funds - Ambassadors Scholarship		\$500.00
Restricted Funds - Davis Endowment		\$11,431.35
Restricted Funds - Foundation Board Scholarship		\$586.29
Restricted Funds - HiDAS Endowment		\$64,276.45
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship		\$0.00
Restricted Funds - Foundation Scholarships and Grants		\$25,456.75
Restricted Funds - VPA Scholarship		\$566.00
Unrestricted Funds		\$20,376.04
	<i>Total</i>	\$335,692.48

Total Checking and Savings

\$345,361.85

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

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance \$9,669.37

Revenue

Transfer from Savings - Scholarships	\$500.00
Transfer from Savings - AAE Capital Campaign - Playground	\$2,600.00
Eventbrite - Playground - Fun Run	\$2,754.74
<i>Total</i>	\$5,854.74

Expenditures

UC Berkeley - Viktoria Sardillo - Edison Scholarship	\$5,000.00
American River College - Joshua Lockwood - Peacock/Casillas Scholarship	\$500.00
VVC - Carla Ghafari - AAE PTC Scholarship	\$500.00
Northern Arizona University - Tabitha Vaage - AAE PTC Scholarship	\$500.00
Oregon State University - Alexandria Stanton - Peacock/Casillas Scholarship	\$500.00
Chris Murphy - AAE Capital Campaign - Playground - DJ for Fun Run	\$100.00
Refund for donation error - AAE Capital Campaign - Playground	\$2,500.00
Zabelle Crosson - AAE Capital Campaign - Playground - Fun Run Expenses	\$2,236.78
<i>Total</i>	\$11,836.78

Ending Balance

Total \$3,687.33

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance

Restricted Funds - AAE Capital Campaign	\$197,714.16
Restricted Funds - AAE PTC Scholarship	\$4,516.80
Restricted Funds - AAE Staff Scholarship	(\$90.67)
Restricted Funds - Ambassadors Scholarship	\$500.00
Restricted Funds - Davis Endowment	\$11,431.35
Restricted Funds - Foundation Board Scholarship	\$586.29
Restricted Funds - HiDAS Endowment	\$64,276.45
Restricted Funds - IT Scholarship	\$754.29
Restricted Funds - Mike Klein Teacher Scholarship	\$7,473.47
Restricted Funds - Daniel Kobold Scholarship	\$18.00
Restricted Funds - NSAA Capital Campaign	\$96.62
Restricted Funds - Rick Piercy Scholarship	\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship	\$0.00
Restricted Funds - Foundation Scholarships and Grants	\$25,456.75
Restricted Funds - VPA Scholarship	\$566.00
Unrestricted Funds	\$20,376.04
	\$335,692.48

Revenue

Edison Scholarship	\$5,000.00
AAE Capital Campaign - Playground	\$56,804.04
VVWRA Easement	\$1,000.00
Interest	\$30.05
<i>Total</i>	\$62,834.09

Expenditures

AAE Capital Campaign - Playground	\$2,600.00
Foundation Board Scholarship	\$500.00
<i>Total</i>	\$3,100.00

Ending Balance

Restricted Funds - AAE Capital Campaign	\$251,936.23
Restricted Funds - AAE PTC Scholarship	\$4,516.80
Restricted Funds - AAE Staff Scholarship	(\$90.67)
Restricted Funds - Ambassadors Scholarship	\$500.00
Restricted Funds - Davis Endowment	\$11,432.26
Restricted Funds - Foundation Board Scholarship	\$86.29
Restricted Funds - HiDAS Endowment	\$64,282.46
Restricted Funds - IT Scholarship	\$754.29
Restricted Funds - Mike Klein Teacher Scholarship	\$7,473.47
Restricted Funds - Daniel Kobold Scholarship	\$18.00
Restricted Funds - NSAA Capital Campaign	\$96.62
Restricted Funds - Rick Piercy Scholarship	\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship	\$0.00
Restricted Funds - Foundation Scholarships and Grants	\$30,459.75
Restricted Funds - VPA Scholarship	\$566.00
Unrestricted Funds	\$21,378.14
	\$395,426.57

Total \$395,426.57

Total Checking and Savings

\$399,113.90

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

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$3,687.33
Revenue		
Transfer from Savings - AAE Capital Campaign - Playground	\$5,288.72	
<i>Total</i>	\$5,288.72	
Expenditures		
Art Show - Artist 50% check deposit	\$20.00	
Transfer to savings - Eventbrite funds - AAE Capital Campaign - Fun Run	\$2,754.74	
Zabelle Crosson - AAE Capital Campaign - Playground - Fun Run Expenses	\$3,051.94	
<i>Total</i>	\$5,826.68	
Ending Balance	<i>Total</i>	\$3,149.37

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$251,936.23
Restricted Funds - AAE PTC Scholarship		\$4,516.80
Restricted Funds - AAE Staff Scholarship		(\$90.67)
Restricted Funds - Ambassadors Scholarship		\$500.00
Restricted Funds - Davis Endowment		\$11,432.26
Restricted Funds - Foundation Board Scholarship		\$86.29
Restricted Funds - HiDAS Endowment		\$64,282.46
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship		\$0.00
Restricted Funds - Foundation Scholarships and Grants		\$30,459.75
Restricted Funds - VPA Scholarship		\$566.00
Unrestricted Funds		\$21,378.14
		\$395,426.57
Revenue		
AAE Staff Scholarship	\$240.00	
AAE Capital Campaign - Playground - Fun Run	\$3,397.52	
IT Scholarship	\$200.00	
History of AV Video	\$10.00	
Interest	\$32.41	
<i>Total</i>	\$3,879.93	
Expenditures		
AAE Capital Campaign - Playground - Fun Run	\$5,288.72	
<i>Total</i>	\$5,288.72	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$250,064.48
Restricted Funds - AAE PTC Scholarship		\$4,516.80
Restricted Funds - AAE Staff Scholarship		\$149.33
Restricted Funds - Ambassadors Scholarship		\$500.00
Restricted Funds - Davis Endowment		\$11,433.23
Restricted Funds - Foundation Board Scholarship		\$86.29
Restricted Funds - HiDAS Endowment		\$64,288.94
Restricted Funds - IT Scholarship		\$954.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,016.94
Restricted Funds - Senior Leadership Team Scholarship		\$0.00
Restricted Funds - Foundation Scholarships and Grants		\$30,462.99
Restricted Funds - VPA Scholarship		\$566.00
Unrestricted Funds		\$21,390.41
	<i>Total</i>	\$394,017.78
Total Checking and Savings		\$397,167.15

The High Desert Partnership in Academic Excellence Foundation, Inc.
Statement of Revenues and Expenditures - Unposted Transactions Included In Report
From 7/2/2015 Through 12/1/2015

	Actuals - This Month	Actuals - Year-to-Date	Budget - Year-to-Date	Total Budget for 13/14	Percent Total Budget Remaining
Revenue					
Revenue					
Revenue	7,557,220.61	7,557,220.61	8,416,736.20	20,200,167.00	(62.58)%
Budget Carryover	0.00	0.00	107,447.90	257,874.96	(100.00)%
Total Revenue	<u>7,557,220.61</u>	<u>7,557,220.61</u>	<u>8,524,184.10</u>	<u>20,458,041.96</u>	<u>(63.06)%</u>
Interest					
Revenue - Interest	102.11	102.11	0.00	0.00	0.00%
Total Interest	<u>102.11</u>	<u>102.11</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00%</u>
Total Revenue	<u><u>7,557,322.72</u></u>	<u><u>7,557,322.72</u></u>	<u><u>8,524,184.10</u></u>	<u><u>20,458,041.96</u></u>	<u><u>(63.06)%</u></u>
Expense					
Salaries					
Certificated	3,284,421.73	3,284,421.73	3,432,047.60	8,236,914.00	60.12%
Classified	<u>1,396,185.68</u>	<u>1,396,185.68</u>	<u>1,486,899.60</u>	<u>3,568,559.00</u>	<u>60.87%</u>
Total Salaries	4,680,607.41	4,680,607.41	4,918,947.20	11,805,473.00	60.35%
Benefits					
Total Benefits	<u>1,434,458.47</u>	<u>1,434,458.47</u>	<u>1,530,231.30</u>	<u>3,672,555.00</u>	<u>60.94%</u>
Total Benefits	1,434,458.47	1,434,458.47	1,530,231.30	3,672,555.00	60.94%
Books and Supplies					
Total Books and Supplies	<u>725,286.76</u>	<u>725,286.76</u>	<u>527,736.95</u>	<u>1,266,569.00</u>	<u>42.73%</u>
Total Books and Supplies	725,286.76	725,286.76	527,736.95	1,266,569.00	42.74%
Services, Other Operating Expenses					
Total Services, Other Operating Expenses	<u>853,524.15</u>	<u>853,524.15</u>	<u>999,924.25</u>	<u>2,400,068.00</u>	<u>64.43%</u>
Total Services, Other Operating Expenses	853,524.15	853,524.15	999,924.25	2,400,068.00	64.44%
Capital Outlay					
Total Capital Outlay	<u>1,495,335.37</u>	<u>1,495,335.37</u>	<u>130,932.10</u>	<u>314,237.00</u>	<u>(375.86)%</u>
Total Capital Outlay	1,495,335.37	1,495,335.37	130,932.10	314,237.00	(375.86)%
Other Outgo - Debt Service					
Total Expense	<u>432,466.44</u>	<u>432,466.44</u>	<u>157,083.35</u>	<u>377,000.00</u>	<u>(14.71)%</u>
Total Expense	<u><u>9,621,678.60</u></u>	<u><u>9,621,678.60</u></u>	<u><u>8,264,855.15</u></u>	<u><u>19,835,902.00</u></u>	<u><u>51.49%</u></u>

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

	07/01/2014 - 09/01/2014			07/01/2015 - 09/01/2015		
	Actuals year-to-date	Total Budget	Budget Variance	Actuals year-to-date	Total Budget	Budget Variance
Revenue						
Revenue						
Revenue	<u>8,596,037.13</u>	<u>16,951,953.00</u>	<u>(8,355,915.87)</u>	<u>7,557,220.61</u>	<u>20,200,167.00</u>	<u>(12,642,946.39)</u>
Budget Carryover	<u>1,593,851.67</u>	<u>3,825,244.00</u>	<u>(2,231,392.33)</u>	<u>107,447.90</u>	<u>257,874.96</u>	<u>(150,427.06)</u>
Total Revenue	<u>10,189,888.80</u>	<u>20,777,197.00</u>	<u>(8,355,915.87)</u>	<u>7,664,668.51</u>	<u>20,458,041.96</u>	<u>(12,642,946.39)</u>
Interest						
Revenue - Interest	<u>242.22</u>	<u>0.00</u>	<u>242.22</u>	<u>102.11</u>	<u>0.00</u>	<u>102.11</u>
Total Interest	<u>242.22</u>	<u>0.00</u>	<u>242.22</u>	<u>102.11</u>	<u>0.00</u>	<u>102.11</u>
Total Revenue	<u>10,190,131.02</u>	<u>20,777,197.00</u>	<u>(8,355,673.65)</u>	<u>7,664,770.62</u>	<u>20,458,041.96</u>	<u>(12,642,844.28)</u>
Expense						
Salaries						
Certificated	<u>3,002,931.86</u>	<u>7,482,090.00</u>	<u>4,479,158.14</u>	<u>3,284,421.73</u>	<u>8,236,914.00</u>	<u>4,952,492.27</u>
Classified	<u>1,323,408.98</u>	<u>3,081,361.08</u>	<u>1,757,952.10</u>	<u>1,396,185.68</u>	<u>3,568,559.00</u>	<u>2,172,373.32</u>
Total Salaries	<u>4,326,340.84</u>	<u>10,563,451.08</u>	<u>6,237,110.24</u>	<u>4,680,607.41</u>	<u>11,805,473.00</u>	<u>7,124,865.59</u>
Benefits	<u>1,206,000.37</u>	<u>3,117,453.28</u>	<u>1,911,452.91</u>	<u>1,434,458.47</u>	<u>3,672,555.00</u>	<u>2,238,096.53</u>
Books and Supplies	<u>566,527.48</u>	<u>1,437,027.65</u>	<u>870,500.17</u>	<u>725,286.76</u>	<u>1,266,569.00</u>	<u>541,282.24</u>
Services, Other Operating Expenses	<u>874,088.27</u>	<u>1,639,588.00</u>	<u>765,499.73</u>	<u>853,524.15</u>	<u>2,400,068.00</u>	<u>1,546,543.85</u>
Capital Outlay	<u>1,841,198.22</u>	<u>3,678,978.00</u>	<u>1,837,779.78</u>	<u>1,495,335.37</u>	<u>314,237.00</u>	<u>(1,181,098.37)</u>
Other Outgo	<u>119,778.15</u>	<u>375,000.00</u>	<u>255,221.85</u>	<u>432,466.44</u>	<u>377,000.00</u>	<u>(55,466.44)</u>
Total Expense	<u>8,933,933.33</u>	<u>20,811,498.01</u>	<u>11,877,564.68</u>	<u>9,621,678.60</u>	<u>19,835,902.00</u>	<u>10,214,223.40</u>

The High Desert Partnership in Academic Excellence Foundation, Inc.

Statement of Revenues and Expenditures

From 7/2/2015 Through 12/1/2015

	Bridge	AAE	Global Ops	NSAA	Operating	IT	Capital Improvements	Total
Revenue								
Revenue								
Revenue	54,250.00	4,605,671.85	29,375.92	2,610,435.13	4,952.59	920.68	251,614.44	7,557,220.61
Total Revenue	54,250.00	4,605,671.85	29,375.92	2,610,435.13	4,952.59	920.68	251,614.44	7,557,220.61
Interest								
Revenue - Interest	0.00	0.00	0.00	0.00	102.11	0.00	0.00	102.11
Total Interest	0.00	0.00	0.00	0.00	102.11	0.00	0.00	102.11
Total Revenue	54,250.00	4,605,671.85	29,375.92	2,610,435.13	5,054.70	920.68	251,614.44	7,557,322.72
Expense								
Salaries								
Certificated	26,056.70	2,110,973.12	2,000.00	1,016,360.31	129,031.60	0.00	0.00	3,284,421.73
Classified	0.00	524,618.48	29,981.41	288,042.27	371,721.31	181,822.21	0.00	1,396,185.68
Total Salaries	26,056.70	2,635,591.60	31,981.41	1,304,402.58	500,752.91	181,822.21	0.00	4,680,607.41
Benefits								
Total Benefits	4,122.65	818,048.04	9,500.87	348,589.31	186,227.41	67,970.19	0.00	1,434,458.47
Total Benefits	4,122.65	818,048.04	9,500.87	348,589.31	186,227.41	67,970.19	0.00	1,434,458.47
Books and Supplies								
Total Books and Supplies	(3,582.17)	248,298.35	5,178.60	185,737.22	5,354.61	200,437.55	83,862.60	725,286.76
Total Books and Supplies	(3,582.17)	248,298.35	5,178.60	185,737.22	5,354.61	200,437.55	83,862.60	725,286.76
Services, Other Operating Expenses								
Total Services, Other Operating Expenses	30,327.57	78,085.70	1,341.73	239,071.07	451,184.39	52,910.89	602.80	853,524.15
Total Services, Other Operating Expenses	30,327.57	78,085.70	1,341.73	239,071.07	451,184.39	52,910.89	602.80	853,524.15
Capital Outlay								
Total Capital Outlay	2,250.00	0.00	0.00	44,915.86	42,245.16	59.00	1,405,865.35	1,495,335.37
Total Capital Outlay	2,250.00	0.00	0.00	44,915.86	42,245.16	59.00	1,405,865.35	1,495,335.37
Other Outgo - Debt Service								
Total Expense	0.00	354,434.84	0.00	0.00	8,335.00	0.00	69,696.60	432,466.44
Total Expense	59,174.75	4,134,458.53	48,002.61	2,122,716.04	1,194,099.48	503,199.84	1,560,027.35	9,621,678.60

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Balance Sheet
 As of 12/2/2015

	Current Year
Assets	
Union-Checking	295,118.89
Union-Savings	855.59
Other-Checking	965,562.75
Other-Savings	0.00
DCB-NASA	19,135.78
DCB-CD	0.00
Petty Cash	14,408.78
Union Bank Trust Accounts	19,129.88
Accounts Receivable	472,178.48
Prepaid Expenses	67,201.67
Fixed Assets	<u>14,597,820.23</u>
Total Assets	<u><u>16,451,412.05</u></u>
Liabilities and Net Assets	
Accounts Payable Vendor	42,871.51
Line of Credit	800,000.00
Other Liability	89,982.71
Long Term Debt	
Bonds Payable	5,515,000.00
Laptop Leases Payable	409,042.15
Other Longterm Debt	<u>701,568.52</u>
Total Long Term Debt	6,625,610.67
Fund Balance	11,794,701.66
Excess Revenues over Expenditures	<u>(2,901,754.50)</u>
Total Liabilities and Net Assets	<u><u>16,451,412.05</u></u>

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 9/2/2015 Through 12/1/2015

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
9/2/2015	35559	CharterSAFE	20,403.73	Insurance premium pymt for September
9/2/2015	35562	Employment Develop...	17,259.82	Cert - PIT #815-1243-6 for August
9/2/2015	35565	SBCSS	10,348.36	NSAA PERS contributions for August
9/2/2015		SBCSS	40,645.39	LCER/AAE - PERS contributions for August
9/2/2015	35566	SchoolsFirst Federal C...	11,052.74	Employee TSA contributions - Aug 2015
9/2/2015	35571	SBCSS	35,578.07	NSAA STRS contributions for August
9/2/2015		SBCSS	89,204.02	LCER/AAE - STRS contributions for August
9/2/2015	35576	Global Modular	16,712.97	Progress Payment for Restroom Unit-MRC
9/4/2015	35578	Apple Valley Communi...	10,554.98	Progress Billing #1 for AAE Portable
9/4/2015		Apple Valley Communi...	30,378.84	Final Billing for AAE Portables
9/4/2015	35608	Conco Construction	176,805.28	Progress Billing on the Traffic Signal
9/8/2015	35610	Conco Construction	15,372.00	Progress Payment on Norton Expansion
9/8/2015		Conco Construction	108,323.01	Norton Expansion Phase 7
9/11/2015	25571	Lewis Center for Ed Re...	55,000.00	Transfer Funds from DCB to Union
9/11/2015	35612	Apple Valley Communi...	10,334.90	Final Billing NSAA Project
9/11/2015	35625	Gordon & Rees LLP	19,275.00	Services thru July 31, 2015 - C. Davis
9/11/2015	35630	IALS	30,064.39	MS Science Curriculum
9/11/2015	35632	Illuminate Education, Inc	20,920.00	Illuminate Renewal for 2015/2016
9/11/2015	35665	IAT Interactive	30,064.39	MS Science Curriculum
9/14/2015	35671	Trotters Green Ways	10,000.00	Consulting for Energy Grant - AAE, Norton
9/16/2015	35666	SISC	171,529.20	Health Coverage for Sept 15
9/22/2015	35696	Conco Construction	53,256.78	Progress Billing on the traffic Signal
9/22/2015	35716	Southern California Edi...	12,882.66	2-30-619-9621 Sept 15
9/22/2015		Southern California Edi...	14,452.50	2-21-356-3786 Sept 15
9/30/2015	252		216,507.61	Group: CLASS; Pay Date: 9/30/2015
10/1/2015	253		481,155.84	Group: CERT; Pay Date: 10/1/2015
10/5/2015	35740	CharterSAFE	20,404.00	Insurance premium pymt for October
10/5/2015	35743	Employment Develop...	17,880.90	Cert - PIT #815-1243-6 for Sept
10/5/2015	35746	SBCSS	38,064.62	NSAA STRS contributions for September
10/5/2015		SBCSS	88,589.76	LCER/AAE - STRS contributions for September
10/5/2015	35747	SchoolsFirst Federal C...	10,388.17	Employee TSA contributions - Sept 2015
10/5/2015	35753	SBCSS	10,973.93	NSAA PERS contributions for September
10/5/2015		SBCSS	42,585.09	LCER/AAE - PERS contributions for September
10/6/2015	35791	IXL Learning	15,801.00	1 Year IXL Site License
10/6/2015	35804	Pacific Western Comm...	20,548.75	Final Billing for Lewis Center portable
10/6/2015	35809	Renaissance Learning,...	10,540.80	STAR Reading Enterprise Subscription- AAE
10/6/2015		Renaissance Learning,...	15,860.40	Annual All Product RP Hosting fee, Accelerated reader , Math
10/6/2015	35810	Southern California Edi...	30,208.73	Account #3-040-9699-37
10/6/2015	35813	T.E.K.	16,221.00	Emergency High Voltage Feed (Flood)
10/14/2015	35843	Southern California Edi...	11,463.76	Account #3-031-844-40 Service 9/8-10/7
10/14/2015		Southern California Edi...	14,259.87	Acct#3-040-9699-37 Service for 9/4/15-10/6/15
10/19/2015	25572	Lewis Center for Ed Re...	60,000.00	Transfer DCB funds to Union
10/19/2015	35853	SISC	177,986.05	Health Coverage for October 15
10/30/2015	254		212,382.16	Group: CLASS; Pay Date: 10/31/2015
11/1/2015	255		483,035.97	Group: CERT; Pay Date: 11/1/2015
11/2/2015	35900	CharterSAFE	20,404.00	Insurance premium pymt for November
11/2/2015	35924	Southern California Edi...	12,277.37	Acct#2-21-356-3786
11/2/2015	35925	SchoolsFirst Federal C...	10,388.17	Employee TSA contributions - Oct 2015
11/2/2015	35939	Employment Develop...	18,061.87	Cert - PIT #815-1243-6 for October
11/2/2015	35944	SBCSS	11,494.25	NSAA PERS contributions for October
11/2/2015		SBCSS	41,112.61	LCER/AAE - PERS contributions for October
11/2/2015	35946	SBCSS	40,707.36	NSAA STRS contributions for October 2015
11/2/2015		SBCSS	87,220.78	LCER/AAE - STRS contributions for October 15
11/13/2015	35980	BCT Consulting, Inc	21,700.00	Programming on My Mentor 2.0
11/13/2015	35981	Bergstrom Constructio...	12,825.00	Final Invoice for Wall Construction
11/13/2015	36033	SBCSS	42,295.32	PO#0809-0631

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 9/2/2015 Through 12/1/2015

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
11/17/2015	25573	Lewis Center for Ed Re...	60,000.00	Transfer Funds from DCB to Union
11/18/2015	36039	SISC	176,792.70	SISC November 2015
11/20/2015	36046	Conco Construction	17,013.79	Emergency Service for Mold Repair for M Building
11/20/2015		Conco Construction	25,969.00	NSAA Final Payment
11/30/2015	256		211,270.11	Group: CLASS; Pay Date: 11/30/2015
12/1/2015	258		479,738.40	Group: CERT; Pay Date: 12/1/2015
Report Total			4,294,548.17	

AAE - Budget Comparison 2014/15 to 2015/16

	2014-2015			2015-2016			Comparison
	Total Budget \$ - Revised	Current Period Actual thru Oct 2014	Percent Total Budget-to-date	Total Budget \$ - Revised	Current Period Actual thru Oct 2015	Percent Total Budget-to-date	Percent Budget-to-date Comparison
Revenue							
Revenue							
Revenue	10,486,608.00	5,066,084.64	48.31%	12,410,782.00	4,848,220.83	39.06%	-9.25%
B Budget Carryover	3,120,978.00	1,300,407.50		103,812.00	43,255.00		
Capital Improvements							
Total Revenue	13,607,586.00	6,366,492.14	46.79%	12,514,594.00	4,891,475.83	39.09%	-9.25%
Expense							
Salaries							
Certificated							
Certificated Salaries	4,857,823.00	1,960,910.90	40.37%	5,193,841.00	2,110,973.12	40.64%	0.28%
T total Certificated	4,857,823.00	1,960,910.90	40.37%	5,193,841.00	2,110,973.12	40.64%	0.28%
Classified							
C Classified Salaries	1,043,578.00	469,019.28	44.94%	1,480,725.00	524,618.48	35.43%	-9.51%
T total Classified	1,043,578.00	469,019.28	44.94%	1,480,725.00	524,618.48	35.43%	-9.51%
Total Salaries	5,901,401.00	2,429,930.18	41.18%	6,674,566.00	2,635,591.60	39.49%	-1.69%
Benefits							
Health Benefits	885,063.00	353,782.45	39.97%	1,003,442.00	384,334.09	38.30%	-1.67%
S TRS	385,465.00	165,677.48	42.98%	536,178.00	216,301.05	40.34%	-2.64%
PER S	140,634.00	54,236.09	38.57%	198,740.00	62,065.66	31.23%	-7.34%
Employer Costs	286,746.00	92,851.85	32.38%	346,505.00	155,347.24	44.83%	12.45%
Total Benefits	1,697,908.00	666,547.87	39.26%	2,084,865.00	818,048.04	39.24%	-0.02%
Books and Supplies							
Approved Text Books	117,000.00	49,751.96	42.52%	177,000.00	89,978.73	50.84%	8.31%
Books	5,900.00	0.00	0.00%	6,500.00	239.75	3.69%	3.69%
Class Supplies	152,725.00	76,633.02	50.18%	113,725.00	81,617.79	71.77%	21.59%
Equipment (under 5K)	69,025.00	1,098.93	1.59%	53,525.00	2,086.13	3.90%	2.31%
Food	110,000.00	47,706.24	43.37%	110,000.00	38,482.13	34.98%	-8.39%
Office Supplies	12,500.00	4,272.04	34.18%	12,500.00	5,200.47	41.60%	7.43%
Postage	250.00	1,905.43	0.00%	6,250.00	1,467.42	23.48%	
Computers		2,108.68	0.00%	0.00	6,622.04	#DIV/0!	#DIV/0!
Equipment for Resale	0.00	0.00	0.00%	0.00	293.38	#DIV/0!	#DIV/0!
Furniture	10,000.00	10,585.19	105.85%	15,000.00	89,157.22	594.38%	552.15%
Books, Media, Library	15,000.00	9,453.06	63.02%	15,000.00	8,342.68	55.62%	-7.40%
Total Books and Supplies	492,400.00	203,514.55	41.33%	509,500.00	323,487.74	63.49%	22.16%
Services, Other Operating Expenses							
Employee Admin	1,600.00	876.31	54.77%	1,600.00	668.74	41.80%	-12.97%
Testing	12,000.00	1,086.81	9.06%	12,000.00	845.71	7.05%	-2.01%
Field Trip	2,000.00	1,153.00	57.65%	5,000.00	8,396.19	167.92%	110.27%
Referees	12,500.00	1,854.47	14.84%	12,500.00	1,531.00	12.25%	-2.59%
Travel	12,000.00	1,660.96	13.84%	2,000.00	3,409.18	170.46%	156.62%
Training and Conferences	41,757.00	14,295.42	34.23%	32,327.00	6,407.20	19.82%	-14.41%
Dues and Memberships	10,500.00	3,103.50	29.56%	13,000.00	1,530.00	11.77%	-17.79%
AVU SD Fees	7,800.00	0.00	0.00%	8,200.00	0.00	0.00%	0.00%
S B Co Fees	0.00	0.00	0.00%	2,000.00	0.00	0.00%	
Bank Fees	0.00	0.00	0.00%	500.00	0.00	0.00%	
Legal Fees	900.00	841.00	0.00%	26,000.00	441.00	0.00%	0.00%
Consulting	0.00	4,792.50	0.00%	10,000.00	16,292.50	0.00%	0.00%
SEL PA Services	19,250.00	0.00	0.00%	96,216.00	0.00	0.00%	0.00%
Utilities				34,000.00		0.00%	
Emergency-First Aid	1,500.00	230.77	15.38%	1,500.00	319.43	21.30%	5.91%
Rental - Leases	133,524.00	81,180.86	60.80%	87,024.00	18,108.61	20.81%	-39.99%
Public Relations	0.00	0.00	0.00%	1,000.00	0.00	0.00%	
Special Events	10,100.00	3,510.90	34.76%	10,500.00	1,278.35	12.17%	-22.59%
Facilities - Maintenance	0.00	500.00	0.00%	0.00	1,000.01	0.00%	0.00%
Au to	0.00	0.00	#DIV/0!	0.00	119.14	#DIV/0!	
Bu s	40,000.00	13,898.69	34.75%	45,000.00	14,758.05	32.80%	-1.95%
Total Services, Other Operating	305,431.00	128,985.19	42.23%	400,367.00	75,105.11	18.76%	-23.47%
Capital Outlay				0.00			

Site Improvements	103,812.00	1,023.84		161,312.00	0.00	0.00%	0.00%
Bldg Improvements	2,846,141.00	1,408,548.83	49.49%	0.00	1,172,031.30	#DIV/0!	#DIV/0!
Capital Equipment (over 5K)		<u>6,979.50</u>			<u>0.00</u>	<u>0.00%</u>	
Total Capital Outlay	2,949,953.00	1,416,552.17	48.02%	161,312.00	1,172,031.30	726.56%	678.54%
Other Outgo							
Interest Expense	260,000.00	105,088.97	40.42%	237,000.00	61,094.01	25.78%	-14.64%
DCB- Loan Principal	115,000.00	0.00	0.00%	140,000.00	0.00	0.00%	0.00%
DCB- LOC Loan Fees	0.00	6,913.76		0.00	0.00	0.00%	0.00%
Tetra	<u>0.00</u>	<u>0.00</u>		<u>0.00</u>	<u>363,037.43</u>	<u>0.00%</u>	0.00%
Total Other Outgo	375,000.00	112,002.73	29.87%	377,000.00	424,131.44	112.50%	
Total Expense	11,722,093.00	4,957,532.69	42.29%	10,207,610.00	5,448,395.23	53.38%	11.08%

Total active accts = 996, Accts with one current pymt late = 3, Inactive accts (students have left) = 2, % that are up-to-date = 99.7%

NSAA - Budget Comparison 2014/15 to 2015/16

	2014-2015			2015-2016			Comparison
	Total Budget \$ - Revised	Current Period Actual thru Nov 2014	Percent Total Budget-to-date	Total Budget \$ - Revised	Current Period Actual thru Nov 2015	Percent Total Budget-to-date	Percent Budget-to-date Comparison
	Revenue						
Revenue							
Revenue	<u>6,107,153.00</u>	<u>3,258,180.56</u>	<u>53.35%</u>	<u>7,516,196.00</u>	<u>2,609,069.13</u>	<u>34.71%</u>	<u>-18.64%</u>
Budget Carryover	<u>659,112.00</u>	<u>274,630.00</u>		<u>55,925.00</u>	<u>23,302.08</u>		
Capital Improvements							
Total Revenue	<u>6,766,265.00</u>	<u>3,532,810.56</u>	<u>52.21%</u>	<u>7,572,121.00</u>	<u>2,632,371.21</u>	<u>34.76%</u>	<u>-18.64%</u>
Expense							
Salaries							
Certificated							
Certificated Salaries	<u>2,216,126.00</u>	<u>881,062.31</u>	<u>39.76%</u>	<u>2,652,317.00</u>	<u>1,016,360.31</u>	<u>38.32%</u>	<u>-1.44%</u>
Total Certificated	2,216,126.00	881,062.31	39.76%	2,652,317.00	1,016,360.31	38.32%	-1.44%
Classified							
Classified Salaries	<u>602,044.00</u>	<u>261,243.10</u>	<u>43.39%</u>	<u>817,886.00</u>	<u>288,042.27</u>	<u>35.22%</u>	<u>-8.17%</u>
Total Classified	<u>602,044.00</u>	<u>261,243.10</u>	<u>43.39%</u>	<u>817,886.00</u>	<u>288,042.27</u>	<u>35.22%</u>	<u>-8.17%</u>
Total Salaries	2,818,170.00	1,142,305.41	40.53%	3,470,203.00	1,304,402.58	37.59%	-2.94%
Benefits							
Health Benefits	408,869.00	143,493.61	35.10%	461,346.00	164,505.66	35.66%	0.56%
S TRS	160,039.00	65,741.76	41.08%	269,883.00	96,041.36	35.59%	-5.49%
PER S	99,815.00	39,411.52	39.48%	113,136.00	33,996.38	30.05%	-9.44%
Employer Costs	<u>126,641.00</u>	<u>51,785.13</u>	<u>40.89%</u>	<u>148,737.00</u>	<u>54,045.91</u>	<u>36.34%</u>	<u>-4.55%</u>
Total Benefits	795,364.00	300,432.02	37.77%	993,102.00	348,589.31	35.10%	-2.67%
Books and Supplies							
Approved Text Books	85,500.00	51,988.42	60.81%	102,711.00	61,884.72	60.25%	-0.55%
Books	4,000.00	0.00	0.00%	500.00	3,211.47	642.29%	642.29%
Class Supplies	71,456.00	46,176.88	64.62%	91,188.00	16,408.70	17.99%	-46.63%
Equipment (under 5K)	19,000.00	3,600.55	18.95%	20,500.00	3,319.58	16.19%	-2.76%
Food	190,000.00	83,877.04	44.15%	205,000.00	81,579.49	39.79%	-4.35%
Office Supplies	16,500.00	5,990.51	36.31%	16,500.00	4,464.35	27.06%	-9.25%
Computers	0.00	2,323.80	N/A	5,500.00	6,503.25	118.24%	N/A
Furniture	0.00	14,203.68	N/A	0.00	7,914.13	N/A	N/A
Software	0.00	0.00	N/A	0.00	0.00	#DIV/0!	N/A
Books, Media, Library	<u>10,000.00</u>	<u>4,232.63</u>	<u>42.33%</u>	<u>10,000.00</u>	<u>4,592.16</u>	<u>45.92%</u>	<u>3.60%</u>
Total Books and Supplies	396,456.00	212,393.51	53.57%	451,899.00	189,877.85	42.02%	-11.56%
Services, Other Operating Expenses							
Employee Admin	1,100.00	1,554.91	141.36%	1,100.00	1,208.22	109.84%	-31.52%
Testing	13,000.00	423.28	3.26%	13,000.00	415.83	3.20%	-0.06%
Referees	20,000.00	450.00	2.25%	4,500.00	990.00	22.00%	19.75%
Field Trip		0.00	N/A	3,000.00	0.00	0.00%	N/A
Travel	11,200.00	3,377.54	30.16%	4,700.00	5,321.94	113.23%	83.08%
Training and Conferences	74,041.00	515.90	0.70%	37,200.00	14,083.67	37.86%	37.16%
Dues and Memberships	5,150.00	87.00	1.69%	3,650.00	2,599.04	71.21%	69.52%
Provided Training	5,000.00	0.00	0.00%	5,000.00	0.00	0.00%	0.00%
S B Co Fees	50,496.00	1,616.25	3.20%	71,918.00	2,750.00	3.82%	0.62%
Legal Fees	750.00	447.49	59.67%	26,000.00	26,019.57	0.00%	-59.67%
Consulting	49,005.00	14,864.72	30.33%	30,600.00	12,247.00	0.00%	-30.33%
SEL PA Services	0.00	0.00	#DIV/0!	64,116.00	0.00	0.00%	#DIV/0!
Janitorial	12,000.00	7,850.84	65.42%	0.00	21,669.05	#DIV/0!	#DIV/0!
Pest Control	0.00	0.00	#DIV/0!	0.00	1,162.00		
Security	25,000.00	34,684.00	138.74%	0.00	24,347.60	#DIV/0!	#DIV/0!
Copier	20,000.00	9,477.06	47.39%	20,000.00	8,105.50	40.53%	-6.86%
Emergency-First Aid	500.00	240.36	48.07%	500.00	186.88	37.38%	-10.70%
Facilities Maintenance	15,000.00	9,321.05	62.14%	0.00	5,016.97	#DIV/0!	#DIV/0!
Auto	0.00	0.00	#DIV/0!	6,000.00	46.47	0.77%	#DIV/0!
Buses	0.00	0.00	#DIV/0!	0.00	734.40	#DIV/0!	#DIV/0!
Equipment Repairs	0.00	0.00	#DIV/0!	69,324.00	0.00	0.00%	#DIV/0!
Trash and Sewer	0.00	3,558.70	N/A	0.00	4,187.44	N/A	N/A
Gardening	6,000.00	650.06	10.83%	1,000.00	474.45	47.45%	36.61%
Utilities	55,000.00	38,972.84	70.86%	55,000.00	42,112.84	76.57%	5.71%

Advertising - Marketing	8,500.00	2,038.61	23.98%	8,500.00	20.00	0.24%	-23.75%
Public Relations	3,280.00	37.25	1.14%	3,280.00	542.04	16.53%	15.39%
Postage	3,000.00	1,168.83	38.96%	3,000.00	1,867.00	62.23%	23.27%
Rental - Leases	147,600.00	60,817.30	41.20%	144,000.00	58,915.68	40.91%	-0.29%
Special Events	<u>6,000.00</u>	<u>1,282.44</u>	<u>21.37%</u>	<u>6,000.00</u>	<u>1,771.19</u>	<u>29.52%</u>	<u>8.15%</u>
Total Services, Other Operating	531,622.00	193,436.43	36.39%	581,388.00	236,794.78	40.73%	<u>4.34%</u>
Capital Outlay							
Site Improvements	568,525.00	412,290.05	72.52%	87,925.00	278,749.91	317.03%	244.51%
Capital Equipment (over 5K)	<u>0.00</u>	<u>6,979.50</u>	<u>N/A</u>		<u>0.00</u>	<u>0.00%</u>	<u>N/A</u>
Total Capital Outlay	568,525.00	419,269.55	73.75%	87,925.00	278,749.91	317.03%	243.28%
Other Outgo							
Interest Expense	0.00	0.00	N/A	0.00	0.00	N/A	<u>N/A</u>
DCB- Loan Principal	0.00	0.00	N/A	0.00	0.00	N/A	<u>N/A</u>
DCB- LOC Loan Fees	0.00	0.00	N/A		0.00	N/A	<u>N/A</u>
Tetra	<u>0.00</u>	<u>0.00</u>			<u>0.00</u>	N/A	<u>N/A</u>
Total Other Outgo	0.00	0.00	N/A	0.00	0.00	N/A	
Total Expense	5,110,137.00	2,267,836.92	44.38%	5,584,517.00	2,358,414.43	42.23%	-2.15%

Total active accts = 318, Accts with one current pymt late = 22 Inactive accts (students have left) = 25, Inactive not making pymts = 12, % that are up-to-date = 90%



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

	October 31, 2015
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 1,626,135
Cash held in Trust	520,401
Accounts Receivable	2,003,820
Laptop Lease Receivable	300,000
Laptop Inventory	-
Prepaid Expenses	<u>66,065</u>
Total Current Assets	<u>4,516,421</u>
Non-Current Asset	
Lease Payment Receivable - Long Term	265,591
Unamortized Debt Issuance Costs	<u>437,611</u>
Total Non-Current Assets	<u>703,202</u>
Capital Assets	
Non-depreciable Assets	7,013,963
Depreciable Assets	19,508,958
Accumulated Depreciation	<u>(6,816,347)</u>
Total Capital Assets	<u>19,706,573</u>
TOTAL ASSETS	<u>24,926,196</u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
Current Liabilities	
Current Portion of Long Term Liabilities	1,045,134
Accrued Payroll and Payroll Expenses	676,659
Accounts Payable	170,838
Union Bank Line of Credit	800,000
Deferred Revenue	32,347
Due to Student Groups	<u>15,271</u>
Total Current Liabilities	<u>2,740,250</u>
Long Term Liabilities	
Interest Rate Swap Agreement	487,270
Voluntary Retirement Program, Less Current Portion	328,031
Laptop Capital Lease Payments, Less Current Portion	316,426
Loan Payable - Cal. Muni. Fin. Auth., Less Current Portion	5,240,000
Lease Purchase - Tetra Financial Less Current Portion	<u>1,352,314</u>
Total Long-Term Liabilities	<u>7,724,040</u>
TOTAL LIABILITIES	<u>10,464,290</u>
NET ASSETS	
Unrestricted	14,020,900
Temporarily Restricted	365,285
Permanently Restricted	<u>75,722</u>
TOTAL NET ASSETS	<u>14,461,906</u>
TOTAL LIABILITIES AND NET ASSETS	<u>24,926,196</u>



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

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal Special Education		\$ -		\$ -
National School Lunch		\$ 14,519		14,519
Other Federal Revenues	7,483	92,426		99,909
State General Purpose Apportionment	5,580,741			5,580,741
District In-Lieu Property Tax	273,333			273,333
State Categorical Funding				-
Lottery	98,807	33,270		132,076
State Special Education		485,988		485,988
Class Size Reduction				-
Other State Revenues	(5,758)	-		(5,758)
Donations	74,930	12,058	150	87,137
Donations - In-Kind				-
Student Activities	71,666			71,666
Class Fees	13,296			13,296
Food Services	16,581	1,105		17,686
Other Local Revenues	405,098			405,098
Interest Earned	12,906	84	28	13,017
Transfers	-			-
Net Assets Released From Restrictions:				
Other Federal Restricted Funds	92,426	(92,426)		-
Lottery	33,270	(33,270)		-
Other State Funds				-
Special Education	485,988	(485,988)		-
Food Services	15,625	(15,625)		-
Restricted Cash Donations	12,291	(12,141)	(150)	-
Restricted In-Kind Donations				-
REVENUES, GAINS, AND OTHER SUPPORT	7,188,682	0	28	7,188,710
EXPENSES				
Certificated Salaries	2,604,166			2,604,166
Classified Salaries	1,102,037			1,102,037
Benefits	1,155,130			1,155,130
Total Salaries and Benefits	4,861,333			4,861,333
Books and Supplies	817,757			817,757
Services, Other Operating Expenses	773,103			773,103
Free Use of Facilities - Apple Valley School District				-
Capital Outlay	59			59
Debt Service	75,138			75,138
Amortization of Bond Cost	5,333			5,333
Depreciation	223,027			223,027
Total Expenditures	6,755,751	-	-	6,755,751
Net Change in Assets from Operations	432,931	0	28	432,959
Net Assets Beginning of Year as originally stated	13,587,968	365,285	75,694	14,028,947
Unrealized gain/(loss) on Interest Rate Swap	-	-	-	-
Net Assets Beginning of Year, as restated	13,587,968	365,285	75,694	14,028,947
Net Assets End of Year	14,020,900	365,285	75,722	14,461,906



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

CASH FLOWS FROM OPERATING ACTIVITIES

Increase in Net Assets	\$ 432,959
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities	
Depreciation and Amortization	228,360
Unrealized loss/(gain) on interest rate swap	-
(Increase) Decrease in operating assets:	
Accounts Receivable	170,695
Stores Inventory	127,459
Prepaid Expense	12,777
Increase (Decrease) in operating liabilities:	
Current portion of loans payable	
Accrued Payroll and Payroll Expenses	36,163
Accounts Payable	(417,255)
Line of Credit	800,000
Deferred Revenue	(58,094)
Due to Student Groups	<u>(4,800)</u>
Net Cash Provided by Operating Activities	1,328,264

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of Equipment, Furniture and Building Improvements	(2,285,812)
Net Cash Used by Investing Activities	(2,285,812)

CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from Lease Payable	859,614
Additional Bond Issuance Cost	
Additional Laptop Lease	-
Payments on Outstanding Loans	<u>(411,112)</u>
Net Cash Used by Financing Activities	448,502

Net Increase in Cash (509,046)

BEGINNING CASH 2,655,582

ENDING CASH 2,146,536

Supplemental Required Disclosures:
Total Interest Paid

75,138



NOTE 2 - Cash and Cash Equivalents

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

	Balance at October 31, 2015
Union Bank	\$ 1,431,558
Union Banc Investment (short term CD)	7
Union Bank Corporate Trust Department	520,401
Desert Community Bank	145,070
Bank of American Fork	49,500
	<u>\$ 2,146,536</u>

NOTE 3 - Accounts Receivable

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

Federal Government:	
Title I	\$ -
Title II	\$ -
Title III	\$ -
Other	\$ -
Special Education	-
School Lunch and Breakfast Program	\$ -
State Government	
Apportionment	\$ 1,122,642
Special Education	\$ 266,996
Lottery	\$ 108,321
Other State	\$ 368,014
Local	
Laptop Lease	\$ 565,591
Property Tax	\$ 106,000
Other Local	\$ 31,846
	<u>\$ 2,569,411</u>

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

Pledges Receivable	<u>\$ -</u>
--------------------	-------------

NOTE 4 - Capital Assets

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

	Balance, July 1, 2015	Additions	Retirements	Balance, October
Capital assets not being depreciated:				
Land	\$ 798,729			\$ 798,729
Work in Progress	3,929,421	2,285,812		6,215,234
Total capital assets not being depreciated	4,728,150	2,285,812	-	7,013,963
Capital assets being depreciated:				
Buildings and improvements	13,557,274	-		13,557,274
Furniture, and equipment	2,001,041	-		2,001,041
Leasehold improvements	3,757,370	-		3,757,370
Cassini documentary	193,273	-		193,273
Total capital assets being depreciated	19,508,958	-	-	19,508,958
				25,724,192
Accumulated depreciation for:				
Buildings and improvements	(3,793,360)	(223,027)		(4,016,387)
Furniture, and equipment	(1,638,535)	-		(1,638,535)
Leasehold improvements	(968,152)	-		(968,152)
Cassini documentary	(193,273)	-		(193,273)
Total accumulated depreciation	(6,593,320)	(223,027)	-	(6,816,347)
Total capital assets being depreciated, net	12,915,638	(223,027)	-	12,692,611
Total capital assets, net	\$ 17,643,788	\$ 2,062,785	\$ -	\$ 19,706,573

NOTE 5 - Long Term Debt

	Balance, July 1, 2015	Additions	Deductions	Balance, October 31, 2015	Due within 1 Yr	Balance Due Subsequent Years
Long-Term Liabilities						
Loan Payable	5,380,000		-	5,380,000	(140,000)	5,240,000
Lease Purchase - Tetra Financial Group	1,183,700	859,614	250,000	1,793,314	(441,000)	1,352,314
Interest Rate Swap	487,270	-	-	487,270	-	487,270
Voluntary Retirement Program	398,323	-	-	398,323	(70,292)	328,031
Line of Credit	-	-	-	-	-	-
Capital Lease	866,562	-	156,294	710,268	(393,842)	316,426
Totals	\$ 8,315,855	\$ 859,614	\$ 406,294	\$ 8,769,175	\$ (1,045,134)	\$ 7,724,040

A-Loan

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

2016	140,000
2017	120,000
2018	125,000
2019	130,000
2020	135,000
2021-2026	770,000
2027-2031	925,000
2032-2036	870,000
2037-2041	1,005,000
2042	1,160,000
Total	5,380,000

B-Lease Purchase

2016	441,000
2017	588,000
2018	764,314
2019	
Total	1,793,314

C-Voluntary Retirement Program

2016	70,292
2017	93,723
2018	117,154
2019	117,154
Total	398,323

D-Capital Leases

Following is a schedule of payments under Capital Lease agreements:

Fiscal Year Ending June 30,	Phase 4 Amount	Phase 5 Amount	Phase 6 Amount	Phase 7 Amount	Phase 8 Amount
Monthly Payment	\$ 5,849	\$ 1,058	\$ 3,756	\$ 9,255	1,838
2015	\$ -	\$ -	\$ 3,755	\$ 65,051	\$ 22,056
2016	0	\$ -	\$ -	\$ -	\$ (1,788)
2017	-	\$ -	\$ -	\$ -	\$ -
Total	5,849	1,058	7,511	74,306	22,106

Continued

Fiscal Year Ending June 30,	Phase 9 Amount	Phase 10 Amount	Phase 11 Amount	Phase 12 Amount	Phase 13 Amount	Total
Monthly Payment	1,980	2,764	8,398	1,614	10,492	
2015	\$ 23,760	\$ 33,168	\$ 100,776	\$ 19,368	\$ 125,908	\$ 393,842
2016	\$ 4,014	\$ 12,628	\$ 100,776	\$ 19,368	\$ 125,908	\$ 260,906
2017	\$ -	\$ -	\$ (25,183)	\$ (3,236)	\$ 83,939	\$ 55,520
Total	29,754	48,560	184,767	37,114	346,248	710,268

NOTE 6 - Net Asset Classifications

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

Restricted Pledges Receivable	\$	-
Restricted State Programs		152,237
Restricted Capital Campaign Donations		196,647
Restricted Scholarship Donations		16,401
Total Temporarily Restricted Net Assets	\$	<u>365,285</u>

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

HIDAS Endowment	\$	64,265
Davis Aeronautics		11,430
Total Permanently Restricted Net Assets	\$	<u>75,695</u>

NOTE 7 - Contributions

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

Cash Contributions	\$	87,137
FMV of Donated Facilities		<u> </u>
Total Public Support Donations		<u>87,137</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Norton Space and Aeronautics Academy

CDS #: 36103630115808

Charter Approving Entity: San Bernardino Board of Education

County: San Bernardino

Charter #: 903

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	4,213,068.81		4,213,068.81
Education Protection Account State Aid - Current Year	8012	923,346.46		923,346.46
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		5,136,415.27	0.00	5,136,415.27
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind	8290			0.00
Special Education - Federal	8181, 8182		63,268.00	63,268.00
Child Nutrition - Federal	8220		214,625.77	214,625.77
Other Federal Revenues	8110, 8260-8299		676,984.50	676,984.50
Total, Federal Revenues		0.00	954,878.27	954,878.27
3. Other State Revenues				
Special Education - State	StateRevSE		298,308.00	298,308.00
All Other State Revenues	StateRevAO	74,740.68	103,707.37	178,448.05
Total, Other State Revenues		74,740.68	402,015.37	476,756.05
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	57,723.80		57,723.80
Total, Local Revenues		57,723.80	0.00	57,723.80
5. TOTAL REVENUES				
		5,268,879.75	1,356,893.64	6,625,773.39
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,033,292.35	269,665.14	2,302,957.49
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		2,033,292.35	269,665.14	2,302,957.49
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	914,885.03	218,952.24	1,133,837.27
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		914,885.03	218,952.24	1,133,837.27

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Norton Space and Aeronautics Academy

CDS #: 36103630115808

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	158,324.89	16,249.49	174,574.38
PERS	3201-3202	114,222.52	35,036.63	149,259.15
OASDI / Medicare / Alternative	3301-3302	106,384.26	24,999.14	131,383.40
Health and Welfare Benefits	3401-3402	421,035.59	48,772.44	469,808.03
Unemployment Insurance	3501-3502	1,452.44	241.76	1,694.20
Workers' Compensation Insurance	3601-3602	29,414.80	4,923.44	34,338.24
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	4,126.94	64.84	4,191.78
Total, Employee Benefits		834,961.44	130,287.74	965,249.18
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	55,725.85	23,211.54	78,937.39
Books and Other Reference Materials	4200	88.92		88.92
Materials and Supplies	4300	214,504.48	46,407.74	260,912.22
Noncapitalized Equipment	4400	3,648.66	3,230.97	6,879.63
Food	4700	24,973.91	178,004.91	202,978.82
Total, Books and Supplies		298,941.82	250,855.16	549,796.98
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	25,389.92	10,048.62	35,438.54
Dues and Memberships	5300	4,330.94	463.74	4,794.68
Insurance	5400	46,468.72	5,163.21	51,631.93
Operations and Housekeeping Services	5500	483,176.27	40,188.03	523,364.30
Rentals, Leases, Repairs, and Noncap. Improvements	5600	132,972.12	14,452.48	147,424.60
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	33,528.59	111,340.12	144,868.71
Communications	5900	37,103.93	3,672.53	40,776.46
Total, Services and Other Operating Expenditures		762,970.49	185,328.73	948,299.22
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	3,018.62	335.63	3,354.25
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		3,018.62	335.63	3,354.25
Total, Other Outgo		3,018.62	335.63	3,354.25
8. TOTAL EXPENDITURES		4,848,069.75	1,055,424.64	5,903,494.39

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Norton Space and Aeronautics Academy

CDS #: 36103630115808

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		420,810.00	301,469.00	722,279.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699	448,000.00	302,000.00	750,000.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(531.00)	531.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(448,531.00)	(301,469.00)	(750,000.00)
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(27,721.00)	0.00	(27,721.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	425,980.00		425,980.00
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		425,980.00	0.00	425,980.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		398,259.00	0.00	398,259.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	398,259.00	0.00	398,259.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Norton Space and Aeronautics Academy

CDS #: 36103630115808

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	398,259.00		398,259.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		398,259.00	0.00	398,259.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		0.00	0.00	0.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		398,259.00	0.00	398,259.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2014 to June 30, 2015**

Charter School Name: Norton Space and Aeronautics Academy
CDS #: 36103630115808

L. FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Norton Space and Aeronautics Academy

CDS #: 36103630115808

3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2013-14 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2016-17.

a. Total Expenditures (B8)	<u>5,903,494.39</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>954,878.27</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>4,948,616.12</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>3,354.25</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 4,945,261.87</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

Charter Approving Entity: Apple Valley Unified School District

County: San Bernardino

Charter #: 127

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	6,559,744.18		6,559,744.18
Education Protection Account State Aid - Current Year	8012	1,730,165.11		1,730,165.11
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	892,629.92		892,629.92
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		9,182,539.21	0.00	9,182,539.21
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind	8290		149,031.00	149,031.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220		78,678.28	78,678.28
Other Federal Revenues	8110, 8260-8299		8,261.00	8,261.00
Total, Federal Revenues		0.00	235,970.28	235,970.28
3. Other State Revenues				
Special Education - State	StateRevSE		585,194.00	585,194.00
All Other State Revenues	StateRevAO	224,986.23	134,953.34	359,939.57
Total, Other State Revenues		224,986.23	720,147.34	945,133.57
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	225,713.32	404,870.00	630,583.32
Total, Local Revenues		225,713.32	404,870.00	630,583.32
5. TOTAL REVENUES				
		9,633,238.76	1,360,987.62	10,994,226.38
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	4,309,312.96	584,813.79	4,894,126.75
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		4,309,312.96	584,813.79	4,894,126.75
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	1,410,009.56	514,388.21	1,924,397.77
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		1,410,009.56	514,388.21	1,924,397.77

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	361,839.05	51,702.11	413,541.16
PERS	3201-3202	160,973.09	54,862.15	215,835.24
OASDI / Medicare / Alternative	3301-3302	175,365.13	46,058.35	221,423.48
Health and Welfare Benefits	3401-3402	881,642.18	137,696.95	1,019,339.13
Unemployment Insurance	3501-3502	2,729.95	550.67	3,280.62
Workers' Compensation Insurance	3601-3602	56,662.89	11,337.99	68,000.88
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	4,459.53	31.54	4,491.07
Total, Employee Benefits		1,643,671.82	302,239.76	1,945,911.58
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	98,826.00	2,576.50	101,402.50
Books and Other Reference Materials	4200	88.93	31.23	120.16
Materials and Supplies	4300	357,379.26	29,924.69	387,303.95
Noncapitalized Equipment	4400	(60.27)	3,936.46	3,876.19
Food	4700	0.00	115,114.56	115,114.56
Total, Books and Supplies		456,233.92	151,583.44	607,817.36
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	29,025.75	16,746.36	45,772.11
Dues and Memberships	5300	12,172.74	1,751.23	13,923.97
Insurance	5400	63,957.96	8,194.07	72,152.03
Operations and Housekeeping Services	5500	541,724.34	55,781.88	597,506.22
Rentals, Leases, Repairs, and Noncap. Improvements	5600	575,072.08	7,797.54	582,869.62
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	64,513.61	26,307.25	90,820.86
Communications	5900	33,922.90	6,934.50	40,857.40
Total, Services and Other Operating Expenditures		1,320,389.38	123,512.83	1,443,902.21
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	176,611.34	1,459.37	178,070.71
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		176,611.34	1,459.37	178,070.71
Total, Other Outgo		176,611.34	1,459.37	178,070.71
8. TOTAL EXPENDITURES		9,316,228.98	1,677,997.40	10,994,226.38

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		317,009.78	(317,009.78)	0.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(317,009.78)	317,009.78	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(317,009.78)	317,009.78	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		0.00	0.00	0.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	4,328.00		4,328.00
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		4,328.00	0.00	4,328.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		4,328.00	0.00	4,328.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	4,328.00	0.00	4,328.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	4,328.00		4,328.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		4,328.00	0.00	4,328.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		0.00	0.00	0.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		4,328.00	0.00	4,328.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

L. FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2013-14 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2016-17.

a. Total Expenditures (B8)	<u>10,994,226.38</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>235,970.28</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>10,758,256.10</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>178,070.71</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 10,580,185.39</u>

Foundation Board Give and Get
High Desert "Partnership in Academic Excellence" Foundaiton, Inc.

Member	Current Fiscal Year 2015 /2016				Previous Fiscal Year 2014 / 2015			
	Give	Get	In-kind	Total	Give	Get	In-kind	Total
David Bains				\$ -	\$ 100			\$ 100
Duberly Beck				\$ -	\$ 50			\$ 50
Bud Biggs		\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500
Buck Goodspeed				\$ -	\$ 25	\$ 3,000		\$ 3,025
Andy Jaramillo				\$ -	\$ 350			\$ 350
Scott Johnson				\$ -				\$ -
Robert Lovingood	\$ 1,000			\$ 1,000	\$ 650			\$ 650
Kirtland Mahlum				\$ -				\$ -
Jose Palafox				\$ -				\$ -
Kevin Porter	\$ 100	\$ 100		\$ 200	\$ 25	\$ 100		\$ 125
Tom Rosenbaum				\$ -		\$ 250		\$ 250
Donna Siegel				\$ -	\$ 275	\$ 173		\$ 448
Russ Stringham				\$ -	\$ 100		\$ 634	\$ 100
Marcia Vargas				\$ -	\$ 200			\$ 200
Regina Weatherspoon-Bell				\$ -	\$ 125			\$ 125
Rick Wolf				\$ -				\$ -
				\$ -				
				\$ -				
				\$ -				
				\$ -				
Total	\$ 1,100	\$ 2,600	\$ -	\$ 3,700	\$ 1,900	\$ 6,023	\$ 634	\$ 7,923

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

	January	February	March Combined	April	May	June Combined	July Special Meeting	August	September Combined	October	November	November Special Meeting	December Combined	% of Attendance To Date
Buck Goodspeed			Present			Present	Present		Present			Present		100%
Donna Siegel			Present			Present	Present		Present			Present		100%
Regina Bell			Present			Present	Absent		Present			Present		80%
Bud Biggs			Present			Absent	Present		Present			Absent		60%
Kirtland Malhum			Absent			Present	Absent		Present			Present		60%
NSAA School Board Committee														
Duberly Beck	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present		100%
Tom Rosenbaum	Present	Present	Present	Present	Present	Present	Absent	Present	Absent	Present	Present	Present		83%
Andrew Jaramillo	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Absent	Present	Present		83%
Marcia Vargas	Present	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present		83%
Scott Johnson	Present	Present	Present	Present	Present	Absent	Present	Present	Absent	Absent	Present	Absent		67%
AAE School Board Committee														
Kevin Porter	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present		100%
David Bains	Present	Present	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Present		92%
Jose Palavox	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Absent		83%
Russell Stringham	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Absent	Present	Present		83%
Robert Lovingood	Present	Present	Absent	Present	Absent	Present	Present	Absent	Present	Absent	Present	Present		67%
Rick Wolf	Present	Absent	Present	Present	Absent	Absent	Absent	Present	Present	Absent	Absent	Absent		42%

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

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

**Agenda for Standing Budget/Audit Committee of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors**

Meeting Minutes

At
17500 Mana Road, Apple Valley, Ca 92307
Building M Conference Room

Additional Locations:
The Millennium at Six Pines, Conference room
1200 Six Pines Dr., The Woodlands, TX, 77380

1.0 CALL TO ORDER:

Chairman Russell Stringham called the meeting to order at 7:13am

2.0 ROLL CALL:

Members Russell Stringham (Chair), Jose Palafox (by phone) and Andy Jaramillo were present.

Members Buck Goodspeed and Kevin Porter were absent.

Staff members Jim Quinn, Gordon Soholt, Ryan Dorcey, Darren Dowd, Teresa Dowd, Lisa Lamb, Guadalupe Girard (by phone), and Amber Watson were present

3.0 PUBLIC COMMENTS:

Andy Jaramillo made a comment as a board member regarding comments at a board meeting not being allowed.

4.0 Discussion Items:

.01 Discuss Construction Financing

Jim Quinn discussed the current construction project completion. Gordon discussed that we recently met with the Town of Apple Valley regarding the Certificate of Occupancy permit. Jim discussed construction financing, he feels that Tetra may not be the best option; he will be looking into other options that may be better for the future. Jim reported that there were several construction items that put us over budget by \$2 million, such as Traffic light overage, moving the sewer line, increased cost moving power poles underground, and ADA requirements. A discussion was held on how we got to this point and do not want to be in this position in the future. We are also hoping to revisit these items to see if there is any recourse after we receive the final certificates. The budget committee would like to be more informed of these types of issues. The communication has been a little at a time rather than getting the whole picture. Moving forward we will be looking at how we negotiate contracts and be sure that there may be penalties for overages of time and costs. This will be placed as a discussion item at December’s Foundation Board meeting.

Andy asked if these costs are preventing us from offering competitive salaries. Jim noted that there are many issues charter schools face and construction costs are one of them. Lisa noted that AAE had the lowest turnover ever last year and we are always looking at ways to retain employees. This could be a topic at the January strategic planning session.

.02 Discuss Banking Relationship

Jim Quinn discussed the yearly audit that the bank will use to renew the Line of Credit. Jim discussed the cash flow situation and that he goes to SBCSS to pick up the checks to help with that situation. With the additional money of about \$1 million dollars we

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 48 hours before the meeting by calling (760) 946-5414 x294.

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

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will be receiving in December we plan on being able to pay back the line of credit. Jim discussed that he will be looking into refinancing the \$5.4 million dollar debt.

.03 Discuss revision of Section 3000 of Board Policies (Business) and related Administrative Regulations

Jim Quinn brought to light the need to revise the Section 3000 of Board Policies (Business). Jim would like to work together to rewrite these policies.

04 Discuss Committee membership, roles and responsibilities

Jim Quinn discussed that Dr. Caldwell will be helping the committees write their job descriptions. Andy noted that Dr. Baker may be a help in this area. Gordon would like to meet with him first.

5.0 CONSENT AGENDA:

.01 Approve minutes of August 19, 2015 Standing Budget/Audit Committee Meeting

On motion by Andy Jaramillo, seconded by Jose Palafox, vote 3-0, the Budget/Audit Committee approved Consent Item 5.01

6.0 ACTION ITEM:

.01 2015-2016 Budget Presentation and request from staff to forward it to Full Board with recommendation to adopt

Jim Quinn presented to the committee the revised budget for the 2015-2016 school year highlighting the additional revenue that will be coming in from both AAE and NSAA from the revised State budget. That increased our budget by \$1.1 million dollars. There were items added to the budget that were not included in the original. Jim discussed that the onetime only money need to be spend wisely. Executive Team decided to not spend the money and put it into reserve fund.

There was discussion on the spreadsheet included in the package. A few questions we brought up about revisions and if the \$2 million dollar overage for the construction project was included on the budget. Jim stated that the \$2 million dollar overage was not included in this year's budget and we will need to start repaying that next year. Ryan explained why the software expenses increased.

Andy brought up that STRS and PERS will be increasing and we need to plan accordingly. He would also like better communication with the board so they know we are trending in the right direction.

Jim Quinn offered to do a workshop for the committee members on the budget spreadsheet. Russ suggested doing it in December. It was decided to schedule a Budget Committee meeting with the Executive Team for this purpose on December 8.

On motion by Andy Jaramillo, seconded by Jose Palafox, vote 3-0, the Budget Audit Committee approved Action Item 6.01

.02 Presentation of concept of Solar Project to be paid by grant funds and suggest the board move forward

Jim Quinn presented the solar project. Simeon Trotter is an Energy Consultant that prepared an energy plan and applied for a grant for AAE. Jim went over that AAE received a Prop 39 grant of \$600,000. Part of the funding has been spent on lighting and thermostats, and \$400K is for solar. Trotter is still working on the NSAA grant. The Executive Team decided to spend only the grant money at this time to install solar panels on Buildings A and C. In doing this project it would save us 40% on our electricity bill. Trotter has received 4 bids and has selected a company to provide a contract for us to review. Russell agreed that this would be a wise decision to go forward with this project. Andy noted that Robert knows a solar contact. We can keep this in mind if we decide to add additional solar in the future.

On motion by Andy Jaramillo, seconded by Jose Palafox, vote 3-0, the Budget Audit Committee approved Action Item 6.02

7.0 ADJOURNMENT: Chairman Stringham

The meeting was adjourned 9:20am by Russell Stringham.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 48 hours before the meeting by calling (760) 946-5414 x294.

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

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

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 242-3783 fax

**Minutes for Standing Personnel Committee of the Board of Directors for
Lewis Center for Educational Research and Academy for Academic Excellence
Meeting at 17500 Mana Road, Building Gym Conference Room, Apple Valley, CA 92307**

Alternative Locations: One Gateway Plaza - 12th Floor, Los Angeles, CA 90012 and
Conference Room, 10200 Six Pines Drive, The Woodlands, TX 77380

Date: December 1, 2015
Public Meeting – 8 a.m.

1.0 CALL TO ORDER: Committee Chair Regina Bell called the meeting to order at 8:02 a.m.

2.0 ROLL CALL:

Personnel Committee Members Duberly Beck and Regina Bell, Jose Palafox (by phone) and Scott Johnson (by phone) were present. Personnel Committee Member Kirt Mahlum was absent. Staff members Gordon Soholt, Lisa Lamb, Stacy Newman, Ryan Dorsey, Paul Rosell, Darren Dowd, Jim Quinn and Jim Southwick were also present. Board consultant, Pat Caldwell was also present.

3.0 PUBLIC COMMENTS: None

4.0 CONSENT AGENDA:

.01 Approve minutes of May 27, 2015 Personnel Committee Meeting. On a motion by Director Bell, seconded by Director Johnson, vote 4-0, the Personnel Committee approved Consent Item 4.01.

5.0 DISCUSSION/ACTION ITEMS:

.01 Foundation Board Job Description. On a motion by Director Johnson, seconded by Director Beck, vote 4-0, the Personnel Committee approved Discussion/Action Item .01. Discussion was held regarding recommended changes to the Foundation Board Job Description and those changes will be brought forward to the December 14, 2015 Foundation Board meeting for approval.

.02 Sample Confidentiality Agreement, Code of Ethics and Code of Conduct. On a motion by Director Beck, seconded by Chairperson Bell, the Personnel Committee approved Discussion/Action Item .02. Discussion was held to add language to the Lewis Center's current Volunteer Confidentiality Agreement as well as incorporate language from the sample Code of Conduct into the Foundation Board Job Description. The sample Code of Conduct will not be utilized as most of it is covered in the current Foundation Board Job Description. The recommended changes will be brought forward to the December 14, 2015 Foundation Board meeting for approval.

.03 Confidential Volunteer Packet for Board. On a motion by Director Beck, seconded by Chairperson Bell, the Personnel Committee approved Discussion/Action Item .03. Discussion was held about requiring Foundation Board members to sign and follow the Lewis Center's Volunteer Procedures that are contained in the Confidential Volunteer Packet. These requirements include following the Lewis Center's fingerprinting and tuberculosis risk assessment requirements for volunteers. These recommendations will be brought forward to the December 14, 2015 Foundation Board meeting for approval.

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.04 Create Job Description for Personnel Committee. On a motion by Director Palafox, seconded by Chairperson Bell, the Personnel Committee approved Discussion/Action Item .04. During discussion the sample Job Description was reviewed and recommended changes will be brought forward to the December 14, 2015 Foundation Board meeting for approval.

.05 Board Policy Change: BP 6164.6 Identification of Individuals Under Section 504, last revised October 3, 2002. Due to time constraints, limited discussion was held, but no action was taken.

.06 New Board Administrative Regulation: AR 6164.6 Identification of Individual Under Section 504. Due to time constraints, limited discussion was held, but no action was taken.

6.0 CLOSED SESSION:

.01 President/CEO Performance Evaluation. The Personnel Committee did not convene into closed session due to time constraints.

7.0 RECOMMENDATIONS:

The Personnel Committee directed the HR Director to make the noted changes to the Discussion/Action Items and the Committee Chairperson will bring forth the noted recommendations to the December 14 Foundation Board meeting. In addition, the Board Policy and Administrative Regulation under Discussion/Action Items .05 and .06 will be brought forward to the December 14 Foundation Board meeting, without the initial review and approval of the Personnel Committee.

8.0 ADJOURNMENT:

The Personnel Committee meeting was adjourned at 9:40 a.m.



Creating Global Citizens

NORTON SPACE & AERONAUTICS ACADEMY MID-CYCLE PROGRESS REPORT

DRAFT

**503 E. Central Avenue
San Bernardino, California 92408**

**Lewis Center for Educational Research
San Bernardino County Superintendent of Schools**

January 24th – January 26th, 2016

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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SECTION I: Student/Community Profile Data

Around 2008, the San Bernardino's Mayor Office approached the Lewis Center for Educational Research (LCER) about the possibility of establishing a school in an industrial area, about a mile and a half from the former Norton Air Force Base. The vision set forth for the Norton Space & Aeronautics Academy (NSAA) was a school that would provide a rigorous standards-based education through research-based teaching methods to an underserved and diverse student population. Thus, with this partnership between the Lewis Center and various government and private agencies, the NSAA was born on the former site of the Mill Street Elementary School. After granting NSAA its charter in 2008, the San Bernardino County Office renewed it for another 5 years on February 6, 2012, with the goal of becoming a K-12 school in 2018. In the 2013-2014 school year, the LCER and the NSAA reviewed its program and decided to narrow it by proposing remaining a K-8 school. Parents and the NSAA Board continue to reject the idea, and to ask NSAA to find viable options for becoming a K-12 school. Up to the 2014-2015 school year the NSAA has expanded an additional grade. Currently, there are five Kindergarten classes; five 1st grade classes; four 2nd grade classes; four 3rd grade classes; three classes in each of the 4th, 5th, 6th grades; two 7th grade classes; and one 8th grade class with 18 students. A lottery system is used to fill openings. NSAA believes a smaller learning environment makes for a more successful student outcome. This principle guides the school in limiting the enrollment at each grade level in order to keep class sizes small. In grades K-3 enrollment is at 24 students per class. In grades 4-8th enrollment is at 28 students per class. However, some exceptions are made to balance out enrollment numbers. For instance, some 4th grade classes have reached 31, while our current 8th grade class has only 18 students. The Norton Space & Aeronautics Academy (NSAA) currently serves a student population of

approximately 750 students through its 90/10 dual language program with students in grades K-8th. NSAA’s bilingualism goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for at least five (5) years.

Table 1 for enrollment at NSAA 2008-2016

NSAA’s Enrollment by Grade Level								
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	99	135	142	117	116	125	120	123
1	33	112	133	124	108	118	112	114
2	59	36	94	121	114	102	106	100
3		56	33	87	102	101	100	92
4			50	30	80	93	89	92
5				43	30	77	80	75
6					35	30	68	76
7						25	22	54
8							21	18
Total	191	339	452	522	585	666	718	744

The NSAA operates as a California Public Charter school under the High Desert “Partnership in Academic Excellence” Foundation, Inc., a 501(c) 3 non-profit educational foundation. This foundation operates the Lewis Center for Educational Research (LCER) that

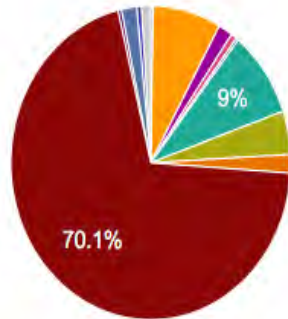
oversees two charter schools, the Norton Space and Aeronautics Academy, and the Academy of Academic Excellence, a K-12 charter school in Apple Valley. The foundation serves the function of a district office for the two charter schools. Each school functions as a separate LEA (Local Education Agency) and has its own teaching and administrative staff. Some back office functions are supported by the LCER. The LCER has been in existence for over 20 years and the AAE for over 14 years. The NSAA is one of the charter schools in the nation to be part of the National Association of Laboratory Schools. The University of California at Riverside (UCR), California State University in San Bernardino (CSUSB), and the University of Redlands also work directly with NSAA as research partners.

The local school district, San Bernardino City Unified School District (SBUCSD), operates 44 elementary schools, 10 middle schools, 8 high schools, 3 special education schools, and 1 adult school. In addition, there are over 68 private schools in San Bernardino. A variety of colleges and Universities are either within the city or close by. California State University San Bernardino, University of California at Riverside, Loma Linda University, University of Red Lands and San Bernardino Community College are near the NSAA, along with many satellite campuses for various two and four year colleges and universities.

Students who attend NSAA mostly come from the San Bernardino area. However, it also serves students from the Inland Empire in general, expanding from Banning to Fontana, and Moreno Valley. Chart 1 indicates student demographics.

Chart 1: NSAA’s Students Districts of Origin

Pie Chart

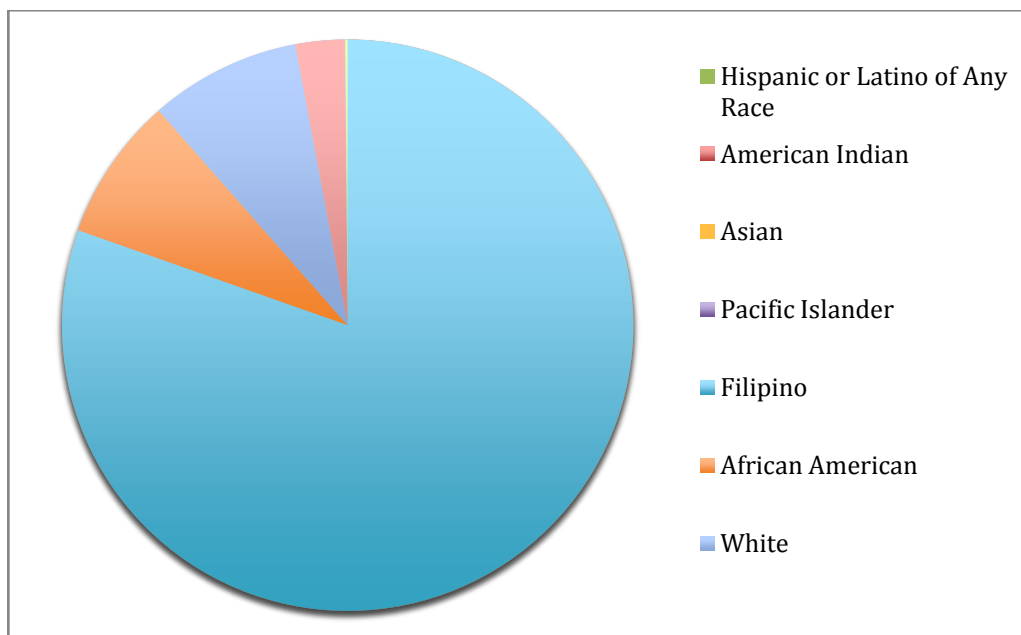


- Banning Unified School District
 - Colton Joint Unified School District
 - Fontana Unified School District
 - Moreno Valley Unified School District
 - Ontario-Montclair School District
 - Redlands Unified School District
 - Rialto Unified School District
- ▲ 1/2 ▼

Transfer From District Name	Count of students
Banning Unified School District	2
Central Elementary School District	1
Colton Joint Unified School District	58
Corona-Norco Unified	1
Fontana Unified School District	12
Jurupa Unified School District	1
Moreno Valley Unified School District	5
Morongo Unified School District	1
Murrieta Unified School District	1
Ontario-Montclair School District	2
Perris Elementary School District	1
Redlands Unified School District	66
Rialto Unified School District	33
Rim of the World Unified School District	1
Riverside Unified School District	14
San Bernardino City Unified School District	517
Victor Elementary School District	3
Victor Valley Union High School District	1
Yucaipa-Calimesa Joint Unified School District	13
	4

According to the San Bernardino City website, San Bernardino is a large urban city with a population of approximately 219,000 habitants, and an estimated median household income \$47,785. Its population is described as 40.1% White alone; 14.4 Black alone; 5.7 Two or more

Races; 39.7% Other; and 57.7 % Hispanic Origin (any race). Chart 2 describes the demographic enrollment population at NSAA according to the California Department of Education.



Parents are a key component in each of these partnerships. Parents at NSAA are very involved in various organizations to support the school, and be active participants in the decision-making processes for all school plans, including the Local Control Accountability Plan (LCAP), the Local Educational Agency Plan (LEA Plan); and others. These organizations include the School Site Council (SSC), the English Learner Advisory Committee (ELA), and Parent Teacher Organization (PTO). NSAA facilitates regularly scheduled meetings for these organizations, and also adds a bimonthly meeting, Parents & Pastries, to provide parents with an opportunity to voice their opinions, and receive valuable information regarding the implementation of the Common Core State Standards (CCSS), and the Next Generation Science Standards (NGSS). The Parent Teacher Organization supports the school by raising funds with family activities such as the Rocket Races, Family Skate Night, the Talent Show, and the Art Show. PTO also supports through the Room Parent Committee, coordinating and staffing the

Book Fair, planning the end of the year Carnival, recycling drives, and operating the Student Store on campus. Moreover, parents are strongly encouraged to contribute a minimum of 30 volunteer hours per family, per school year to the NSAA. Sample volunteer opportunities include, but are not limited to, the following: volunteering in the classroom/take home projects, being a bilingual buddy for another family, attending parent-teacher conferences, committee meetings, school events, and attending school-sponsored events, and participating in planning or attending fundraising and/or cultural events.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA staff is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population. Later in the fall of 2014, NSAA faculty developed the SMART goal of “100% of students will meet 70% of their grade level benchmarks by the end of every trimester through the use of whole group and small group instruction.” The staff has maintained focus on the schoolwide goals set forth in the 2013 WASC Action Plan, including the wide use of a student data system to guide instruction, and maintaining a focus on the implementation of CCSS through professional development. Those goals are also aligned to those reflected in the current LCAP and revised action plan tasks:

1. Reach 99% of proper assignment of highly-qualified teachers.
2. Increase student achievement in all subject areas with the full implementation of CCSS.
3. Increase student engagement by providing a safe learning environment conducive to learning.
4. Incorporate the use of technology and technological advances into its core curriculum.
5. Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students’ educational program at NSAA.

6. Increase English Learners academic achievement in all subject areas.

NSAA's mission and goals reinforce the school's educational philosophy. Students graduating from the NSAA will be effective bilingual communicators, with the ability to analyze and use critical thinking skills, and be responsible global citizens in the school and community. NSAA maintains high academic and behavioral standards, and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the NSAA philosophy is maintaining and deepening a connectedness between parents, students, and the school.

In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Most teachers are trained in Guided Language Acquisition Design (GLAD) strategies and are used in their daily practice. NSAA began the California required implementation of the Common Core Standards (CCSS) on the 2014-2015 school year, and continues its refinement, along with the implementation of the Next Generation Science Standards, and the English Language Development standards, which are now closely aligned to the ELA standards. NSAA has a strong emphasis in the integration of technology. Third grade students have access to a Mac Laptop cart, which they share between the four classes allowing each class weekly access. Students in grades 4-8th participate in a One-to-One Laptop program (with MacBook Air laptops), in which students lease-to-own the laptops, and use them daily at school and for homework assignments and projects. Such technology implementation and great support from the LCER IT department proved NSAA's best assets when taking first the Smarter Balanced Assessment Consortium (SBAC) field test in the Spring of 2014, and then the following school year to establish a baseline. Students had practice with the devices, and the school had enough access points. This school year NSAA continues to

prepare its students to take the Smarter Balanced Assessment (SBA) from the California Assessment of Student Performance and Progress (CAASPP), by allowing for two Interim Block Assessments practices in the year, and by exploring the integration of the assistive technology. NSAA continues to follow the course set out by the California State Board of Education.

Assessments that have remained consistent during this transition, and includes the CST Science in grades 5, and 8; and the Physical Fitness Test in grades 5, and 7. The following tables present a summary of data from the 2014-2015 CAASPP in English Language Arts and Math, for the percentage of students that met and exceeded proficiency with a comparison to San Bernardino County, as well as the STAR assessments and API data through the 2012-2013 school year.

2012 API Base	2013 API Growth	Growth in API from 2012-2013
675	676	+1 point

Academic Performance Index (API) School Report by Subgroups

	2012	2013	GROWTH
SCHOOLWIDE	675	676	1
African American	642	675	33
Hispanic	665	653	-12
White	796	818	22
Socioeconomically	630	640	10
English Learners	570	567	-3
Students with Disabilities	443	481	38

School STAR Results for 2012, 2013, 2014, 2015 (Science)

Percentage of Students Scoring Proficient or Above in California Standards Tests (CSTs) by Grade Level and Subject.

GRADE	English Lang. Arts		Math		Science			
	2012	2013	2012	2013	2012	2013	2014	2015
Grade 2	28	32.3	35	44.1	--	--	--	--
Grade 3	29	24.1	48	45.6	--	--	--	--
Grade 4	40	38.5	52	41.8	--	--	--	--
Grade 5	53	34.8	21	39.1	49	39.1	43	34
Grade 6	--	42.2	--	40	--	--	--	--
Grade 7	--	--	--	--	--	--	--	--
Grade 8	--	--	--	--	--	--	--	31% 20 students tested

NSAA 2014-2015 CAASPP RESULTS with San Bernardino County Comparison

ELA by Grade	NSAA	SBCO
3rd	23	31
4th	20	32
5th	24	38
6th	20	36
7th	10	36
8th	23	38
11th	NA	52
All	21	37

MATH by Grade	NSAA	SBCO
3rd	23	31
4th	9	25
5th	8	21
6th	10	24
7th	5	24
8th	10	25
11th	NA	23
All	12	25

NSAA’s results indicate an expected pattern given the state’s performance, beginning with the decline across the state during the 2012-2013 school year, the field test, and first year of CAASPP. The results are guiding NSAA’s LCAP action plan, which includes a continuous Professional Development plan, continuous implementation of math curriculum, and curriculum adoption for Spanish language arts, English language arts, and English Language Development.

Finally, WASC history for NSAA is as follows:

September 2009 - NSAA submitted its initial application to WASC February
2010- Initial Visit by a WASC review team. The NSAA was awarded a three year Candidacy
during the WASC Spring Commission meeting. The term of candidacy runs through June 30,
2013. September 2013-NSAA was awarded WASC accreditation with a two-day Mid-Cycle visit.

SECTION II: Significant Changes and Developments

NSAA changes include three major areas: Weekly teacher collaborations using the professional learning communities model, the program for the Middle Grades, staffing, and the Special Education department. NSAA began implementing a Professional Learning Community (PLC) in the fall of 2013 where staff revised its mission and vision to guide its collaborative journey. Grade level representatives and both administrators attended two years PLC training through San Bernardino County Department of Ed. professional development program. Also in the 2013-2014 school year, NSAA began implementing enrichment classes, and weekly two-hour grade level collaborations. Students at NSAA receive half hour weekly lessons in music, art, PE, and Chinese, allowing for teachers to collaborate in their grade levels. At the time the goal of such time was aligned to the understanding of the CCSS, and the development of a year-long plan for all subject areas. Weekly collaborations also allowed for guided planning, and beginning to analyze student data. During the Spring of 2013, NSAA adopted a new student data system, Illuminate, and the process of training teachers, and aligning all student assessment began. All through the 2014-2015 school year, the PLCs continued working on discussing the implementation of the Math curriculum, EngageNY, alignment of language arts materials to CCSS, with the development of GLAD units. That time was also used to develop CCSS-aligned/based report cards (for grades Kinder-5th); and benchmarks for all subject matter. The PLC process guides the development of instructional intervention and enrichment opportunities in all grade levels. Teacher teams collaborate to create CCSS aligned formative and summative assessments guiding instruction through the use of universal access time to allow for differentiation and strategic interventions through the Rocket Lab and SMART goals. These adjustments result in improvements of student learning outcomes.

In the summer of 2014, NSAA hired an additional Intervention teacher to lead the Rocket Lab. This provided the students at NSAA with two part time Intervention teachers, one with a focus of overseeing the SST process and providing coaching support to teaching staff, and the other to run the Rocket Lab. At this time, the leadership team also developed a schedule for Universal Access time. This schedule identified a 45 minute block of time each day for every grade level, during which the teacher provided Universal Access for all students. While working with teachers do develop their understanding of Universal Access, it was explained that this is not a time for direct instruction. Universal access is a designated time for teachers to work with students in small groups on a targeted goal that is aligned to the grade level SMART goal. As part of the school wide professional development plan, teachers and instructional aides are provided with training on skills and strategies to use during Universal Access time that best meet the needs of students.

Also during the 2013-2014, NSAA changed the way it serves students in the Middle Grades, which only for that year included 5th to 7th grade. NSAA added a Middle Grades model, in which students follow a period schedule and take classes from single subject credentialed teachers. Beginning the school year 2014-2015 Middle Grades at NSAA include students in grades 6th-8th. Currently, there are three 6th grade classes, two 7th grade classes, and one 8th grade class. The classes included in the period schedule include instruction in English for Math, Science, Physical Education, and English Language Arts classes. It also includes instruction in Spanish for the Social Studies and Spanish Language Arts classes. Besides the weekly enrichment classes for Chinese, music, and art, students in the Middle Grades also take weekly Fine Arts classes. Currently, the Middle Grades students have opportunities to participate in zero period classes in technology, Student Council, English Language Development, and

journalism/yearbook. Starting in the 2014-2015 school year, NSAA's Middle Grades began an athletic program with three seasons. The fall season includes flag football for boys, and volleyball for girls. In the winter students can participate in baseball (boys) and softball (girls), and in the spring students can participate in coed soccer, and track. This school year, students in the Middle Grades are also encouraged to participate in drama, with the plans of putting on plays in the winter and at the end of the year.

To address the growing needs of NSAA students the school has bilingual administrative staff, a principal, a vice-principal, a Dean of Students, a part time interventions coach, and a part time interventions teacher. To ensure support for all students a bilingual full time school psychologist, and a bilingual full time school counselor are now employed at the NSAA as well. NSAA actively recruits teachers with experience and/or training in a dual-immersion classroom. Teachers in K-5th grade hold the appropriate multi-subject credential with a BCLAD emphasis. For middle school, the English Language Arts, Science, Math, and the PE teachers hold clear Single-Subject Credential. The teachers in the Middle Grades teaching Spanish Language Arts and Social Studies in Spanish, both hold Multiple Subject Credentials with BCLAD emphasis. Currently there are a total of 38 teachers. Including three who teach in the Special Education department along with our Bilingual Speech and Language Pathologist who holds a Clear Clinical Rehabilitation Services Credential. There are nine Character Development Officers who supervise students during recesses, at lunch, and at drop off and dismissal. NSAA has a full time librarian assistant. During the 2015, NSAA experienced the challenge of hiring twelve teachers, including two new for the Special Needs department. Currently, there are three new teachers in 1st grade; one in 2nd grade; one in 3rd grade; one in 4th grade; three in 5th grade, and one in the middle grades (Spanish language arts/Social Studies).

NSAA also grew its Special Education department to meet its growing needs. It currently serves 16 students in a RSP class in grades Kindergarten to 5th and 11 students in RSP in grades 6-8th, mostly serving students under Specific Learning Disabilities; and 7 students in a Intensive Specialized Academic Instruction (ISAI) class in grades Kindergarten to 5th grade, which began in the 2013-2014 school year. This school year NSAA hired a third teacher for the Special Education department, and implemented a hybrid model meeting the needs of the 11 students receiving RSP services, and a second ISAI class for students in grades 6-8th, currently serving 3 students. This summer NSAA also sought to hire an instructional aide (currently filled by a substitute).

SECTION III: Ongoing School Improvement

Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school-wide action plan.

Describe the process used to prepare the progress report.

In the 2013-2014 school year, NSAA updated its Local Educational Agency plan working through the self-assessment instruments provided within Title I to set priorities and goals to address the LCAP state priorities. Such instruments have been reviewed yearly, and have been aligned to WASC goals, NSAA's charter, and the LCAP. The instruments above mentioned include the Academic Program Survey (APS), the English Learners Services Self Assessment (ELSSA), the Inventory of Services and Supports (ISS) for Students with Disabilities, and the District Assistance Survey (DAS). Student achievement data from CSTs, and the CELDT is reviewed annually and used to set priorities and goals. Stakeholders review the schools' API and AYP reports to analyze data school wide and to each of the subgroups. Attendance and suspension reports are reviewed as well. Beginning the 2014-2015 school year, NSAA's administration has continuously informed teachers and other staff of the changes involving school funding through the LCFF, and the need to have their input into NSAA's LCAP reviewing student data, and the implementation and monitoring of the school-wide action plan. NSAA communicates with parents weekly by using a mass email, Facebook posts, Wednesday folders, and auto-dialer phone announcements. NSAA uses these forms of communication to maintain parents informed of upcoming school plan reviews, or website postings of the LCAP, and any other school updates. During all monthly parent meetings (Parents and Pastries, ELAC, PTO and SSC) NSAA informs parents about student data, and school plans including the LCAP, WASC action plan, and the LEA plan, as well as the need for parents to provide their input in the development of goals to address the eight LCAP state priorities. Parents

are provided with a yearly needs assessment through ELAC, and a LCAP survey addressing the state priorities. Parents receive the surveys in English and Spanish, during meetings, and via mass email. The survey is also posted online and made available in the main office. The NSAA's Academic Leadership Team (ALT) brings together lead teachers and administrators, establishing a decision making body. ALT is responsible for overseeing the implementation of the NSAA's action plan. The Response to Interventions team also provides input and establishes goals that feed into NSAA's action plan. In preparation for the mid-cycle progress report, ALT met to review the action plan and discuss timeline progress. All staff were notified of the upcoming mid-cycle visit and when the PLC would be meeting to update progress. In the PLC weekly collaborations, grade levels met to address the action plan goals and ten school-wide critical areas for follow up. This information was then compiled into the report. ALT worked collaboratively to assimilate information and data collected to address the critical areas of need identified by the 2012 visiting WASC committee. The governing board has received ongoing updates on progress of action plan goals since the 2012 accreditation. In addition, action plan goals have been incorporated in the NSAA's LCAP, which requires oversight and approval from the school board, chartering district, and Lewis Center's executive team. During the December 2015 school board meeting, the mid-cycle report was presented.

Support Staff at NSAA

Name	Position	Grade Level/Subject Area
Guadalupe Girard	Principal	Administrator
Toni Preciado	Vice Principal	Administrator
Myrna Foster	Dean of Student	Administrator
Marcelo Congo	School Psychologist	K-8 th
Ruby Gonzalez	School Counselor	K-8 th
Erin Mason	Interventions Coach	K-8 th
Anna Vasquez	Interventions Teacher	K-5 th
Angelica Ramos	Teacher	Kindergarten
Daisy Mejia	Teacher	1 st Grade
Crystal Rodriguez	Teacher	2 nd Grade
Ileana Aviles	Teacher	3 rd Grade
Micaela Sepulveda	Teacher	4 th Grade
Yvette Fregoso	Teacher	5 th Grade
Ariana Ellis	Teacher	6-8 th Grades
Renee Rosas	Teacher	Science/NGSS K-8 th

SECTION IV: Progress on Critical Areas for Follow-up/School-wide Action Plan

1. Find the resources to bring the staff salaries and compensation package in line with local school districts to maintain the quality of staff and instruction. (Organization - NSAA)

On the 2014-2015 school year, LCER offered 2.5% across the board yearly salary increases for classified and certificated staff. That school year, LCER also increased the certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.

The following school year (2015-2016) LCER offered Step and Class 5% across the board yearly salary increases for classified and certificated staff. Other supports continue to be offering teacher support services, such as: Induction (formerly BTSA), Interventions Coach, Interventions Teacher, Instructional Assistants, and an Academic Leadership Team. However, teachers think that with the increase in insurance rates, STRS/PERS contributions, and cost of living still keeps NSAA's salaries below comparable school districts. The LCER Executive team continuously discusses other options to offer other salary increases in the subsequent years.

2. Develop a strategic long-range professional growth plan that will anticipate and accommodate student needs and will provide the school the ability to plan for the future. (Organization - NSAA)

In developing the Professional Development plan for NSAA our Response to Intervention (RTI) team did three things. First, we administered a needs assessment with our Academic Leadership Team (ALT). This assessment solicited responses from our teaching staff based on what they felt they needed to be the most effective classroom teacher. Second, we looked at data. The RTI team analyzed the results of benchmark data, formative assessments, and SBAC results. As part of this analysis, our team was able to identify and target areas of student need. Finally, the team completed classroom walk-throughs and started to look at the

data in DigiCoach, our walk-through app.

Using the information gathered from these three processes, our team identified the following as areas of need: CCSS, NGSS, WRITE, GLAD, ELD Standards, technology, Love & Logic, Renaissance, Words Their Way, vertical alignment, behavior and social/emotional support, and S’Cool Moves (strategies to meet motor and sensory student needs). Knowing that 11 identified topics for focus in the area of professional development was a lot to tackle, the RTI team began to strategize and prioritize. The plan presented here reflects all the Professional Development days for the 2015-2016 school year. Professional Development meetings at NSAA take place on average one or two Wednesdays a month. The topics discussed during our Professional Development meetings are also followed-up on during grade level PLC meetings. Our RTI and ATM teams are currently working on a plan for the 2016-2017 school year.

Date	Location
August 19 PD	K-5
September 9 Staff Meeting	K-5
September 16 PD	G6
September 23rd GRADE LEVEL MEETINGS	
September 30th TEACHER WORK DAY	
October 7 th PD	E-12
October 14th GRADE LEVEL MEETINGS	
October 21 PD Words Their Way Number Talks Safety Plan	G-3
October 23 In Service PD Day GLAD for all teachers	K-5
October 28 TEACHER WORK DAY-CROSS GRADE WRITING 2:15 PM Cafeteria	

November 4th PD Day SSTs-10 min. Love & Logic NSAA Data	G-9
December 2nd GRADE LEVEL MEETINGS- POSTPONED	
December 9 LCER ALL STAFF Gordon LCER Updates -9-12 -TK -Facilities Update Cyber Security Training WASC	K-5
December 16th TEACHER WORK DAY SBA Grade Level Data Review Assisted Technology Intro. January 13th TEACHER WORK DAY	
January 20 th GRADE LEVEL MEETINGS	VERTICAL ARTICULATION UP –Cafeteria 2:15 pm
January 27 PD S’cool moves ELA/ELD Framework Number Talks Write Institute NGSS Words Their Way	G-5
February 3 PD NGSS ELA/ELD	G-2
February 10th GRADE LEVEL MEETINGS VERTICAL ARTICULATION DOWN- Cafeteria 2:15	
February 17 PD	E-14
February 24th TEACHER WORK DAY-CROSS GRADE WRITING Cafeteria 2:15 pm March 2nd TEACHER WORK DAY	

March 9 PD Day S'cool Moves NSAA Data PD Needs Assessment	K-5
April 6 PD Day S'Cool moves NGSS ELA/ELD	F-4
April 13th GRADE LEVEL MEETINGS-VERTICAL ARTICULATION UP-2:15 pm Cafeteria	
April 20 PD S'cool Moves GLAD	E-5
April 27th TEACHER WORK DAY	
May 4 PD Day NGSS ELA/ELD Framework	G-4
May 11th GRADE LEVEL MEETINGS-VERTICAL ARTICULATION DOWN-2:15 pm Cafeteria	
May 18 PD S'cool Moves Renaissance Write Institute	G-1
May 25th TEACHER WORK DAY CROSS GRADE WRITING- Cafeteria 2:15 pm June 1st GRADE LEVEL MEETINGS	
June 8 LCER ALL STAFF	K-5

Developing our long-term PD plan, the team used the two following guiding principles.

First, teachers will leave PD having completed work directly connected to student needs. Second, facilitators will model use of technology and teachers will have the opportunity to apply technology throughout their professional development experience. The plan includes topics that

were addressed at the beginning of the year and then will be revisited in a spiral connection throughout the year.

Agenda Components Include:

2:15pm – 3:45pm

S’cool moves	5-10 min
Identified Topic	30-40min
Spiral connection	10-15min
Data/Illuminate	
CCSS	
NGSS	
Goal writing	
ELD	
Love and Logic	5-10 min
Principal’s Report	20-30 min

In order to bring high levels of understanding related to the identified areas of need, teachers and support staff have attended numerous trainings off-campus. The objective is to build capacity and high levels of expertise in our staff, so they can in turn provide support to their colleagues in our school wide PD meetings and within their PLC communities. Here a list of some of the trainings:

- Words Their Way
- Number Talks
- Write Institute for Literacy Coaches
- Apple Workshops
- ELA/ELD Leadership Network
- Designing Systems of Change
- Project GLAD
- County Counselor Network
- NGSS
- Literacy Across Content Areas
- Aida Walqui-Scaffolding the Success of English Learners
- Renaissance Learning

Areas 3, 4, and 7 will be reported together as they relate the use of NSAA's data system.

3. Use the data management system to monitor benchmark data and to use that to make curricular decisions. (Assessment and Accountability, Organization) Action Plan – Goal #1

4. Develop a school wide process for data collection and analysis in order to provide and implement curriculum that will maximize student learning. (Curriculum - NSAA) Action Plan – Goal #1

7. Use data to systematically analyze, evaluate and change instructional practices in English/Spanish language arts, English language development, math, and writing strategies to increase proficiency rates. (Instruction - NSAA) Action Plan – Goal #3, Goal #4




During the 2013-2014, school year, NSAA explored several options for a student database system that would include an assessment component. After much consideration, Illuminate was selected to replace Aeries, NSAA's then current Student Information System, and Data Director.












In the fall of 2014, NSAA began the full implementation of Illuminate. Using Illuminate, teachers have been able to create and analyze multiple types of assessments including; trimester benchmark assessments, formative and summative assessments. Teachers continue to develop and modify their assessments as they continue to deepen their understanding of CCSS and SBAC and how those components work with the features in Illuminate.

Benchmark assessments are administered at every grade level, Kindergarten through 8th, three times a year at the end of each trimester. In Kindergarten through Second grade assessments are given in Spanish Language Arts and Math. In grades 3-8th, assessments are given in Spanish Language Arts, English Language Arts, and Math. Students at all grade levels are also administered reading comprehension assessments, Evaluación de lectura (EDL) and Developmental Reading Assessment (DRA), and writing assessments in English and in Spanish. These assessments were developed collaboratively with grade level teams. Using the grade level scope and sequence, teachers identified the standards that were to be assessed at the end of each

trimester. Once the standards were identified, teachers pulled questions from their grade level curriculum and the Illuminate Item-bank. The tests were designed to emulate the CAASPP summative assessments. Using the SBAC Alignments for claims, standards and targets, grade levels continue to modify benchmarks to insure that NSAA’s assessments are aligned with SBAC and are a true indicator of student understanding and also predictors of student success.

Snapshot of NSAA’s Illuminate Assessment List:

Displaying 1 to 50 of 277    More...

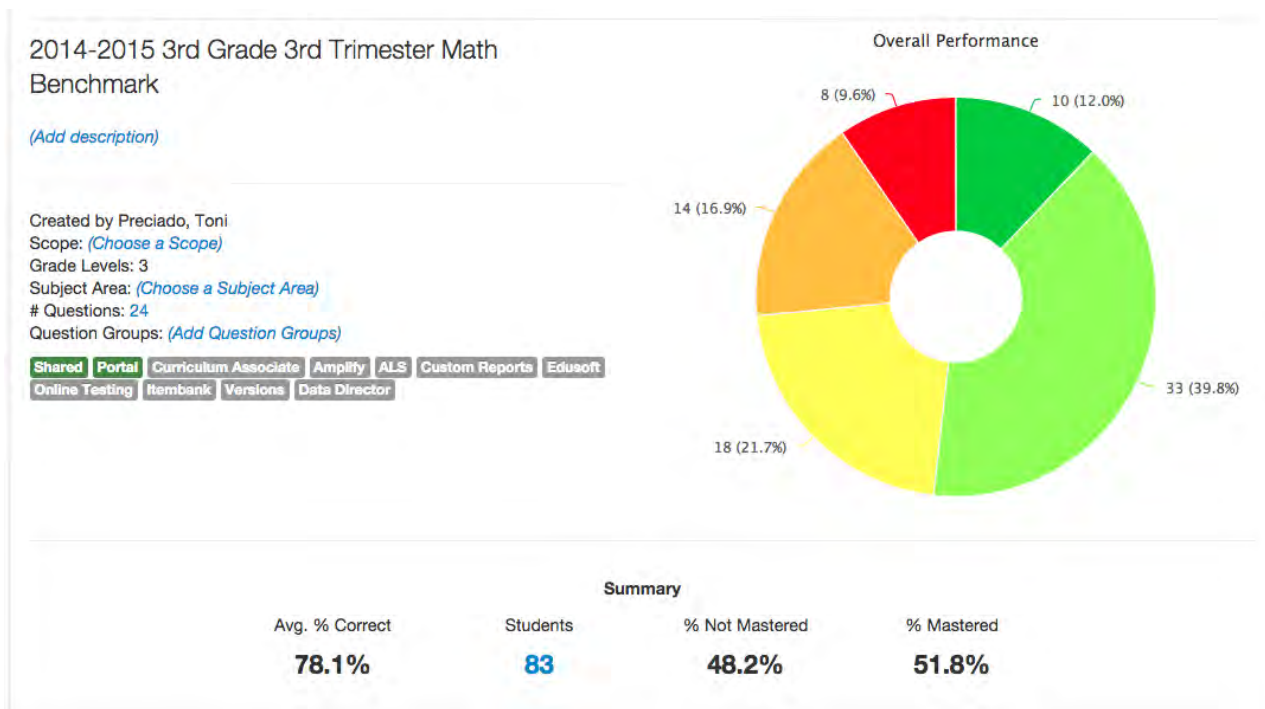
<input type="checkbox"/>	Scan	Duplicate	Type	ID	Title	Author	Date Administered	Last Accessed	Tested
<input type="checkbox"/>			Summary Assessment		2015-2016 NSAA DRA 5th Grade	Preciado, Toni	August 22, 2014	November 18, 2015	
<input type="checkbox"/>			Assessment		2015-2016 5th Grade 1st Trimester Spanish Narrative Writing Benchmark	Preciado, Toni	October 26, 2015	November 10, 2015	23
<input type="checkbox"/>			Itembank		2015-2016 5th Grade 1st Trimester ELA Benchmark	Vazquez Villegas, Laura T.	November 5, 2015	November 5, 2015	0
<input type="checkbox"/>			Assessment		2015-2016 5th Grade 1st Trimester English Narrative Writing Benchmark	Preciado, Toni	October 26, 2015	November 5, 2015	23
<input type="checkbox"/>			Summary Assessment		2015-2016 NSAA EDL 5th Grade	Preciado, Toni	August 22, 2014	November 5, 2015	
<input type="checkbox"/>			Itembank		2015-2016 5th Grade Trimester 1 SLA Benchmark	Avila, Lilia	November 5, 2015	November 5, 2015	21
<input type="checkbox"/>			Itembank		2015-2016 5th Grade Trimester 1 Math Benchmark	Remigio, Rodolfo	November 5, 2015	October 26, 2015	33
<input type="checkbox"/>			Assessment		5th Grade 2nd trimester writing benchmark Informational English	Preciado, Toni	March 6, 2015	October 22, 2015	0

During 2013-2014, our Academic Leadership Team (ALT) began the journey of PLC training. Through the implementation of PLCs, grade levels analyze the data in Illuminate and make modifications to instruction as needed. During the 2013-2014 school year, NSAA began to offer Enrichment classes for students including PE, Art, Chinese, and Music to students school-wide. Enrichment teachers instruct one grade level a day for approximately two hours. While students attend their Enrichment classes, our classroom teachers have the opportunity to meet in the PLC to plan how to best meet our students needs. NSAA grade level PLCs meet minimally once a week during this Enrichment rotation time and additionally one Wednesday a month during early release time for collaboration. In addition to the grade level teachers, members of

our support staff (Counselor, Intervention teachers, School Psychologist) also attend as needed. NSAA Vice Principal attends grade level PLCs every day to provide guidance and support, in using Illuminate as tool to analyze student data to allow for the planning of necessary changes to instruction.

Illuminate allows teachers to pull student results in the form reports. These reports can be created to look at data through multiple lenses, from school wide, to grade level or small groups, and individual students. Using the reports and information generated in Illuminate, teachers are able to target specific students and develop SMART goals. These goals exist at varying levels. Each grade level identifies a goal for all students at the grade level. Additionally, goals are written for individual students who are at risk of not meeting grade level standards. Through this process, teams of teachers are able to diagnosis student need, prescribe and implement an appropriate intervention, and monitor progress.

3rd Grade 3rd Trimester Math Benchmark Assessment 2014-2015



Kindergarten Summary Assessment report of 3rd Trimester Math Benchmark 2014-2015

Displaying 1 to 50 of 87 Search

Student	Student ID	K.CC.1 Count to 100 by 1's and 10's 110/110	K.CC.3 Know numbers 0-20 110/110	K.OA.2 Solve addition and subtraction within 10 12/12	K.OA.3 Decompose numbers 0-10 24/24	K.OA.5 Fluently add and subtract within 5 9/9	K.NBT.1 Compose and decompose numbers 11-19 10/10	K.MD.3 Classify objects (graph) 20/20	K.#CA.4 Time to the nearest hour 6/6	K.G.2 Shapes 28/28	Delete
Alvarado, Kristen E.	26448	110	110	12	24	9	10	20	6	28	
Aran-Lopez, Gael D.	26351	110	110	12	24	9	10	20	6	28	
Banerjee, Sonali C.	26339	110	109	12	24	9	10	20	6	28	
Barajas, Yandel	26343	110	110	12	24	8	10	20	6	22	
Barragan, Jayden A.	26412	101	103	12	24	8	10	20	0	16	
Barraza, Juan M.	26419	104	77	11	4	4	10	17	3	12	
Bonola, Mariana	26350	110	110	12	24	8	10	20	6	28	
Brown, Sebastian J.	26387	110	110	12	24	9	10	20	6	28	

5. Secure external expertise for strategic and data driven professional development for teachers and administrators especially in the area of the Common Core State Standards, including rigor, assessment, and differentiation. (Curriculum)

During the 2013-2014 and 2014-2015 school years consultants from the San Bernardino County Department of Education have participated and guided NSAA through a process of walkthrough observations and recommendations during the fall and springs of both school years. CCSS implementation through GLAD strategies have been a focus of these collaborations. Also, ALT representatives, staff, and administrators have participated in several professional opportunities, mostly offers through SBCOE. Attendees then return from those professional development opportunities and share with the rest of the staff key points. Administration also sets up implementation expectations regarding those concepts. For instance, Number Talks has been an area of continuous growth and implementation at NSAA. Below are the spreadsheets created to organize, manage, and prioritize the professional opportunities at NSAA.

2013-2014 Professional Development Plan Spreadsheet

CCSS Training (SBCOE) @ AAE 6/17/13 & 6/18/13	All Faculty & IAs
Capturing Kids Hearts 10/29/13-10/31/13	Guadalupe Girard, Principal Toni Preciado, VP Ana Chronopoulos, Counselor Daisy Mejia-1 st Crystal Rodriguez-2 nd Erika Zavala-3 rd Alma Ramirez-4 th Laura Vazquez-5 th John Beresford-6-8 th ELA
GLAD Prof. Development Day (Backwards Planning + ELD new standards) 10/25/13	All staff
Math Conference	Harold Jones -Math teacher
ELD Leadership Network	Guadalupe Girard-Principal
SBCOE Consultants Walkthrough 9/9/13 & 2/27/14	All faculty
CABE Write Institute	Laura Vasquez
CABE GLAD	Harold Jones-Math 6-8 th Montserrat Torresluna-ELA 6-8 th Omar Riopedre-Science 6-8 th
ALT PLC Cohort	Guadalupe Girard-Principal Toni Preciado-VP Angelica Ramos-K Miriam Padilla-1 st Renee Rosas-2 nd Allison Zarraga-3 rd Micaela Sepulveda-4 th Ariana Ellis-6-8 th

2014-2015 Professional Development Plan Spreadsheet

<p>PLC Cohort 4</p>	<p>9/30/14 DMESC 11/4/14 WEESC 2/12/15 DMESC</p>	<p>A. Ramos M. Padilla R. Rosas A. Zarraga M. Sepulveda A. Amaya A. Ellis T. Preciado L. Girard</p>
<p>SB HIGH SCHOOL VISIT 9:00-12:00</p>	<p>9/30/14</p>	<p>A. Ellis R. Villanueva L. Girard</p>
<p>ELA/ELD Leadership Network 8:30-12:00</p>	<p>10/21/14 12/16/14 1/20/15 2/24/15 3/17/15 4/21/15 5/19/15</p>	<p>L. Girard</p>
<p>Dan Meyer Modeling in Math 7:30 ContBreakfast 8:00-3:30 pm</p>	<p>9/30/14</p>	<p>Y. Moreno D. Mejia C. Rodriguez I. Aviles H. Luken L. Vazquez</p>
<p>Karen Karp Special Needs</p>	<p>10/6/14</p>	<p>Cari Walworth</p>
<p>Sherri Parrish Number Talks</p>	<p>1/30/15</p>	<p>C. Torres S. Villagrana C. Rodriguez A. Zarraga M. Sepulveda M. Orozco</p>
<p>Common Core Meets Digital Literacy 8:00-4:00 pm</p>	<p>5/20/15</p>	<p>A. Ellis E. Rodriguez H. Jones</p>

Math Conference	11/15	H. Jones
GLAD		M. Lopez H. Luken M. Orozco T. Woodson R. Villanueva B. Hernandez
NGSS 101	10/1/14	T. Woodson A. Amaya L. Vazquez M. Orozco
NGSS Performance Expectations 8:30-3:30	12/2/14	A. Amaya
SBCSS COUNSELOR'S NETWORK	3/3-3/14/15	Ruby Gonzalez
Good Teaching Conference	3/20-3/24/15	H. Jones
Illuminate conference	2/26-2/17/15	David Garcia Richard Villanueve Toni Preciado Eduardo Rodriguez Anna Vasquez (1 day) Erin Mason (1 day)
Aida Walqui-Scaffolding the Success of ELs	12/14	Richard Villanueva
CABE	3/6-3/7/15	Toni Preciado Erin Mason Ariana Ellis Parents: Diana Zarate Ana Villalpando
CCSA	3/16-3/19	L. Girard

NSAA Professional Development 2015-2016

PD	DATES	ATTENDEES
RIMS California Arts Project 8:30am-4:30pm	7/6/15 – 7/9/15 8/27/15 10/23/15	C. Flucker-Music C. Munoz-Arts

Norton Space & Aeronautics Academy ACS WASC Mid-cycle Progress Report

Words Their Way	9/16/15	All Faculty
The Breakthrough Coach 8am-3pm	10/29-10/30/15	G. Girard I. Kochinsky
Sherry Parrish/Number Talks K-6 Mathematics 8am-3:30pm	10/09/2015	H. Luken T. Preciado H. Jones A. Ramos L. Girard Y. Fregoso I. Aviles C. Rodriguez D. Mejia E. Mason A. Vasquez
Write Institute for Literacy Coaches 8:00-3:00	10/5-10/7/15	T. Preciado R. Villanueva C. Rodriguez S. Ramos
Apple Workshop iMovie 9:30am-11:30am	10/7/15	Y. Fregoso H. Luken S. Loera
Apple Workshop iBook 12:30pm-3pm	10/7/15	Y. Fregoso H. Luken S. Loera
ELA/ELD Leadership Network 8:30-11:30	9/24/15 10/22/15 11/12/15 12/10/2015 1/14/16 2/11/16 3/10/16 4/7/16 5/12/16	G. Girard E. Mason
2015 CASC Conference	10/9-10/10/15	Ruby Gonzalez
Designing Systems of Change	9/11/15 9/16/15 10/15/15	G. Girard M. Foster T. Preciado

	12/7/15 2/18/16	
CPI Training 8am-4pm	9/23 & 9/24/15	Certificated: Marcelo Congo Steve Bradberry Marisa Caceres Cari Walworth Sylvia Ramos Erika Garibay Carolina Torres Toni Preciado Myrna Foster Classified: Teresa Villanueva Andrew Hernandez Vincent Garcia Azalia Moran Silvia Vazquez Roxanne Mendoza
SPED Training 8:30am-10:30am	9/30/15	C. Walworth ISAI M. Caceres, RSP K-5 Steve Bradberry RSP/ISAI 6-8
Project GLAD	10/23/15 10/28-10/29/15	Cruzado Aran Gabriel Lopez Ana Monterosso Manes Jessica Sepulveda
Project GLAD	12/3 & 12/7/15	Luken Gonzalez Fregoso 5th grade 5th grade Villanueva Loera Jones
CDE ELA/ELD Framework Rollout 8:30am-3:30pm	9/30/15	S. Ramos E. Mason T. Preciado G. Girard A. Ramos M. Sepulveda Y. Fregoso R. Villanueva

Renaissance Training	10/13/15	T. Preciado
SBCSS County Counselor Network 8:30am-2:30pm	10/28/15	Ruby Gonzalez
SBCSS Water Filtration- Engineering Design Challenge	11/12/15	Renee Rosas
NGSS 8:30am-3:30pm	12/12/15-4/23/16	Renee Rosas Lilia Avila Crystal Rodriguez Hector Luken

6. Develop a more structured program for ELD support by implementing and closely monitoring ELD instruction to maximize student learning. (Curriculum, Instruction)

Action Plan – Goal #3

NSAA’s dual immersion program following the 90/10 model dictates that the ELD instruction is implemented depending the grade level. Schoolwide, NSAA follows the requirements established by the California Department of Education regarding the assessment, monitoring, reclassification, and follow up of students who have been reclassified for a period of two years (with 6 months reviews). At all grade levels, teachers use an ELD Progress Report to monitor student progress. The ELD Progress Report is a fluid document that the teachers keep and update throughout the year, while administration reviews them twice a year. This school year, NSAA is in the process of finding a new ELD Progress Report indicating the new ELD standards. In Kindergarten, NSAA’s dual language program calls for a 45 minutes “English time.” While in 1st grade the time increases to 1 hour. In these two grade levels, teachers are currently integrating ELD in the Science content. Teachers use GLAD strategies to support English Learners. Teachers know who their English Learners are and know those students English proficiency levels to provide with differentiation through their lessons. Teachers use various question levels to support ELD students at their specific levels. Teachers also use observations and ELD progress reports to monitor and track students through their development

in English. Teachers also have specific target EL groups. Students in Kinder and 1st grade grow on average a CELDT level within a school year. In 2nd grade, English time is 90 minutes, and teachers use the time to provide Science instruction, ELD Designated time. Students are grouped by their English proficiency levels, and receive differentiated instruction per their level. In 3rd grade, although English time is also used for Science instruction, English Language Arts, and Math, are also taught alternatively in English to ensure proper standardized test preparation.

Students in 4th and 5th grade receive 50% of their instructional time in English, and 50% in Spanish. They receive Language arts instruction in both languages, while they also receive Science and Math instruction. Social Studies is taught in Spanish. It is during the English time, that students in these two grade levels receive their integrated ELD and designated ELD per their English Language proficiency level. NSAA adopted the Words Their Way curriculum this year to supplement the ELD curriculum, which continues to be through Leveled readers, Houghton Mifflin, and Santillana. NSAA continues to receive further guidance from the CDE regarding a state approved ELD curriculum. For the Middle Grades, NSAA purchased and is implementing Scholastic 3D ELD program. In English class students receive designated 15 minutes of small group instruction daily that focuses on fluency, prosody and comprehension. GLAD strategies are used in all classes. This includes differentiated questioning throughout lessons. In the 2014-2015 school year, students in the Middle Grades also could participate in a Zero ELD period to provide extra support. This school year the class was also offered for 6 weeks during the first trimester. For 2nd trimester, NSAA will be piloting the iLit program from Pearson. It is an online intervention program that our students will be able to access through their laptops with the monitoring of their teachers.

8. Continue to evaluate and use data to differentiate instruction for enrichment and

remediation and to plan and implement professional development in the support of student learning and success. (Assessment and Accountability - NSAA) Action Plan – Goal #1

At the end of the 2013-2014 school year, the Leadership team at NSAA began to plan for systematic intervention support. At this time teachers were attending PLC training and learning how to have conversations about student learning and plan for modifications to instruction based on data. During this PLC training experience, it became apparent that changes needed to be made school wide to support the intervention process in a systematic way. It was during these PLC trainings that the idea of the Rocket Lab was born.

In the summer of 2014, NSAA hired an additional Intervention teacher to lead the Rocket Lab. This provided the students at NSAA with two part time Intervention teachers, one with a focus of overseeing the SST process and providing coaching support to teaching staff, and the other to run the Rocket Lab. At this time, the leadership team also developed a schedule for Universal Access time. This schedule identified a 45 minute block of time each day for every grade level, during which the teacher provided Universal Access for all students. While working with teachers to develop their understanding of Universal Access, it was explained that this is not a time for direct instruction. Universal access is a designated time for teachers to work with students in small groups on a targeted goal that is aligned to the grade level SMART goal. As part of the school wide professional development plan, teachers and instructional aides are provided with training on skills and strategies to use during Universal Access time that best meet the needs of students.

In the fall of the 2014-2015 the Universal Access schedule was implemented in grade K-5 and the Rocket Lab was launched. The Rocket Lab is a classroom at NSAA where identified students go to receive additional support. Students at NSAA were working with their teachers in

small groups, on targeted goals, during Universal Access time. In looking at our RTI triangles and the levels of support, Universal Access time is truly a Tier 1 support. The Rocket Lab was designed to be a Tier 2 support. To identify students that need this level of Tier 2 support, grade levels administer an assessment and analyze the results. In the grade level PLC, teachers identify the lacking foundational skills that are preventing students from mastering the standards identified in the assessment. The PLC then writes a SMART goal for the identified foundational skill. The identified students then receive support in the Rocket Lab for the SMART goal during Universal Access time. On average, each grade sends approximately 20 students to the Rocket Lab each instructional cycle. There are 4, six-week cycles each school year.

Universal Access Schedule

Time	Grade	Cortez	Vazquez	Luevanos	OPEN
7:45 – 8:15	Drop-off	Garden Gate			
8:15 – 9:00	5 th	Rocket Lab E3			
9:15 – 10:00	4 th	Rocket Lab E3			
10:00- 10:15	BREAK				
10:15-11:00	1 st	Rocket Lab E3			
11:15-12:00	3 rd	Rocket Lab E3			
12:00-12:30	LUNCH				
12:30 – 1:15	Kinder	Rocket Lab E3			
1:30 – 2:15	2 nd	Rocket Lab E3			
2:15 – 3:05	MS	See MS Enrichment Schedule			
3:05 – 3:15	Dismissal	Dismissal on Foisy			

The Rocket Lab staff consists of 5 highly qualified professionals. As previously mentioned,

NSAA's part time Intervention teacher oversees all components of the Rocket Lab. The Intervention teacher reports directly to the Vice Principal at NSAA. Additionally, NSAA employees four Title One Instructional Aides that provide direct support to students along with the Intervention Teacher. The Rocket Lab team receives the grade level SMART goal and develops lesson plans for the identified students for a six-week cycle. This cycle includes a pre-assessment, post-assessment and progress monitoring. Students attend the Rocket Lab 5 days a week for approximately 45 minutes. During the 45 minutes of Rocket Lab time, students cycle through 4 learning stations which incorporate a variety a learning modalities and sensory integration programs. At the end of the six-week cycle, a post assessment is administered and the Rocket Report is published. The goal of this report is to communicate student progress towards meeting their goal with the parent and the teacher. There are four of these six-week cycles throughout the year. During the identified six-week cycles, the Intervention teacher also provides Tier 3 level support to students who did not meet their goal. This support is provided on an individual basis in the classroom.

Screenshot of Sample of Post-Assessment from Illuminate

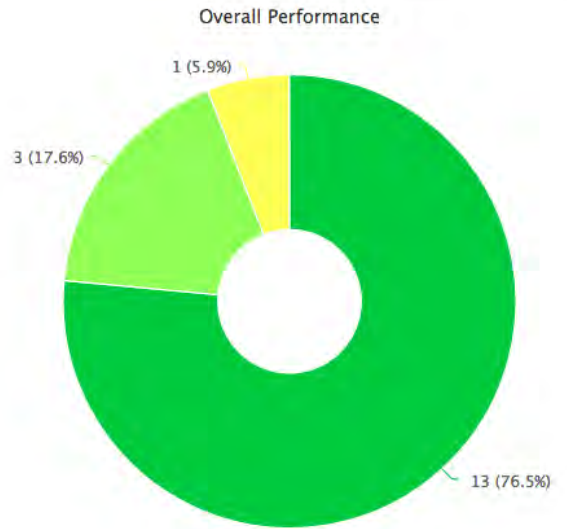
Filter Students

3rd Grade Fall Post-Assessment 15-16- Group B

[\(Add description\)](#)

Created by Cortez, Norma
 Scope: Teacher Created
 Grade Levels: 3
 Subject Area: [\(Choose a Subject Area\)](#)
 # Questions: 20
 Standards: [\(Find and Link Standards\)](#)
 Question Groups: [\(Add Question Groups\)](#)


- [Shared](#)
- [Custom Reports](#)
- [Curriculum Associate](#)
- [ALS](#)
- [Data Director](#)
- [Amplify](#)
- [Edusoft](#)
- [Portal](#)
- [Online Testing](#)
- [Itembank](#)
- [Versions](#)



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
93.8%	17	5.9%	94.1%

Sample Rocket Report



ROCKET LAB
Tier 2 Intervention
"Striving for Excellence"

ROCKET REPORT
SPRING 2015

Student: _____ Teacher: _____ Date: _____

IA: _____ Minutes of Instruction Received: _____

Learning Objective:	Progress:		
	1	2	3
Recognize value of digits	Minimal	Adequate	Mastered
Recognize 10 more/less of number	Minimal	Adequate	Mastered
Add & Subtract with Regrouping	Minimal	Adequate	Mastered

Progress Monitoring- 2nd grade Regrouping Math Quiz

Baseline Assessment Final Assessment
Date: _____ Score: _____ Date: _____ Score: _____

Comments

During the fall of the 2015-2016 school year, the RTI team has continued to work with the Rocket Lab staff to continue to refine and develop best practices for student intervention. The staff in the Rocket Lab has received training and is currently implementing S’Cool Moves, a program designed to provide sensory integration techniques. In addition, the team has continued to participate in Love and Logic training. The skills they have acquired during Love & Logic training have been beneficial in assisting the team in meeting the social/emotional needs of the students they serve. Our RTI team has also been working with the Rocket Lab staff to deepen their knowledge and understanding of the Smarter Balanced Assessment. It is our goal to increase the level of rigor in the Rocket Lab, to be reflective of the level DOK 2 through DOK 4 questioning that they are experiencing in their classrooms.

The data we have collected from the Rocket Lab tells us that students are meeting their SMART goals that are written for very targeted foundational skills. However, students continue

to have difficulty applying these foundational skills to solving more complex problems.

Therefore, this year the Rocket Lab will begin to implement higher level questioning strategies in their lesson plans. Additionally, the pre and post assessment will include SBA aligned questions. By making these adjustments in the Rocket Lab, we continue to support students to meet their targeted grade level SMART goal.

9. Utilize standardized assessments to measure student progress and help drive instruction.

(Assessment and Accountability – VC Team) Action Plan – Goal #2

NSAA has begun to use the data from CAASPP from Spring 2015, mainly to establish a baseline, and find general areas of need. Regardless of the grade level, all teachers at NSAA have taken on the responsibility to use standardized tests data to monitor student progress, and help drive instruction. NSAA has developed a technology scope and sequence that establish the skills that students will need to master at each grade level to be prepared for the CAASPP computerized tests beginning in 3rd grade. Other standardized tests data used include the one provided by Renaissance STAR, and Science CST. NSAA has prepared a testing calendar ensuring students will have practice twice a year using the Interim Assessment Blocks provided through the CAASPP website.

10. Identify a permanent site in the next year to accommodate the Kindergarten through 8th grade program and initiate facility development for the school's intended expansion.

(School Culture – NSAA, VC Team).

SECTION V: School-wide Action Plan Refinements

NSAA's Action Plan goals are still very much applicable to the needs of the students based on the recent implementation of CCSS, NGSS, and the new computer-adaptive assessments provided through CAASPP. The NSAA's Action Plan has been modified to change specific programs used and additional goals. Below lists a series of changes to specific programs and content that have been deemed obsolete.

Improvement Goal #1: Maximize Student Learning through using data collection and analysis.

Activity #1-Describes using Data Director, we will change to say, "Illuminate."

Activity #5- NSAA does not longer offer Afterschool Intervention classes.

Improvement Goal #2: Standards-based Student Learning – Smarter Balanced Assessment Consortium (SBAC) Assessments

In alignment to the CDE, we are removing the "C" in SBAC, and will continue to refer to the standardized assessments at "SBA" from the California Assessment of Student Performance and Progress (CAASPP).

Activity #4-It included Kagan strategies, and we have not included those in our recent plan, as the focus at this point needs to be CCSS, NGSS, and GLAD, and Write Institute.

Activity #7-Refers to NSAA using No Excuses University's principles. NSAA will continue to establish and foster a College-minded school culture through college walls, and "On Course" curriculum in the Middle Grades.

Improvement Goal #3: Standards-based Student Learning – ENGLISH LANGUAGE DEVELOPMENT (ELD)/CELDT

The action plan refers to the use of Santillana as the main curriculum, but because it is outdated, other resources are being considered, included the supplemental materials from Words Their Way.

One additional goal was added as a result of the Local Control Accountability Plan (LCAP). Since the last self-study, there has been a concentrated effort to streamline all schoolwide plans to reflect common goals. The PLC structure has supported this effort by aligning the work of teacher and schoolwide teams with NSAA's mission, vision and goals. Through this collaboration, we added the following goal to reflect the current needs of students:

Improvement Goal #5: Incorporate the use of technology and technological advances into its core curriculum.

Implementation and monitoring of the NSAA school-wide action plan will be through the PLC. The PLC will continue to collaborate and make decisions to support student learning. This collaboration will naturally facilitate discussions around successful implementation of the NSAA's action plan goals. Creating assessments, analyzing data, sharing best practices and instructional strategies will take place in this forum to be overseen by ALT.

**VA LOMA LINDA
HEALTHCARE SYSTEM**



A Division of VA Desert Pacific
Healthcare Network

VA Loma Linda Healthcare System
11201 Benton Street
Loma Linda, CA 92357
(800) 741-8387 - (909) 825-7084
www.lomalinda.va.gov

In Reply Refer To:

November 27, 2015

ISAI Education Specialist
Attn: Cari Walworth
503 East Central Avenue
San Bernardino, CA 92408

Dear Students:

On behalf of our Veteran patients and staff of the VA Loma Linda Healthcare System, we would like to thank you for the kind donation of letters to veterans.

Be assured our Veteran patients truly appreciate all donations that are provided to them. It is very comforting for the Veterans to know they are not forgotten for their sacrifices and are deeply grateful for your thoughtfulness.

Again, thank you from the bottom of our hearts. You have touched many lives with your generosity. May you continue your good works for America's Heroes!

Sincerely,

Larry J. Moore
Chief, Voluntary Service

Tax I.D. No. 95-3625072

**Jerry L. Pettis Memorial VA
Medical Center**
11201 Benton Street
Loma Linda, CA 92357
(909) 825-7084

Blythe VA Rural Health Clinic
1273 W. Hobson Way
Blythe, CA 92225
(760) 921-1224

Corona VA Clinic
2045 Compton Ave. Bldg. 7
#101
Corona, CA 92881
(951) 817-8820

Murrieta VA Clinic
28078 Baxter Rd., #540
Murrieta, CA 92563
(951) 290-6500

Palm Desert VA Clinic
41-990 Cook St., Bldg. F, #1004
Palm Desert, CA 92211
(760) 341-5570

Rancho Cucamonga VA Clinic
8599 Haven Ave., #102
Rancho Cucamonga, CA 91730
(909) 946-5348

Victorville VA Clinic
12138 Industrial Blvd., #120
Victorville, CA 92392
(760) 951-2599

November 24, 2015

Ms. Guadalupe Girard, Principal
Norton Space and Aeronautics Academy
503 East Central Avenue
San Bernardino, CA 92408

Dear Ms. Girard,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On October 16, 2015, SBCSS conducted its fall review of NSAA.

The SBCSS Charter Oversight Committee consisted of Linda Fabr , Assistant Superintendent, Human Resources; Dr. Fermin Jaramillo, Coordinator, Diverse Student Learners & Academic Achievement & Initiatives; Angel Arrington, Business Services Project Manager; Cheryl N Varela, Interim Manager, Credential Services; Andrea Tennyson, Manager, Fiscal Services; Sylvia Morales, Accountant for Internal Business; and Caren Keele, Business Services Project Specialist.

In regards to governance and organizational management, the Governing Board is very involved in the oversight operations of the school and has great oversight regarding NSAA. They expect administration to keep them informed and they represent their constituents well. It is recommended that administration continues to be allowed to work with student enrollment and planning to maintain the proper staffing to meet the needs of the student population. The decision to change the K-12 proposal to a K-8 proposal needs to be vetted and set before the renewal deadline of the charter.

In regards to the school's educational performance, it was a pleasure to visit NSAA. The committee was able to visit all grade levels and a majority of classrooms. The committee reported the following observations:

The team observed students in the Dual Immersion Program being taught both English and Spanish focusing on science instruction. Students were able to convey their learning in both English and Spanish in each content area observed.

There were several positive remarks made by our team. Students remained focused on learning during the classroom visits and the use of technology by both students and teachers was abundant. Many classrooms displayed teacher-developed aids to help students as well as student work. The use of the Rocket Lab to help students based on their individual needs is also commended.

Some areas to improve upon include ensuring lessons are aligned to the purpose of the lesson, requiring less use of worksheets and crossword puzzles. Another area which helps improve student engagement is to have students read/discuss concepts with a partner before reading out loud. Finally, additional use of direct instruction will help students learn the concept.

Overall, staff at NSAA provides a pleasant, welcoming, learning environment for students. It will be exciting to see how NSAA will continue to expand on Common Core and the Next Generation Science Standards (NGSS).

Finally, in regards to fiscal operations, NSAA continues to be commended for their timely submission of financial reports to SBCSS. Please see the enclosures for additional information regarding evaluation in the applicable oversight categories.

As you know, the purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU. On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit.

Sincerely,



Ted Alejandre
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Fall Review Facilities Evaluation

cc: Mr. Scott Johnson, Board President, Norton Space and Aeronautics Academy
Mr. Gordon Soholt, President and CEO, Lewis Center for Educational Leadership
Ms. Linda Fabré, SBCSS Assistant Superintendent, Human Resources
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Ms. Cheryl Varela, Interim Manager, Credential Services
Mr. Chris Cox, SBCSS Director, Internal Business

Charter Oversight Review – Fall Review

ATTACHMENT D: Charter Oversight Evaluation Form

The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- 4 - Good
- 3 - Satisfactory
- 2 - Unsatisfactory
- 1 - Poor

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**; however the following general guidelines should be consistently applied.

- An evaluation of *good* applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of *good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review – Fall Review

without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.

- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
- An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
- An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			X	
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			✓	
<ul style="list-style-type: none"> • list/roster of governing board members • charts/descriptions of board roles and responsibilities 			✓	
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			X	
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			✓	
<ul style="list-style-type: none"> • corporate papers including articles of incorporation • board-approved bylaws • board norms 			✓	

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<p>1.3 Governing Board Activities. The Charter School's governing board shall maintain active and effective control of the Charter School. The governing board shall meet regularly and its meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p>				X
<p>Verify that the Charter School's governing board is meeting regularly and that its meetings are held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p>				+
<ul style="list-style-type: none"> • The board complies with all legal responsibilities and charter mandates, provides support for the school's mission, offers sound fiduciary guidance, and initiates and/or reviews and adopts policies that contribute to the sustainability of the school. 				+
<ul style="list-style-type: none"> • governing board meeting dates 				+
<ul style="list-style-type: none"> • agendas, including verification of public posting 				+
<ul style="list-style-type: none"> • meeting minutes 				+
<ul style="list-style-type: none"> • Brown Act training as verified by charter counsel 				+
<ul style="list-style-type: none"> • board resolutions and board-adopted policies and regulations: <ul style="list-style-type: none"> ➤ conflict of interest ➤ Handbooks – Parent, Student, Employee ➤ student discipline and due process ➤ employee discipline and due process ➤ parent complaint resolution and due process ➤ internal controls policies and related forms and systems (e.g., purchase order requests, job descriptions explaining scope of financial management responsibilities and independent audit review of internal controls or comments on appropriateness of existing internal controls policies) ➤ bank signature authorizations, etc. ➤ harassment – student, staff ➤ Safety Plan (including natural disasters, crisis response, campus violence, threats, evacuation procedures, hostage situations, hazardous materials spills, and emergency preparedness policies/manuals/guides, and records of emergency preparedness training) ➤ immunization and tuberculosis records ➤ Family Educational Rights and Privacy Act – policy and notices ➤ Section 504 compliance 				+

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
➤	Office of Civil Rights compliance				+
➤	Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.				+
	Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.				+
	• are a diverse, committed, representative body whose members and actions enhance the credibility of the school				+
	• understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals				+
	• assist annually in evaluating the professional performance of the school leader				+
	• hold themselves accountable for maintaining the health, vitality and sustainability of the school				+
	• provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community				+
	• continuously help to refine and define the organization's mission, vision, and direction				+
	• review the school's finances on a regular basis and provide fiscal advice and guidance				+
	• hold the school accountable for fulfilling the terms of its charter				+
	1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.			X	
	Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.			√	
	Evaluate the extent to which:				
	• parents/guardians are satisfied with what the school provides and achieves			√	
	• parents/guardians are provided with quality information about the school			√	
	• links with parents/guardians contribute effectively to students' learning at school and at home			√	
	• parents/guardians are given accessible and relevant information about their child's progress			√	
	• links with the community are developing and are used to benefit the students			√	
	1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.			X	

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT					
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.			1	2	3 4
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization ((EMO)), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.					✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 					✓
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 					✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 					✓
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 					✓
<ul style="list-style-type: none"> • facility use agreement(s) 					✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 					✓
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.) 					✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 					n/a
<ul style="list-style-type: none"> • CBEDS data 					✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 					✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 					✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.					X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:					
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 					✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 					✓
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 					✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 					✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 					✓

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<ul style="list-style-type: none"> high standards are promoted actively 			✓	
<ul style="list-style-type: none"> the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development 			✓	
<ul style="list-style-type: none"> the leadership inspires and supports a shared commitment to improvement and the capacity to succeed 			✓	
<ul style="list-style-type: none"> educational priorities are supported by careful financial management and finances are used effectively 			✓	
<ul style="list-style-type: none"> employee contracts 			✓	
<ul style="list-style-type: none"> employee evaluation procedures 			✓	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):				
3				
<p>Areas of particular strength: The Governing Board is very involved and has great oversight regarding NSAA. They expect administration to keep them informed and they represent their constituents well.</p>				
<p>Areas recommended for improvement or in need of corrective action: Continue to allow administration to work with student enrollment and planning to maintain the proper staffing to meet the needs of the student population. The decision to change the K-12 proposal to a K-8 proposal needs to be vetted and set before the renewal deadline of the charter.</p>				
<p>Other comments: See cover letter.</p>				

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<p>2.1 Educational Performance. The Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.</p>				
Verify the Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.				
<ul style="list-style-type: none"> The school's results in state and other tests and how these compare with the state or national averages. Please note there is no data to view for this visit 				n/a
<ul style="list-style-type: none"> Whether the school is showing improvement in standards attained through measures other than standardized tests. 				✓
<ul style="list-style-type: none"> Whether the school sets challenging goals and is on course to meet or exceed them, using data to measure progress. 				✓
<ul style="list-style-type: none"> The standards and objectives across all classrooms are grade level appropriate to provide student with appropriate learning opportunities. 				✓
<ul style="list-style-type: none"> Lessons are engaging and students are participative enough that they can summarize what they are doing and why. 				✓

Charter Oversight Review – Fall Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> Lessons and objectives are tied to the California Common Core State Standards (CCSS). 				✓
<ul style="list-style-type: none"> Main points of lessons are explained, reinforced, repeated and summarized in multiple ways, such as using illustrations and/or examples to ensure that all students are successful, or it is clear where reteaching needs to occur. 				✓
<ul style="list-style-type: none"> Visual demonstrations are provided with supporting tools such as technology, whiteboard visuals, thinking maps, graphs, charts, handouts, etc. 				✓
<ul style="list-style-type: none"> Multiple instructional strategies are employed to differentiate support for each student. 				✓
<ul style="list-style-type: none"> The implementation of the Common Core State Standards are evident in the strategies used in classrooms school wide, and project-based learning and performance tasks are regularly incorporated into the students' educational experience. 				✓
<ul style="list-style-type: none"> Student learning skills and activities that support student success in the CCSS and 21st Century Skills, such as assignments requiring: close reading of narrative and expository text, collaborative conversations, depth of knowledge at levels three and four, real world experiences, critical thinking in the use of the internet, as well as computer technical skills occur regularly in every classroom. 				✓
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p> <p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p>				X
<ul style="list-style-type: none"> provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 				✓
<ul style="list-style-type: none"> has effective strategies and programs for literacy and numeracy 				✓
<ul style="list-style-type: none"> provides enrichment through its extra-curricular provision, including support for learning outside the school 				✓
<ul style="list-style-type: none"> is designed to work towards achievement of the school's mission 				✓
<ul style="list-style-type: none"> has effective arrangements for assessing and recording student attainments and progress 				✓
Evaluate the quality of teaching and its impact by the extent to which teachers:				
<ul style="list-style-type: none"> adapt teaching style appropriately to meet the needs of all students 				✓
<ul style="list-style-type: none"> are competent in teaching literacy, numeracy, and discipline-specific content in history and science 				✓
<ul style="list-style-type: none"> support students to apply learning across subjects 				✓
<ul style="list-style-type: none"> plan effectively 				✓
<ul style="list-style-type: none"> use a range of strategies for different learning styles 				✓
<ul style="list-style-type: none"> set clear objectives which can be seen in lessons 				✓

Charter Oversight Review – Fall Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> • have high expectations for all students 	✓			
<ul style="list-style-type: none"> • use time well 	✓			
<ul style="list-style-type: none"> • use support staff and other resources effectively 	+			
<ul style="list-style-type: none"> • use technology to support teaching and learning 	+			
<ul style="list-style-type: none"> • are consistent and effective in behavior management strategies 	+			
<ul style="list-style-type: none"> • assess students' work thoroughly and use assessments to develop student learning 	✓			
<ul style="list-style-type: none"> • use homework effectively to reinforce and/or extend what is learned in school 	✓			
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> • are enabled to learn independently 	✓			
<ul style="list-style-type: none"> • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 	✓			
<ul style="list-style-type: none"> • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work 	✓			
<ul style="list-style-type: none"> • maintain a sense of commitment to and enjoyment of their work 	✓			
<ul style="list-style-type: none"> • persevere and complete task when difficulties arise 	✓			
<ul style="list-style-type: none"> • concentrate and remain on task during lessons 	+			
<ul style="list-style-type: none"> • work well together and collaborate effectively when appropriate 	✓			
<ul style="list-style-type: none"> • set high expectations for themselves and what they can achieve 	✓			
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.				
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board. *Note: Section will be updated and sent to NSAA upon completion of the credentialing audit no later than 12/14/15.				
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.				
	n/a			

Charter Oversight Review – Fall Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.				
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.				
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.				
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.			X	
Verify that the Charter School is:				
<ul style="list-style-type: none"> actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including "search and find" processes 				√
<ul style="list-style-type: none"> providing special education programs and services in accordance with students' IEPs 				√
<ul style="list-style-type: none"> participating, as necessary, in a SELPA 				√
<ul style="list-style-type: none"> providing Special Education training for staff 				√
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.				
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value	n/a			
	n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):				3
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: Observations included need for more direct instruction (i.e. less usage of worksheets and crossword puzzles).				
Other comments: See cover letter.				

Charter Oversight Review – Fall Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
<p>3.1 Budget. The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.</p> <p>Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.</p> <ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements • the school's financial practices are codified in the form of policies and processes approved by the board 	✓	✓	✓	X
<ul style="list-style-type: none"> • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended • realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 	n/a	✓	✓	✓
<p>3.2 Oversight Costs. The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.</p> <p>Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.</p>	n/a	X	✓	✓
<p>3.3 Audits. The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p> <p>Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.</p>	X	✓	+	X

Charter Oversight Review – Fall Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.			X	
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.			√	
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.				X
Verify that the Charter School has filed an unaudited financial report.				+
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):				3
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: See cover letter.				
Other comments: See cover letter.				

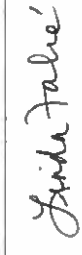
CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.	n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:	n/a			
• educational program	n/a			
• mission and vision	n/a			
• school site location and/or new sites	n/a			
• admissions	n/a			

Charter Oversight Review – Fall Review

CATEGORY 4: FULFILLING CHARTER TERMS					1	2	3	4
• governance					n/a			
• grades and/or grade levels served					n/a			
4.2 Adherence to the Charter							X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.								√
4.3 Renewal					n/a			
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.					n/a			
• application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term					n/a			
• application for <i>early renewal</i> shall be in accord with procedures outlined by the County					n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):								
Areas of particular strength: See cover letter.								
Areas recommended for improvement or in need of corrective action: See cover letter.								
Other comments: See cover letter.								

Charter Oversight Review – Fall Review

Charter Oversight Evaluation Summary

Charter School: Norton Space and Aeronautics Academy	Annual review - <input checked="" type="checkbox"/> Renewal Other:
Evaluation Judgments	
1. Governance and Organizational Management – being effectively led and managed	Rating (good / satisfactory / unsatisfactory / poor) Satisfactory
2. Educational Performance – providing a sound education for all of its students	Satisfactory
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	n/a
Overall Judgment – the quality of the provision provided	Satisfactory
Areas of particular strength: See cover letter.	
Areas recommended for improvement or in need of corrective action: See cover letter.	
Comments / recommendations: See cover letter.	
Details of Person completing form:	
Name: Linda Fabré	Signature: 
Title: Assistant Superintendent Date: 11/24/15	

Norton Space and Aeronautic Academy SBCSS Fall Review 2015

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Corrected during the review*

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

**Corrected during the review*

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks.

Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair.

Yes No

D8: Accumulation of standing water behind classroom. Playground: Weed netting exposed in several places posing a safety hazard* and table is in disrepair due to unsecured components.*

Perimeter fences are installed as necessary and are in good repair.

Yes No

Graffiti or other signs of vandalism to the building are absent.

Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting.

Yes No

Windows and doors are intact and in good repair.

Yes No

Exterior stairs or handrails are in good repair.

Yes No

Exits to buildings are free of obstructions.

Yes No

Signage is adequate for traffic flow and for directions to school offices.

Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.

Yes No

**Corrected during the review*

Building Exterior**Comments**

School site is substantially free of litter and clutter.

Yes No

Interior Entrances, Corridors, and Stairs**Comments**

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

Admin Office: Fire Extinguishers not receiving monthly inspection and sign-off.

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

D Wing Boys' Restroom: Vent excessively dirty.
C Wing Girls' Restroom: One stall wouldn't latch*
E Wing Boys' Restroom: Loose faucet*
E Wing Girls' Restroom: Floor deteriorating and stall door hooked into wall.*

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

*Corrected during the review

**Interior Entrances, Corridors,
and Stairs****Comments**

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

Floors, walls, and ceilings are clean; ceiling tiles are all intact.

Yes No

D3: Ceiling tiles bowing.

Halls and stairs are adequately lighted.

Yes No

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.

Yes No

Interior is free of other hazards that could endanger student safety.

Yes No

E10 & G8: Materials labeled "keep out of reach of children" are not stored properly (e.g. cleaners, aerosols, etc.).

C1 & C2: unsecured items stored too high.

Classrooms**Comments**

Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.).

Yes No

Desks, tables, and chairs are in good repair.

Yes No

Space is provided to secure computers and other expensive electronic devices.

Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures.

Yes No

**Corrected during the review*

Classrooms**Comments**

Gas, electrical, and water outlets and appliances are in good repair.

Yes No

D Wing: Drinking fountain missing push button.

Classrooms have adequate lighting.

Yes No

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.

Yes No

Additional Comments

Norton Space and Aeronautics Academy SB FAC Grant November 2015 Report

Fine Arts Commission, City of San Bernardino
Office of the City Clerk
Attn: Gigi Hanna
300 North "D" St.
San Bernardino, CA 92418

November 15, 2015

Re: NSAA Fine Arts Commission Grant Report

To whom it may concern:

The NSAA Fine Arts program is in full swing thanks to the funds from the San Bernardino Fine Arts Commission. Our 550 kindergarten - fifth grade students have experienced 15 weeks of rotation classes including Art and Music. The students utilize the art supplies purchased through grant funds to explore and create various forms of visual art. In music, students learn beginning concepts using percussion instruments including drum sticks, clave, djembe drums and bells. With grant funds we are able to insure each student has an instrument to play during class instruction. Soon we will introduce wind instruments beginning with the recorder.

Our 150 middle school students also receive Art, Music and Dance rotations in Fine Arts. To support these classes we have purchased other percussion instruments including bamboo poles for the Philippine Dance Unit: Tinikling, castanets to be used in the Flamenco Unit, Doundoun and Djembe Drums to be used in the West African Unit, as well as various incentive items as reward for their attention and hard work.

In October we partnered with various San Bernardino business to produce our 3rd Annual Multicultural Health Fair. Our vendors included El Sol Neighborhood Educational Centers and the San Bernardino Mental Health Department. We also received advertisement from Viki's Restaurant. Unfortunately, we did not get the "for profit" business interest in advertising as we wanted. Over 30 local San Bernardino business were solicited by letter. Yet, the event was a great success. Over 300 parent and staff attended and received the program advertisement with special thanks to the SB Fine Arts Commission. Every grade level participated in various forms of Performing Arts including a International Flag Parade, Italian Opera, Chinese Dragon Dance, Ballet Folkloric, and the Philippine Tinikling Dance. Furthermore, the entire student body, staff and families enjoyed participating in a Zumba demonstration.

The Fine Arts curriculum continues at NSAA. We are now working toward the production of the African American Heritage Assembly in February, the NSAA Art Show and NSAA's Got Talent Show in March, as well as performances and student films for the Annual Carnival in June. To date we have utilized \$5,445.00 toward the program. We have budgeted just under \$1000.00 to help offset Parent Teacher Organization costs for venue, set-up and program costs for the Art and Talent Shows. Approximately \$2,000.00 will be used to purchase the Elementary Music percussion and wind instruments for the second and third trimester curriculum. \$500 of the funds will help support the student PSA Film project in third trimester, while the remaining funds will help support the Fine Arts certificate award and recognition process.

Please see attached documents for your review including documentary photos, Multi-CULTURAL Health Fair Program, Discount Ad Application, and the SB FAC Grant Funds Use Report.



Principal Girard
October 9, 2015
Multi-Cultural Health Fair



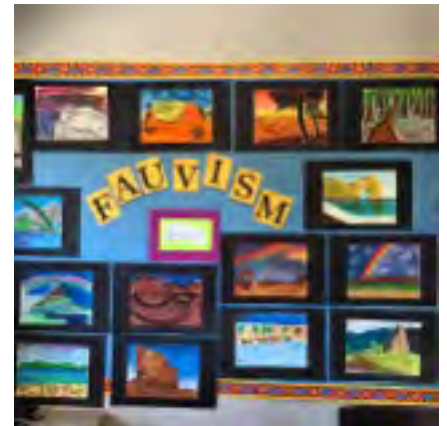
Multi-Cultural Health Fair
October 9, 2015
Included a Flag Parade, Student
Fine Art Performances, and Health
Vendor Rotations



Optical Art Project
Middle Grade



Visual Art Enrichment Project
First Grade



Fauvism Art Project
Middle Grades

Norton Space and Aeronautics Academy SB FAC Grant November 2015 Report



NSAA is proud to announce:
 NSAA Elementary Fine Arts Enrichment & Middle School Fine Arts Clinics are funded in part by a generous grant from the

San Bernardino Fine Arts Commission



Norton Space & Aeronautics Academy
 Multicultural Fair
 October 9, 2015



Creating Global Citizens

Program 8:30am - 9:00am Welcome & Student Performances

Prize of Abigayle - All in Attendance
 US National Anthem - Led by Madelyn Ramirez 8th Kyle Rodgers 8th

Welcome - Principal Ms. Lupita Girard
 Presentation of Special Guest - Guatemalan Consulate
 Parade of Flags - Various Students

Student Performances:
 O Del Mio Dolce Amor (Italy) - Guadalupe Ochoa (8th)
 Juntos (Mexico) - Various Students (K - 8th)
 Dragon Dance (China) - Various Students (2nd - 4th)
 La Arca y Mas (Spain) - Various Students (8th)
 Grupo de Los Reyes (Mexico) - Various Students (K - 8th)
 Tawalek (Philippines) - Various Students (8th - 8th)
 Grupo De Los Victor (Mexico)

9:15 - 12:10 - Health Exhibit Rotations

Health Exhibit Rotations

Locations:
 El Sol Neighborhood Educational Center
 Mexican Consulate
 Molina Medical Health Care
 San Bernardino County Department of Public Health

9:15 - 9:45 - K-1st
 9:45 - 10:15 - 1st grade
 10:15 - 10:45 - 2nd grade
 10:45 - 11:15 - 3rd grade
 11:15 - 11:45 - 4th & 5th grade
 11:45 - 12:10 - 6th, 7th & 8th grade

NSAA Fine Arts & Enrichment Staff

Middle School Fine Arts Teacher / SB FAC Grant Coordinator
 Ms. Maecia Parker
 PE Rotation Teacher
 Ms. Cecilia Ochoa
 Music Rotation Teacher
 Ms. Cynthia Flores
 Chinese Rotation Teacher
 Ms. Jessica Heath
 Art Rotation Teacher
 Ms. Claudia Murat

FAC Discount Ad Application

Norton Space and Aeronautics Academy:
 A Language and Science Academy
 Lewis Center for Educational Research

August 2015

Dear Local Business Owner,

Norton Space and Aeronautics Academy has advertisement opportunities for your business. NSAA is a dual immersion charter school located at 503 E. Central Ave. in San Bernardino. Our students come from families that live all over San Bernardino County. With over 700 students in attendance this year, we look to reach 800 - 2000 people at each event! Don't miss the opportunity to expand your business and clientele.

Recently we received a grant approval from the San Bernardino Fine Arts Commission. As part of the grant guidelines we need to collaborate with San Bernardino business in order to receive the funds. The way we would like to meet that requirement is to offer advertisement space in the programs of our various annual school performances and presentations. These include our Multi-Cultural Health Fair on Friday, October 9th, African American Heritage Assembly at the end of February, the NSAA Art Exhibit and NSAA's Got Talent Show in March, as well as the End of the Year Carnival in June.

For a small \$20 contribution we will list your business card size discount ad in one of the selected event programs. A stipulation in the FAC Grant is that the business offers an incentive to our participants that will entice them into your business and generate revenue for future Fine Arts Grant funds. As we anticipate a large number of attendees at each event, your \$20 contribution will offset the printing costs of the program advertisements.

Advertisements must be submitted by the deadline for each program. Please use the attached form to submit your print ready discount ad. Simply fill out the form and make a check or money order made payable to Norton Space and Aeronautics Academy. Mail the form and add with contribution to:

NSAA
 C/O Makeda Parker - FAC Coordinator
 503 E. Central Ave.,
 San Bernardino, CA 92354

We thank you in advance for your consideration.

Sincerely,

Makeda Parker
 NSAA Fine Arts Teacher

Norton Space & Aeronautics Academy, Lewis Center for Educational Research
 503 East Central Avenue • San Bernardino, CA, 92408 • 909-244-2390

FAC Discount Ad Application

Business Name: _____
 Business Address: _____
 Phone Number: _____ Business Type: _____
 Email: _____ Web Site: _____
 Contact Name: _____ Contact Number: _____

Please place my business card size (2"x 3 1/2"), print ready discount add in the program(s) for:
Check all that apply

- Multi Cultural Health Fair (Dead line September 30th, 2015)
- African American Heritage Assembly (Dead line February 12, 2016)
- NSAA's Art Exhibit (Dead Line February 26, 2016)
- NSAA's Got Talent Show (Dead Line February 26, 2016)
- End of the Year Carnival (Dead Line May 20, 2016)

Attach add here:



Amount enclosed: \$20 /ad ± = *5

*Make check payable to Norton Space and Aeronautics Academy.

Mail to:
 NSAA
 C/O Makeda Parker - FAC Coordinator
 503 E. Central Ave.,
 San Bernardino, CA 92354

Norton Space & Aeronautics Academy, Lewis Center for Educational Research
 503 East Central Avenue • San Bernardino, CA, 92408 • 909-244-2390

Norton Space and Aeronautics Academy SB FAC Grant November 2015 Report

SB FAC Grant Fund Usage	
Expenses	Actual
Ms. Parker's	
Bamboo	\$18.81
Country Flags	\$88.79
Djembe Direct	\$200.00
X8 Drums	\$1,885.00
Scholastics	\$160.00
Oriental Trading	\$146.00
MS. FLUKER'S	
Total Music & Middle School Expenses	\$2,498.60
Ms. Munoz's	
Dick Blick Art Supplies	\$2,946.10
Total Art Expenses	\$2,946.10
Total Expenses	\$5,444.70



Academy for Academic Excellence Solar Proposal Report

Background Information:

The Academy for Academic Excellence received approval for an EEP (Energy Expenditure Plan) under the Prop 39 Clean Energy Jobs Act in the amount of \$545,773. The approved planned projects included a solar installation with grant funding to be allocated in the amount of \$398,000. In September 2015 Trotters Greenways Consulting Firm engaged several solar companies to submit proposals for the planned PV project. Four proposals were received within the allotted time frame (October 31st deadline). Proposals were received from DS Energy, Solar Fortis, SoCal Solar, and Natural Energy. Upon receipt of the proposals Trotters Greenways began a detailed review and analysis of the proposals based upon both quantitative and qualitative measurements. Below are the system Specifications for each proposal.

Solar Proposal System Specs				
Categories	Solar Fortis	DS Energy	SoCal Solar	Natural Energy
DC Rating	134.16	147.87	145.08	116.00
AC Rating	118.06	132.67	133.38	101.04
Solar Cells	Solar World SW-260	Hanwa Q-Cells	Canadian SM CS6X--310P	Standard Modules - SW
Inverter	Solectria 36TL	Chint	SMA America	Standard Inverter - SW
Annual Energy Yield (kWh)	237,117	247,260	304,853	202,681
Advanced Energy Storage(AES)	30kW/52kWh	N/A	N/A	N/A
% of Usage Offset	62%	30.00%	42%	28%
System Cost	\$ 394,360	\$ 395,375	\$ 398,000	\$ 400,000

Each proposal was ranked 1-4 for each of the 6 categories and with 1 being the highest ranking and 4 the lowest. The criteria for rating the proposals was based upon the following areas.

Quantitative

- 1) Total Cost
- 2) System Output/Energy Savings
- 3) Payback Period/Cash Flows/ROI

Qualitative

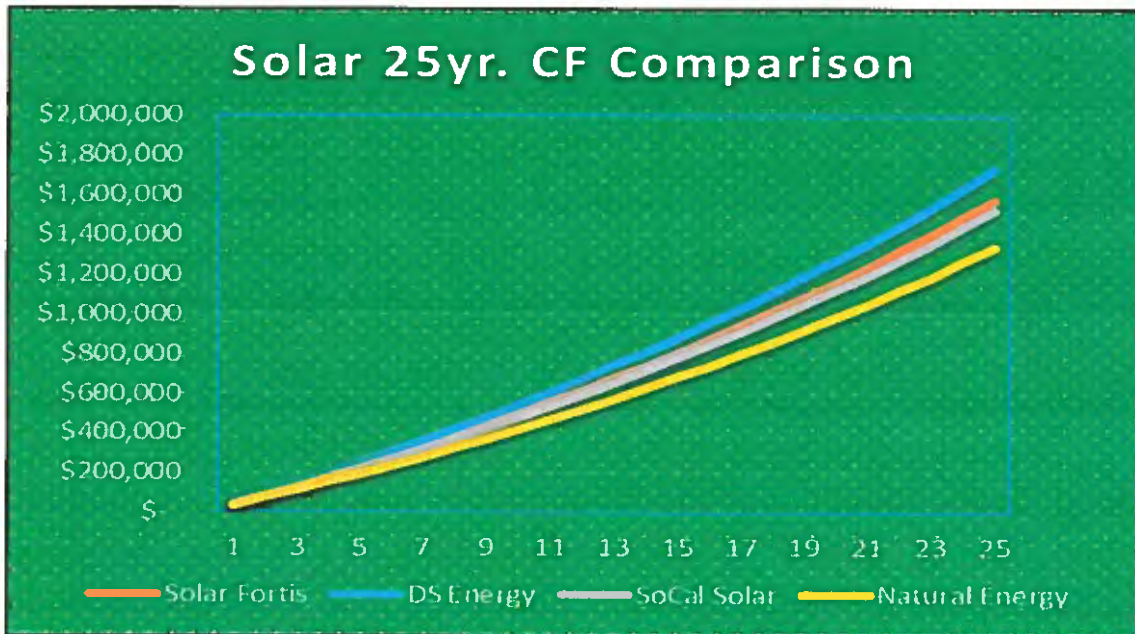
- 1) Company Experience & Projects
- 2) System Component Ratings
- 3) Local Impact/Jobs/Education

Company	Total Cost	System Output	Energy Savings	Payback Period Yrs	Cashflows	ROI % 10yr	Quant Rank
DS Energy	\$ 395,375	247,260.00	23.82	9	\$ 1,728,089	37	1.33
Solar Fortis	\$ 394,360	237,117.00	21.72	10	\$ 1,575,448	26	2.00
SoCal Solar	\$ 398,000	304,853.00	20.98	10	\$ 1,521,773	20	2.67
Natural Energy	\$ 400,000	202,681.00	18.43	11	\$ 1,337,144	17	4.00



Company	K-12 Projects	Years in Business	Component Ratings	Local Impact	Qual Rank	Final Score
DS Energy	12	7	1	1	1.75	1.54
Solar Fortis	1	1	3	1	3	2.50
SoCal Solar	20	30	2	3	1.75	2.21
Natural Energy	5	30	3	3	2.5	3.25

After performing the analysis, DS Energy scored the highest in both the Quantitative and Qualitative ranking areas. The proposal submitted by DS Energy had components with the highest output ratings (Hanwha panels) as well as the most experience in K-12 solar installation projects. The proposal from Solar Fortis was the only proposal which incorporated an energy storage system. Each manufacturer has comparable "industry standard" warranties, 25 years for panels and 10 years for inverters. The energy storage would have saved the most in energy costs, however the proposal was constructed in a way where those savings would not be realized by the customer because of "savings sharing" that was built into the contract (see section XI page 12 of contract). I believe the design of the Solar Fortis system is superior to the other more standard proposals, the realized savings are slightly less than the DS Energy proposed system, and does not offset the risk associated with increased hardware and software. However, the terms of the use of the Energy Storage System are "negotiable" so it may be worth exploring negotiating an energy savings arrangement with Solar Fortis that is more desirable. Under the current proposed specifications the proposal that poses the least risk and best return is the DS Energy proposal.





Manufacturer Information & Ratings



SolarWorld describes itself as a solar pioneer, one of the world's largest solar-technology producers and the largest U.S. solar panel manufacturer for more than 35 years. SolarWorld dedicates itself exclusively to the business of solar energy. Plus, it combines all stages of the photovoltaic value chain, from the raw material silicon to turn-key solar power plants, so that it can uphold high quality and environmental standards at every stage. SolarWorld operates factories in the United States and Germany as well as sales offices in all of the world's solar markets, providing top quality commercial solar power, solar systems for government, as well as solar panels for homes.

- **OVERALL RATING: STANDARD**

A blue square icon containing a white letter 'S', representing a Standard rating.

- At or weaker than industry average performance, quality, and durability specifications
- Industry average warranty coverage

- **WARRANTY RATING: STANDARD**

A blue square icon containing a white letter 'S', representing a Standard rating.

- Standard-level performance output and materials warranties

- **PERFORMANCE QUALITY DURABILITY RATING: STANDARD**

A blue square icon containing a white letter 'S', representing a Standard rating.

- Efficiency: The majority of SolarWorld's panel models operate within the industry average efficiency range
- Power output: SolarWorld's internal testing indicates that their panels are capable of producing at least as much power as their power output rating
- Temperature sensitivity: The majority of SolarWorld's panel models operate within the industry average range of temperature sensitivity
- Quality manufacturing standards: Compliant
- Durability standards: Compliant
- Snow & wind load: Snow and wind load ratings are at industry average



Product Manufacturing Details

- **CURRENT MODELS AND OUTPUT**

SW 220 poly 220W, SW 225 poly 225W, SW 230 poly 230W, SW 235 poly 235W, SW 240 poly 240W, SW 245 poly 245W,

- **PRODUCT TECHNOLOGY**

Monocrystalline, Polycrystalline

- **EFFICIENCY**

13.12-16.7%

- **PRODUCT WARRANTY DURATION**

10 Years

- **WHAT'S COVERED IN PRODUCT WARRANTY**

SolarWorld's product warranty covers defects in materials or workmanship; mechanical adverse effects, which limit the stability of the solar module, and clouding or discoloration of the glass under normal application, installation, use, and service conditions for a period of 10 years.

- **PRODUCT PERFORMANCE WARRANTY**

At the end of 30 Years power output should be no less than 86.5%.

- **WHAT'S COVERED IN PERFORMANCE WARRANTY**

SolarWorld's performance warranty covers the output efficiency of your solar system. After a period of 30 (thirty) years output should be no less than 86.5%. If output is reduced to less than 90% in 30 years SolarWorld will supply you with replacement products, which make it possible to maintain actual performance, carry out repairs, which make it possible to achieve actual performance or provide you with financial compensation for the lower performance of the product.

- **WHERE MANUFACTURED?**

USA, Germany

- **CORPORATE/OWNERSHIP STRUCTURE**

Private Independent

Trotters Greenways, LLC

www.trottersgreenways.com

November 4, 2015



Hanwha

Hanwha describes itself as a global top class renewable energy company, and is the manufacturer of Hanwha SolarOne and Q-Cell Solar PV Panels. The company maintains a strong presence worldwide, with a global business network that spans Europe, North America, Asia, South America, Africa and the Middle East.

Product Manufacturer Ratings by EnergySage

[LEARN MORE](#)

- **OVERALL RATING: STANDARD**

A blue square icon containing the letter 'S', representing a Standard rating.

Generally below average performance, quality, and durability specifications, but somewhat better than average warranty commitments.

- **WARRANTY RATING: STANDARD**

A blue square icon containing the letter 'S', representing a Standard rating.

Standard-level performance output warranty, with an above average materials warranty.

- **PERFORMANCE QUALITY DURABILITY RATING: STANDARD**

A blue square icon containing the letter 'S', representing a Standard rating.

- Most panel models have Standard-grade energy production specifications, with the remainder having Basic-grade energy production specifications.
- All panel models have the potential to produce somewhat more power than their advertised performance.
- Depending on the model, panel models may exhibit below average, average, or above average sensitivity (performance degradation) due to high temperatures.
- All panel models are manufactured to quality and durability standards that should stand the test of time.
- All panel models should have average to above average resilience to snow loads, but below average resilience to wind loads.

Trotters Greenways, LLC

www.trottersgreenways.com

November 4, 2015



Product Manufacturing Details




- **CURRENT MODELS AND OUTPUT**
HSL60P6-PA-0-235 235W, HSL60P6-PA-0-240 240W, HSL72P6-PA-0-285 285W, HSL72P6-PA-0-290 290W, HSL60P6-PB-0-240 240W, HSL60P6-PA-0-245 245W
- **PRODUCT TECHNOLOGY**
Polycrystalline
- **EFFICIENCY**
14.2-15.8%
- **PRODUCT WARRANTY DURATION**
12 Years
- **WHAT'S COVERED IN PRODUCT WARRANTY**
Hanwha SolarOne's product warranty covers defects in materials and workmanship. Any defect in materials and workmanship that has an effect on module functionality under normal application, installation, use and service conditions as specified in Hanwha SolarOne's standard product documentation in a 12 (twelve) year period after the time of purchase will be repaired or replaced.
- **PRODUCT PERFORMANCE WARRANTY**
At the end of 25 Years power output should be no less than 82%.
- **WHAT'S COVERED IN PERFORMANCE WARRANTY**
Hanwha SolarOne's performance warranty covers the output efficiency of your solar system. Provide additional PV Modules to the Buyer, or repair these underpowered PV Modules, in either case, to restore the actual power output to the guaranteed level as specified in this Section 1, or otherwise provide monetary compensation. After a period of 25 (twenty-five) years power output should be no less than 82%. If output is reduced to less than 82% Hanwha SolarOne will provide additional PV modules, repair the underpowered PV modules, or provide monetary compensation.
- **WHERE MANUFACTURED?**
China
- **CORPORATE/OWNERSHIP STRUCTURE**
Private Subsidiary of Hanwha SolarOne Co., Ltd.



Canadian Solar describes themselves as being one of the leading solar manufacturers in the world, delivering industry leading high efficiency solar cells, solar modules, solar power systems and off grid solar power application solutions. With manufacturing facilities in Canada and China, Canadian Solar has a total module production capacity of 2.4GW. In the past 12 years, Canadian Solar has been working closely with over 1000 customers in over 70 countries, delivering over 6GW of solar modules.

Product Manufacturer Ratings by EnergySage

[LEARN MORE](#)

- **OVERALL RATING: STANDARD** The icon shows a blue square with the letter 'S' inside, followed by three grey squares, indicating a standard rating.
 - At or better than industry average performance, quality, and durability specifications
 - Industry average warranty coverage
- **WARRANTY RATING: STANDARD** The icon shows a blue square with the letter 'S' inside, followed by three grey squares, indicating a standard rating.
 - Standard performance output and materials warranties
- **PERFORMANCE QUALITY DURABILITY RATING: STANDARD** The icon shows a blue square with the letter 'S' inside, followed by three grey squares, indicating a standard rating.
 - Efficiency: The majority of Canadian Solar's panel models operate within the industry average efficiency range
 - Power output: Canadian Solar's internal testing indicates that their panels are capable of producing at least as much power as their power output rating
 - Temperature sensitivity: All of Canadian Solar's panel models operate within the industry average range of temperature sensitivity
 - Quality manufacturing standards: Compliant
 - Durability standards: Compliant
 - Snow & wind load: All panel models meet industry average standards



Product Manufacturing Details

- **CURRENT MODELS AND OUTPUT**

CS6X-P 300-305W, CS6P-M 255-260W, CS6P-P 250-255W, CS5A-M 200-205W, CS6X-P 300/305, CS6P-M 260/265, CS6P-P 250/255, CS6V-M 210/215, ELPS CS6P-MM 260-270, ELPS CS6V-MM 220-225, ELPS CS6A-MM 210-215

- **PRODUCT TECHNOLOGY**

Monocrystalline

- **EFFICIENCY**

15.4-16.63%

- **PRODUCT WARRANTY DURATION**

10 years

- **WHAT'S COVERED IN PRODUCT WARRANTY**

Canadian Solar's product warranty covers defects in materials and workmanship in a period of 10 (ten) years that have an effect on module functionality under normal application, installation, use and service conditions as specified in Canadian Solar's standard product documentation.

- **PRODUCT PERFORMANCE WARRANTY**

At the end of 25 Years the power output will be no less than 80%.

- **WHAT'S COVERED IN PERFORMANCE WARRANTY**

Canadian Solar's performance warranty covers the output efficiency of your solar system. Canadian Solar guarantees that during the first year the actual power output of the module will be no less than 97% of the labeled power output. From year 2 to year 24, the actual annual power decline will be no more than 0.7%; by the end of year 25, the actual power output will be no less than 80% of the labeled power output. If the product has experienced a reduction of power more than these warranted values Canadian Solar will provide additional modules to make up the total wattage loss or, repairing/replacing the modules, or providing an appropriate residual market value of the product(s) as compensation.

- **WHERE MANUFACTURED?**

545 Speedvale Avenue West Guelph, Ontario N1K 1E6, Canada

- **CORPORATE/OWNERSHIP STRUCTURE**

Private Subsidiary of Canadian Solar Inc.

Trotters Greenways, LLC

www.trottersgreenways.com

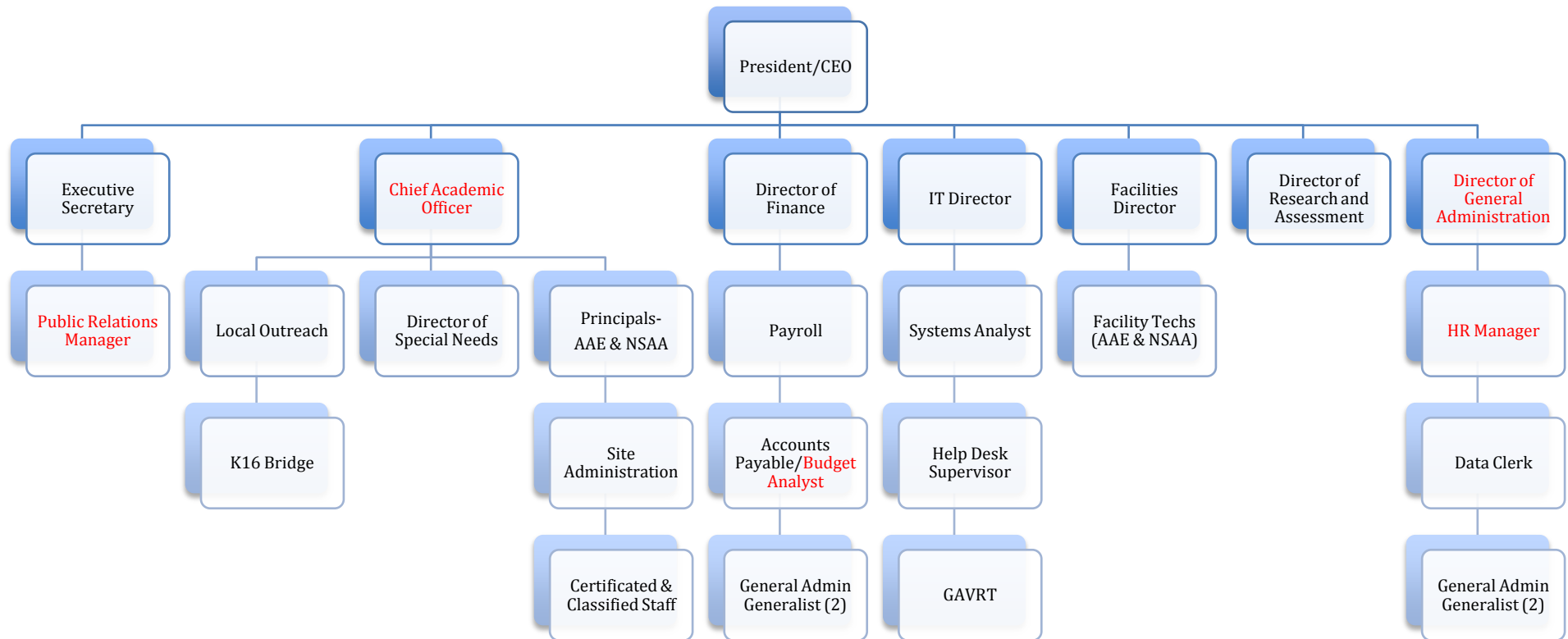
November 4, 2015

To: Lewis Center Board Members
From: Ralph Baker, Ph.D.
Subject: Creative Consultation
Date: 11-18-15

Proposal: 4 hour workshop session

Process: Brainstorm session between Ralph Baker, Board Members and selected staff members on creative ideas to expand vision and direction of Lewis Center

Fee: \$1200 per session to include 4 hours travel time



Red = unfilled/new positions

High Desert “Partnership in Academic Excellence” Foundation, Inc.
Report on Proposed Usage of Thunderbird Campus
December 14, 2015

1. **Collaborative Pilot Project** – for the remainder of the 2015-2016 school year, a collaborative project between the Academy for Academic Excellence and Apple Valley Unified School District (AVUSD). In discussions between Tom Hoegerman, AVUSD Superintendent, and Gordon Soholt, President/CEO LCER, we are proposing a no fee after school pilot program on the Thunderbird campus. The class would meet one or two days a week, depending on interest. Classes will be co-taught and co-funded by AVUSD and the AAE.

The pilot project will be a high school STEM class, focused on applied physics. Students will engage in solving real-world hands-on problems using the skills learned in Physics and AP Physics classes. Students will work together in collaborative teams, bringing together resources and ideas of students from both districts.

As a pilot project, the goal will be to use this school year to help develop full-time credit bearing high school STEM classes between the two districts at the Thunderbird Campus.

Benefits: utilizes the resources at the Thunderbird campus; creates a collaborative academic relationship between the chartering agency, AVUSD, and the AAE/LCER; develops a high-quality, innovative STEM program that meets and exceeds the requirements of the Next Generation Science Standards adopted by the state of California.

Cost: budget neutral – teachers are already compensated out of ADA of each individual district.

2. **Transitional Kindergarten** – the state of California has authorized districts and charter schools to offer Transition Kindergarten (TK) programs to 4-year old students whose birthdays fall between September 1 and December 1. The AAE does not currently offer TK to students. The AAE has approximately 25 students scheduled to attend kindergarten in the 2016-2017 school year who qualify for admittance to a TK program. Students in a Transitional Kindergarten program generate the same ADA as kindergarten students. There are three classrooms available at the Thunderbird campus.

More classes could be offered if students not on the AAE Waiting List were provided the opportunity to attend TK classes at the Thunderbird campus. This would require that parents sign a legal agreement that they understand and agree that attending TK classes at the Thunderbird campus doesn't

guarantee them to admission to kindergarten at the AAE, unless their family lottery number on the waiting list qualifies them.

Benefits: the Thunderbird Campus was constructed to house kindergarten students (bathrooms, room size, campus design); there is a demand from parents to provide TK services at the AAE; allows students to receive a high-quality education and enculturation preparing them for greater success in kindergarten.

Cost (per class): during the first year, supplies, curriculum and furniture would need to be purchased. Total ADA increase = approximately \$100,000. Each following year total ADA increase = approximately \$150,000.

3. **K-12 Independent Study program** – proposal to be provided by Rick Piercy.

Pat Caldwell, Ph.D., Consultant
15476 W. Sand Street
Victorville, CA 92392
760-245-1832 or 760-553-3015

December 6, 2015

Mr. Bud Biggs, Chairperson of the Board
High Desert Partnership in
Academic Excellence Foundation
Apple Valley, CA 92307

Sent via E-mail

Dear Bud,

This letter is to address the matter of the strategic planning process that the Board of Directors has chosen to have in January. Directors will need to select dates for this event at the December 14th Board meeting. I am writing to suggest a two-day planning process and have outlined my reasons below:

1. This is LCER's first strategic plan. The development of an initial strategic plan takes longer than an update of an existing plan. Most organizations find that two full days are necessary to have full discussion of and completion of each of the various components of a plan. Those two days are more effective if held back-to-back rather than days or weeks apart. I have learned from experience that if the organization chooses to spread out the planning process, the energy, momentum and excitement of the first day seem to get lost.
2. Essential components of a strategic plan include mission, vision, and values – each of which can take hours to develop. The Board agreed at the retreat that the mission needs to be addressed and that the Board should be involved in the development of a new mission or a revision of the old one(s).
3. Additional components of a strategic plan include an analysis of organizational strengths and weaknesses, external opportunities and threats, identifying critical issues, developing goals, developing measurable objectives for each goal, and identifying who (person or group) is to be responsible and accountable for each objective (CEO? Executive Team member? Board committee? Board members?) Again, allowing the necessary time for full discussion of these elements is essential.
4. At the recent Board retreat, there were several items that Directors felt should have full discussion during strategic planning, e.g. mission confusion; future vision; organizational

structure, including a discussion of what additional committees might be needed; Rick Piercy's role; CEO goals and objectives and evaluation; revenue growth; staffing; facilities use; and faculty parity in compensation. Each of these items is a critical issue requiring full discussion.

I am requesting that the Board approve a two-day strategic planning process, and am suggesting the dates of Friday, January 15th and Saturday, January 16th – dates that I know I am available. It is *especially* critical that officers and committee chairs attend for both days. That is not to suggest that other Directors need not attend! However, if these dates are not convenient for a majority of the Board and Executive Team, I suggest that the CEO's office coordinate the effort to find convenient dates for the majority of us.

If the Board does not approve the concept of two consecutive days, please know that with all likelihood, we will not finish in one day and will have to arrange for a second day at a later date – doable, but not as effective.

Thank you for considering this request.

Sincerely,
Pat Caldwell, Ph.D., Consultant

Brown Act Summaries

In the most recent AAE, NSAA and Budget/Finance subcommittee meetings, the issue of Board Member comments and Closed Session requirements has been brought to my attention. To assist in clarifying the concerns, I am providing you summaries of the Ralph M. Brown Act and the accompanying text(s) from the Act to give you an overview of the relevant statutes.

Below is a statement from ca.cities.org that seemed to articulate what I have heard over the past few months.

Public officials complain that the Brown Act makes it difficult to respond to constituents and requires public discussions of items better discussed privately—such as why a particular person should not be appointed to a board or commission. Many elected officials find the Brown Act inconsistent with their private business experiences. Closed meetings can be more efficient; they eliminate grandstanding and promote candor. The techniques that serve well in business—the working lunch, the sharing of information through a series of phone calls or emails, the backroom conversations and compromises—are often not possible under the Brown Act.

As a matter of public policy, California (along with many other states) has concluded that there is more to be gained than lost by conducting public business in the open. Government behind closed doors may well be efficient and business-like, but it may be perceived as unresponsive and untrustworthy. (www.cacities.org)

For each section below, I have provided a summary of the relevant factors, followed (in italics) by the relevant Section from the Brown Act.

Board Member Comments

Board members are allowed and encouraged to discuss items of import in Board meetings. It is vital to have dialogue that advances the vision, mission and goals of the organization. The confusion seems to come from a discrepancy over what can be discussed and the format it takes.

Generally, items that are not agendaized cannot be discussed, and certainly no action can be taken on an item not appearing on the agenda. The best way to avoid any impropriety in this area is to notify the individual who is preparing the agenda – typically the school Administrative Assistant for school board meetings and the Executive Assistant for Foundation Board meetings – to include any specific items on the Discussion section of the agenda. If the discussion leads to a consensus that an action needs to be taken, staff should be directed to include it as an Action Item on the agenda for the next meeting.

There is a very limited exception in which a Board may take action on an item not appeared on the posted agenda. The exception exists to allow a Board to act on an emergency item. The regulations are very specific and can be found below.

Please take a moment to read §54954.2(2) and (3) below for further clarification.

§54954.2 (2) Agenda: Posting: Action or Discussion on Other Matters

No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of a legislative body or its staff may

- ask a question for clarification*
- make a brief announcement*
- make a brief report on his or her own activities.*

Further, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body

- may provide a reference to a staff or other resources for factual information*
- request staff to report back to the body at a subsequent meeting concerning any matter*
- take action to direct staff to place a matter of business on a future agenda.*

(3)

Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

- (1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined by Section 54956.5*
- (2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted*
- (3) The item was posted for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken*

Closed Session

Through the Brown Act, the State has determined that the public's right to access information and decisions made by Boards is paramount except for a small number of exceptions. Even these exceptions are tightly regulated regarding the manner in which they are listed on an agenda and the requirement that any decisions or

actions taken in Closed Session be reported out in public sessions directly after the Closed Sessions ends.

Closed Session, and the reason(s) for going into Closed Session must appear on the agenda. A Board cannot decide to go into a Closed Session during a meeting or have Closed Session without specific allowable exceptions being listed in advance of the meeting. As mentioned in the CalCities statement, this is often contrary to the way private business operates, but the Brown Act is very clear on the matter.

In addition, Board members are required to keep any information presented in a closed Session confidential being acquired by anyone “not entitled to receive it.”

§54954.5 Closed Session Agenda Descriptions

For purposes of describing closed session items pursuant to Section 54954.2, the agenda may describe closed sessions as provided below.

- (a) License/permit determination
- (b) Conference with real property negotiators
- (c) Conference with legal counsel – existing litigation
- (d) Conference with legal counsel – anticipated litigation
- (e) Liability claims
- (f) Threats to public services of facilities
- (g) Public employee appointment
- (h) Public employment
- (i) Public employee discipline/dismissal/release
- (j) Conference with labor negotiators
- (k) Case review/planning
- (l) Report involving trade secret

§54957.7 Basis of Closed Session to be Disclosed in Advance

Prior to holding any closed session, the legislative body of the local agency shall disclose, in an open meeting, the item or items to be discussed in the closed session. The disclosure may take the form of a reference to the item or items as they are listed by number or letter on the agenda. In the closed session, the legislative body may consider on those matters covered in its statement.

After any closed session, the legislative shall reconvene into open session prior to adjournment and shall make any disclosures required by Section 54957.1 of action taken in the closed session.

§54963 Closed Sessions: Confidential Information

A person may not disclose confidential information that has been acquired by being present in a closed session to a person not entitled to receive it, unless the legislative body authorizes disclosure of that confidential information.

Penalty for Violating the Brown Act

The law does indicate that any board member who violates “any provision of this chapter (Brown Act)” is guilty of a misdemeanor. In the case of Closed Session violations, the State could vacate the decision or action taken by the Board, but this typically would only happen in an employment/termination case where the employee filed a complaint with the District Attorney. This rarely happens.

Of greater concern is the potential for adverse publicity for the Board and the Lewis Center resulting from media inquiries and newspaper articles or television reports that could affect the reputation of Board members or the organization. I have included links below for two different newspaper articles regarding Brown Act violations by legislative bodies.

§54959 Penalty for Unlawful Meeting

Each member of a legislative body who attends a meeting of that legislative body where action is taken in violation of any provision of this chapter, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter, is guilty of a misdemeanor.

—~~Ar~~ney: *Chico City Council still violating Brown Act with closed session reporting,* Chico Enterprise-Record; Ashley Gebb (reporter). January 23, 2015
(www.chicoer.com/general-news/20150123/attorney-chico-city-council-still-violating-brown-act-with-closed-session-reporting)

—~~Bro~~n Act debated after decision on San Bernardino City Manager,” The Sun; Ryan Hagen (reporter). November 28, 2015
(<http://www.sbsun.com/government-and-politics/20151128/brown-act-debated-after-decision-on-san-bernardino-city-manager>)

Over the past 15 years, the Lewis Center has grown exponentially. We now have two schools, over 2000 students, 350 employees and a budget that is near \$20 million. It is my desire to keep the “family” feeling we started with, but as we have grown, so have our responsibilities to conduct our meetings to the highest of ethical and professional standards.

I am always available to discuss any items raised in this summary. Please let me know and I will find a time convenient to both of us to talk it through.

Thank you.

Gordon Sohlt
President/CEO

G/L		Revised Budget Total	Original Budget Total	Prior Year Budget Total
		Budget 15-16	Budget 15-16	2014-15
5100	Certificated Salaries	\$7,667,657	\$7,801,799	\$ 7,098,865
5102	Cert - Hourly	\$42,672	\$42,672	\$ 40,846
5103	Cert - Subs	\$205,719	\$205,719	\$ 119,570
5104	Cert - Supplemental	\$63,689	\$63,689	\$ 9,420
5105	Cert - Stipend	\$257,175	\$257,175	\$ 213,388
5106	Cert - O/T	\$0	\$0	\$ -
5107	Cert - Differential	\$0	\$0	\$ -
	Total Certificated	\$8,236,913	\$8,371,055	\$ 7,482,090
5110	Classified - Salaried	\$3,075,184	\$2,915,953	\$ 2,768,413
5112	Class - Hourly	\$169,738	\$169,738	\$ 223,361
5113	Class - Subs	\$181,323	\$181,324	\$ 2,563
5114	Class - Supplemental	\$113,853	\$113,853	\$ 30,572
5115	Class Stipend	\$28,458	\$28,458	\$ 23,950
5116	Class - OT	\$0	\$0	\$ -
5117	Class - Differential	\$0	\$0	\$ -
	Total Classified	\$3,568,557	\$3,409,326	\$ 3,048,859
5200	Employee Benefits	\$1,750,777	\$1,702,919	\$ 1,574,822
5201	STRS	\$842,625	\$892,849	\$ 578,792
5202	PERS	\$462,328	\$403,903	\$ 401,208
5204	Social Security	\$241,954	\$211,378	\$ 217,291
5205	Medicare	\$171,179	\$170,816	\$ 152,612
5207	Voluntary Retirement Program	\$70,292	\$70,292	\$ 73,721
5208	State Unemployment	\$5,903	\$5,890	\$ 5,290
5209	Workers Comp	\$127,499	\$127,228	\$ 113,717
	Total Benefits	\$3,672,557	\$3,585,275	\$ 3,117,454
	Subtotal Personnel Exp	\$15,478,027	\$15,365,656	\$ 13,648,404
5300	Approved Text Books	\$279,711	\$235,000	\$ 202,500
5301	Books	\$7,850	\$7,850	\$ 10,750
5320	Class Supplies	\$209,663	\$259,688	\$ 228,931
5325	Equipment (under 5K)	\$97,025	\$47,000	\$ 106,025
5360	Food	\$315,000	\$315,000	\$ 300,000
5530	Office Supplies	\$40,000	\$40,000	\$ 41,500
5540	Postage	\$21,500	\$21,500	\$ 15,500
6210	Computers	\$111,200	\$111,200	\$ 118,700
6211	Laptop Program	\$0	\$0	\$ -
6212	Equip for Resale	\$0	\$0	\$ -
6220	Software	\$163,120	\$113,120	\$ 114,500
6230	Furniture	\$18,000	\$18,000	\$ 15,000
6240	Books, Media, Library	\$25,000	\$25,000	\$ 25,000
	Total Supplies	\$1,288,069	\$1,193,358	\$ 1,178,406

5220	Employee Admin	\$2,800	\$2,800	\$ 2,800
52201	Volunteer Fingerprinting	\$0	\$0	\$ -
5331	Testing	\$25,000	\$25,000	\$ 25,000
5340	Referees	\$17,000	\$17,000	\$ 32,500
5350	Field Trip	\$8,000	\$8,000	\$ 2,000
5400	Travel	\$44,700	\$44,700	\$ 71,700
5410	Training & Conferences	\$86,027	\$86,475	\$ 138,885
5415	Provided Training	\$8,000	\$8,000	\$ 8,000
5420	Dues &Memberships	\$21,200	\$21,200	\$ 19,850
5421	AVUSD Oversight Fee	\$8,200	\$8,200	\$ 7,800
5422	SB Co Oversight Fees	\$79,918	\$80,477	\$ 56,496
5425	Bank fees	\$4,000	\$4,000	\$ 3,500
5430	Insurance	\$210,000	\$210,000	\$ 210,000
	Insurance deductible	\$0	\$0	\$ -
5440	Legal Fees	\$52,000	\$52,000	\$ 51,650
5441	Consulting	\$170,100	\$170,100	\$ 178,505
54411	SELPA services	\$160,332	\$0	\$ 19,250
5460	Trash-Sewer	\$38,000	\$38,000	\$ 38,000
5470	Gardening	\$22,000	\$22,000	\$ 8,000
5480	Janitorial	\$197,480	\$179,480	\$ 110,822
5500	Security	\$28,800	\$28,800	\$ 28,800
5510	Telephone	\$68,481	\$68,481	\$ 65,748
5520	Utilities	\$389,000	\$389,000	\$ 355,000
5531	Copier	\$95,000	\$95,000	\$ 95,000
5532	Emergency-First Aid	\$5,500	\$5,500	\$ 5,500
5550	Rental - Leases	\$231,024	\$231,024	\$ 281,124
5561	Advertising - Marketing	\$9,350	\$9,350	\$ 9,350
5562	Public Relations	\$6,480	\$6,480	\$ 9,480
5563	Special Events	\$16,850	\$16,850	\$ 16,450
6010	Facilities - Maintenance	\$160,000	\$160,000	\$ 87,000
6110	Auto (Bus, Van, Truck, ATV)	\$13,000	\$13,000	\$ 9,500
6115	Bus	\$45,000	\$45,000	\$ 40,000
6205	Equipment Repairs	\$155,324	\$86,250	\$ 72,500
	Total Services	\$2,378,566	\$2,132,167	\$ 2,060,210
6000	Sites Improvements	\$309,237	\$219,737	\$ 698,337
6100	Bldg-Imprv to Bldgs	\$5,000	\$5,000	\$ 2,851,141
6200	Capital Equip (over 5 K)	\$0	\$0	\$ -
	Total Capital	\$314,237	\$224,737	\$ 3,549,478
5571	Bond - interest	\$237,000	\$226,000	\$ 260,000
55711	Bond - principal	\$140,000	\$140,000	\$ 115,000
		\$0	\$0	
	Total Debt Service	\$377,000	\$366,000	\$ 375,000
	Subtotal Non Personnel Exp	\$4,357,871	\$3,916,262	\$ 7,163,094
	Total Expenditures	\$19,835,898	\$19,281,918	\$ 20,811,497
	IT General	\$0	\$0	\$ -
	IT Specific	\$0	\$0	\$ -
	Ops & Facilities	\$0	\$0	\$ -
	Intra-school	\$0	\$0	\$ -
	Bridge	\$0	\$0	\$ -
	Contingency Reserve	\$0	\$0	\$ -
	Total Allocated Expense	\$0	\$0	\$ -
	Total Expenses and Overhead	\$19,835,898	\$19,281,918	\$ 20,811,497
	4200 - Carryover	\$236,737	\$0	\$ 3,824,860
	4000 - Proj Revenue 15-16	\$20,399,903	\$19,208,426	\$ 16,960,916
	Net Surplus (Deficit)	\$800,742	(\$73,492)	\$ (25,722)

High Desert “Partnership in Academic Excellence” Foundation, Inc.
Finance Committee Job Description

ROLE STATEMENT: The **Finance** Committee is established in the bylaws of the High Desert “Partnership in Academic Excellence” Foundation, Inc. (“Foundation”). The **Finance** Committee (“Committee”) meets quarterly and as needed, to discuss and advise the Foundation’s Board of Directors (“Foundation Board”) on matters relating to adoption of the budget and other financial matters as needed.

COMPOSITION: The Committee consists of at least five members of the Foundation Board.

CAPACITY OF COMMITTEE MEMBERS: Members of the Foundation Board who have an interest in and understanding of budget and finance matters.

QUALIFICATIONS: Must be an active member of the Foundation Board.

DUTIES:

1. Develop a working knowledge of charter school finance and non-profit rules and regulations.
2. Make recommendations to the Foundation Board for the adoption of the annual budget and revisions as necessary.
3. **Make recommendations to the Foundation Board regarding significant financial transactions of \$50,000 or more, including vendor and consultant contracts, as well as assure that all pertinent Board Policies and the Public Contract Code are followed.**
4. **Review and recommend to the President/CEO and the Foundation Board grant proposals of \$50,000 or more, or that would create obligations or restrictions to the LCER.**
5. Review and recommend to the Foundation Board, Finance and Business Policies.

DUTIES OF OFFICERS:

1. Chairperson:
 - a. Shall call and preside at Committee meetings and meet with the Director of Finance to prepare agenda items.
 - b. Shall report to the Foundation Board all actions taken during Committee meetings.

Appointment and Tenure

1. The Chairperson of the Foundation Board shall appoint all members to the Committee. The Chairperson of the Foundation Board may remove committee members whenever his/her judgment of such removal serves the best interest of the Foundation.

2. Committee members are appointed for a term of 3 years, at which time they may be appointed again or removed by the Chairperson of the Foundation Board.
3. The Foundation Board shall appoint the Committee Chairperson. The Committee Chairperson shall preside at all meetings of the appointed Committee. The Foundation Board, with or without cause or prior notice, may remove any Committee Chairperson appointed by the Foundation Board from office at any time.

REPORTS TO: The Foundation Board through the Committee Chairperson.

LIMITS OF AUTHORITY: All actions of the **Finance** Committee are considered recommendations to the Foundation Board.

FREQUENCY OF MEETINGS: Committee meetings will be held quarterly or as needed.

STAFF SUPPORT TO THE COMMITTEE: The President/CEO and Director of Finance provide staff assistance to the Committee. The Director of Finance shall record and distribute minutes, agendas and Committee packets of the meetings. Copies are sent to all committee members, members of the Lewis Center Executive Team and the Chairperson of the Foundation Board.

**High Desert “Partnership in Academic Excellence” Foundation, Inc.
Board of Directors Agreement/Job Description**

I, _____, understand that as a member of the Board of Directors of the High Desert “Partnership in Academic Excellence” Foundation, Inc. (“Foundation Board”), I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. As part of my responsibilities as a board member:

I will stay informed about what's going on in the organization and will ask questions and request information as necessary.

I will participate in and take responsibility for making decisions on policies, fiduciary matters, and other matters.

I will work ~~in good faith~~ collegially with staff and other board members as partners toward achievement of our goals and will place the best interest of the organization above any individual interest.

I will govern and not manage. I will bring any concerns directly to the President/Chief Executive Officer (“CEO”).

I will interpret the organization's work and values to the community, represent the organization, and act as a spokesperson.

I will attend at least ~~60-75~~ percent of the regular Foundation Board meetings in person. The other 25% may be attended telephonically with the approval of the Foundation Board Chairperson. I will make it a priority to attend all other, including special meetings, to remain in good standing on the Foundation Board. Meeting attendance shall be in person.

I will review all meeting materials prior to meetings so I am prepared. If I have any questions about reports or action items I will contact the ~~President~~/CEO.

I will contact the Foundation Board Chairperson if I wish to place an item on the board meeting agenda.

I will serve on at least one board committee.

I will visit and tour each school site at least twice per year and will attend special events as I am able.

I will attend an annual training that includes Conflict of Interest, the Brown Act and Board Responsibilities.

I will fill out the Statement of Economic Interests Form 700 upon assuming office, annually and upon leaving office.

I will ensure that I meet the requirements contained in the Brown Act and hold my fellow Foundation Board members to the same standard.

I will keep expulsion, personnel information, litigation information and any other matters discussed in closed session in the strictest of confidence.

I will recuse myself from discussions and votes where I have a conflict of interest.

I will make a personal financial contribution annually at a level that is meaningful to me.

I will actively participate in one or more fundraising activities, including the Art Show.

I will play an active role in fundraising by making contacts among my colleagues that would allow the Lewis Center organization to present fundraising plans and proposals.

I will sign and follow the organizations Volunteer Confidentiality Agreement, procedures and the rules contained therein.

I will abide by the Foundation Board Code of Conduct which follows:

Foundation Board Policy

Your status is that of an individual acting in a governance capacity. You have the right to exert your influence with the Foundation Board for approval of actions and policies, but your authority does not go beyond your vote. You have no authority as an individual to commit the Foundation Board to any action or policy.

The Public

You are an official representative of the Foundation Board. You are also an unofficial representative of the entire community. You should defend the Foundation Board against criticism and take steps to remedy conditions that cause justified criticism.

The Staff

Your responsibility for the staff is limited to that of advisor. The CEO is responsible for hiring, firing and management functions of all staff members.

Committees and Task Forces

You have a responsibility to keep informed about the activities of all committees and task forces because you may eventually be asked to study and act on their recommendations. You also have a responsibility to see that all committees and task forces operate within established structure and guidelines.

The Foundation Board

You are a co-partner in the important work of the Foundation Board to improve the quality of life of the community through the organization. You have assumed a position of public trust. You should disassociate your personal interests from the Foundation Board activities.

The Program of Work

You must understand the relationship between the Foundation Board and the organization's plans of action (operational plan, strategic plan) in order to reach established objective. Remember, your plans chart future courses of action, furnish measurements for performance and serve as a challenge to members to meet their responsibilities to the community through the organization.

I have received and reviewed copies of the following:

- Foundation, Lewis Center, AAE and NSAA Mission Statements
- Foundation Board Meeting Schedule
- Bylaws
- AAE Charter
- NSAA Charter
- Brown Act Requirements
- Volunteer Confidentiality Agreement and Acknowledgement form

If I don't fulfill these commitments to the organization, I will expect the Foundation Bboard Chairperson ~~president~~ to call ~~me~~ and discuss my responsibilities with me.

Signature: _____

Date: _____

Chairperson Signature: _____ Date: _____

Lewis Center for Educational Research

Voluntary Confidentiality Agreement

Volunteers may collect or may have access to utilize personal and privileged information concerning individuals associated with the Lewis Center for Educational Research (“LCER”). This requires a commitment of confidentiality to protect privacy. Unless there is a proper and appropriate request, unauthorized disclosure or access of this information could create legal liability and loss of public confidence in the LCER.

ACCORDINGLY, THE UNDERSIGNED HEREBY AGREES NOT TO RELEASE PERSONAL OR PRIVILEGED INFORMATION TO INCLUDE BUT NOT LIMITED TO THE FOLLOWING:

1. Any information of a confidential, proprietary, or secret nature which is or may be either applicable or related to the present or future business of the LCER, its research and development, or the business of its customers. Such trade secret information includes, but is not limited to, devices, inventions, processes, compilations of information, records, specifications and information concerning customers and/or vendors.
2. Any information from student records and personnel records or all types of files, or other documents.
3. Any information by telephone or any other source to persons outside of the LCER or to persons within the LCER who do not have an official need for the information.
4. The contents of discussions and conversations by Departmental personnel concerning privileged, personal or confidential cases.
5. Confidential information shall not be published or disclosed to the media, any reporting service, or to any other person other than his/her respective attorneys, agents, or representatives, if required by law, court order, or as necessary to enforce the provisions of this confidentiality agreement.
6. Any personal information stored in Departmental computers, including passwords.
7. **Student Information – Family Educational Rights and Privacy Act (FERPA)**

By circumstance of association with the LCER, the undersigned may have access to student educational records or to personally identifiable student information, the disclosure of which is governed and restricted both by the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) and California law. The undersigned is aware that they must manage the data, materials and records to which they may have access in a professional and confidential manner.

The undersigned fully understands that an intentional disclosure by them of student educational records or personally identifiable information to any unauthorized person could subject them to criminal and civil penalties under law. The undersigned is aware that a breach of confidentiality on their part or any abuse of their position may constitute legal remedies available to the LCER, dependent upon the individual circumstances involved in the violation.

The undersigned understands that all persons have a right to privacy and will treat all sources and records as privileged. The undersigned will consult a school administrator if there is any doubt or question about the authority to release information. It is understood that violation of this agreement subjects the undersigned to legal remedies available to the LCER, dependent upon the individual circumstances involved in the violation.

Signature: _____ Date: _____

Print Name: _____ Department: _____

Acknowledgement of Lewis Center for Educational Research (“LCER”):

Mandated Child Abuse Reporting Policy and Procedure *Initial* _____

Anti Fraud Policy and Procedure *Initial* _____

Internet User Policy and Procedure *Initial* _____

Propriety Information Non-Disclosure Agreement *Initial* _____

By initialing next to each policy above, I agree to have read, understood and will abide by the provisions and conditions of each policy. I also understand that the LCER reserves the right to change the policies and procedures.

Printed Name: _____

Signature: _____

Date: _____

Lewis Center for Educational Research Anti Fraud Policy & Reporting Procedure

Purpose

This Anti-Fraud Policy and Response Procedure has been created to support the Lewis Center for Educational Research's commitment to protecting its revenue, property, reputation and other assets; to emphasize clearly the need for accurate financial reporting; and to define guidelines for the investigation and handling of fraud, should it occur.

Applicability

This Policy applies to all employees of the Lewis Center for Educational Research. This includes all full-time, part-time, and temporary employees.

Definition of Fraud

In law, "fraud" generally involves an act of deception, bribery, forgery, extortion, theft, misappropriation, false representation, conspiracy, corruption, collusion, embezzlement, or concealment of material facts. Fraud is a violation of trust that, in general, refers to an intentional act committed to secure personal or business advantage.

The terms fraud, misappropriation and other irregularities refer to, but are not limited to:

- Misappropriation of funds, securities, supplies, or other assets
- Impropriety in the handling or reporting of money or financial transactions
- Profiteering as a result of insider knowledge of company activities
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing services/materials to the Company
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment; and/or
- Any similar or related irregularity

Other Irregularities

Irregularities concerning an employee's moral, ethical, or behavioral conduct should be resolved by departmental management and Human Resources rather than the Investigation Unit. If there is any question as to whether an action constitutes fraud, contact the Human Resources Manager for guidance.

Investigation Responsibilities

The Investigation Unit will include the following personnel: Certified Accountant or Director of Finance as needed, Compliance Manager, Human Resources Manager, Foundation Board Member, and Supervisor. The Investigation Unit has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. If the investigation substantiates that fraudulent activities have occurred, the Investigation Unit will issue reports to the CEO and/or designee.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final decisions on disposition of the case.

Confidentiality

The Investigation Unit treats all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Investigation Unit immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the Lewis Center for Educational Research from potential civil liability.

Authorization for Investigating Suspected Fraud

Members of the Investigation Unit will have:

- Free and unrestricted access to all Company records and premises, whether owned or rented
- The authority to examine, copy, and/or remove all or any portion of the contents of computers, files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who might use or have custody of any such items or facilities when it is within the scope of their investigation.

Reporting Procedures

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

An employee who discovers or suspects fraudulent activity will contact Human Resource Manager (760-946-5414-ext. 220) immediately. The supervisor will inform the Human Resource Manager, who will then form the Investigation Unit. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual, his or her attorney or representative, or any other inquirer should be directed to the Investigation Unit or Legal Counsel.

No information concerning the status of an investigation will be given out. The proper response to any inquiries is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

- Do not contact the suspected individual in an effort to determine facts or demand restitution.
- Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by Legal Counsel or the Investigation Unit.

Personnel Actions

If a suspicion of fraud is substantiated by the investigation, disciplinary action, up to and including dismissal, shall be taken by the appropriate level of management, in consultation with the Human Resources and/or Legal Counsel.

Whistle-Blower Protection

No employee of the Company or person acting on behalf of the Company in attempting to comply with this policy shall:

- be dismissed or threatened to be dismissed;
- be disciplined or suspended or threatened to be disciplined or suspended;
- be penalized or any other retribution imposed, or
- be intimidated or coerced,

based to any extent upon the fact that the employee has reported an incident or participated in an investigation in accordance with the requirements of this Policy. Violation of this section of the Policy will result in disciplinary action, up to and including dismissal.

If an allegation is made in good faith, but it is not confirmed by the investigation no action will be taken against the originator. If, however, individuals make malicious allegations, action may be considered against the individual making the allegation.

IN WITNESS WHEREOF, the parties have duly executed the Agreement as of the last date first written above.

Lewis Center for Educational Research

Internet User Policy

We are pleased to announce that electronic information services are available to parents, students, teachers of the AAE, volunteers and staff of the LCER. We believe in the educational value of such electronic services and recognize the potential of such to support curriculum and students learning at our Center. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We will make every effort to protect students and teachers from any misuse or abuse as a result of their experience with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Please read this document carefully. When signed by you, it becomes a legally binding contract. We must have your initials where indicated and your signature before allowing you with internet and/or email access.

Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action.

TERMS AND CONDITION OF THIS CONTRACT

1. **PERSONAL RESPONSIBILITY** I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. I understand that all the rules of conduct described in the Employee Handbook apply when using the network. Violations of this Contract will lead to disciplinary action up to and including prosecution when appropriate.
2. **ACCEPTABLE USE** Use of electronic information services must be in support of education and research. I am personally responsible for this provision at all times when using the electronic information service.
 - a) Use of other organizations' networks or computing resources must comply with rules appropriate to that network.
 - b) Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.
 - c) Use of commercial activities by for-profit institutions is generally not acceptable.
 - d) Use of product advertisement or political lobbying is also prohibited.
 - e) I am aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.
3. **PRIVILEGES** The use of the information system is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The department manager and/or director (operating under the aegis of the Foundation Board and the Lewis Center) will decide what is appropriate use and their decision is final. The department manager and/or director may revoke electronic information service privileges at any time deemed necessary.
4. **NETWORK ETIQUETTE AND PRIVACY** You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to the following:
 - a) **BE POLITE** Never send or encourage others to send abusive messages.
 - b) **USE APPROPRIATE LANGUAGE** You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
 - c) **PRIVACY** Do not reveal your home address or personal phone number or the addresses and phone numbers of students or colleagues.
 - d) **ELECTRONIC MAIL** Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
 - e) **DISRUPTIONS** Do not use the network in any way that would disrupt use of the network by others.
 - f) **CONSIDERATIONS:**
 - Do be brief. Few people will bother to read a long message

- Do minimize spelling errors and make sure your message is easy to understand and read
- Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it
- Do get the most appropriate audience for your message, not the widest
- Do remember that humor and satire is very often misinterpreted
- Do remember that if you post to multiple groups, specify all groups in a single message
- Do cite references for any facts you present
- Do forgive the spelling and grammar errors of others
- Do keep signatures brief
- Do remember that all network users are human beings. Don't "attack" correspondents; persuade them with the facts
- Do post only to groups you know

5. **SERVICES** The Lewis Center for Educational Research (LCER) makes no warranties of any kind, whether expressed or implied, for the service it is providing. The LCER will not be responsible for any damage suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, or service interruptions caused by the system or your own omissions. Use of any information obtained via the information systems is at your own risk. The Lewis Center specifically disclaims any responsibility for the accuracy of information obtained through its services.

6. **SECURITY** Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account without written permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

7. **VANDALISM** Vandalism is defined as any malicious attempt to harm or destroy data of other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

8. **UPDATING** The information services may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

Lewis Center for Educational Research Mandated Child Abuse Reporting

The Lewis Center for Educational Research is concerned about the national problem of child abuse. In an effort to support existing laws and support personnel in reporting child abuse, the Lewis Center for Educational Research has established procedures which offer direction and clarity to the reporting process.

Duty to Report

All certificated and classified employees shall report known or suspected child abuse to a child protection agency by telephone as soon as feasible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual. The Lewis Center for Educational Research employees shall not conduct nor attempt to conduct an investigation of such suspicion.

Definitions

1. **Child:** A person under the age of 18 years.
2. **Child Abuse:** A physical injury, inflicted by other than accidental means of a child by another person; sexual abuse; willful cruelty or unjustifiable punishment; the neglect of a child or abuse in out-of-the home care.
3. **Sexual Assault:** Conduct in violation of the following Penal Code Sections: 261, 264.1, 285, 286, 288, 289, and 647.
4. **Neglect:** Treatment or maltreatment of a child indicating harm or threatened harm to a child's health or welfare. Includes both acts and omissions on the part of the responsible person.
 - a. **Severe Neglect:** Failure of a person to protect a child from malnutrition or medically diagnosed non-organic failure to thrive; interventional failure to provide adequate food, clothing, or shelter.
 - b. **General Neglect:** Failure of a person to provide adequate food, clothing, shelter, or supervision, where no physical injury to the child has occurred.
5. **Willful Cruelty or Unjustifiable Punishment:** Any person willfully inflicts any cruel or inhumane corporal punishment or injury resulting in a traumatic condition.
6. **Corporal Punishment or Injury:** Any person willfully inflicts any cruel or inhumane corporal punishment or injury resulting in a traumatic condition.
7. **Abuse in Out-of-Home Care:** Physical injury, sexual assault, neglect, willful cruelty, or unjustifiable punishment of a child, where the person responsible is a foster parent, administrator or employee of a public or private residential home, school, or other institution.
8. **Mandated Reporters:** People defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. All Lewis Center for Educational Research personnel are designated and "child care custodians."
9. **Child Protective Agencies:** Law enforcement and child protective services responsible for the investigation of child abuse reports, including the local police or sheriff department, County welfare or juvenile probation department, and child protective services.
10. **Reasonable Suspicion:** It is objectively reasonable for a person with your training and experience to entertain a suspicion, based on facts to suspect child abuse.
 - a. To assist in determining whether an incident is reportable, you can ask yourself the question, "Do I suspect, based on my training and experience, that injury was not accidental or not self-inflicted?" If you have reasonable suspicion that a student is a victim of abuse, whether, physical, sexual, or neglect, the incident is reportable.
 - b. If a student tells you that he or she is being sexually abused, believe the student and report it immediately. It is extremely rare for a child not being abused to make up a scenario involving sexual abuse.
 - c. When discussing a child abuse matter, remember that the student is the victim of a crime and not to blame for it. Also, do not belittle the student's parents.

Reporting Procedures

It is the policy of the Lewis Center for Educational Research that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724, 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for enduring that the call was actually made.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

If the mandated reporter does not disclose his or her identity to a Lewis Center for Educational Research Administrator, a copy of the written report should be provided to the Lewis Center for Educational Research Administration without his or her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an incident of child abuse which he or she knows to exist or reasonably should know to exist, he or she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from the injury to the child after the failure to report.
3. When two or more persons who are required to report a suspected incident of child abuse have joint knowledge of the suspected incident, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has the duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request a Child Protective Service representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3). A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the site administrator or designee shall inform him or her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school (Penal Code 11174.3)

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Principal or designee and / or site administrator or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent 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. The peace officer or agent will be asked to sign an appropriate release or acceptance of responsibility form.

If You Are Accused of Molesting or Abusing a Child

1. If a verbal allegation is made by a parent, tell them that in view of their serious concerns, you will contact your administrator who will arrange a joint meeting time. Do not debate the issue with the parent. If the parent insists on calling the site administrator directly, that is their right; you may wish to call first to alert the administrator or supervisor to the situation.
2. If a report has been filed with the police department or protective services agent, there will be an investigation and you will be questioned. If questioned, it is recommended that you speak with an administrator present who can confirm what you say, and the context in which you made the statement. It is your right not to talk to a peace officer or agent without first consulting your attorney at your own expense. If a peace officer comes to interrogate you, you may wish, for your own protection, to consult your own personal attorney at your own expense prior to saying anything to the police. Sometimes innocent people feel "I don't mind talking, I have nothing to hide," but innocent statements can sometimes be manipulated or interpreted in such a way to aggravate the situation. If you do choose to discuss the matter, it is recommended that you do so in the presence of an administrator.
3. If either formal charges or informal allegations are filed against you, the Lewis Center for Educational Research will conduct an investigation into the matter before deciding what action, if any, need be taken. Pending the outcome of an investigation and before criminal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

**Lewis Center for Educational Research
Proprietary Information Non-Disclosure Agreement**

The Lewis Center for Educational Research ("Company") spends significant time, effort, and money developing certain Proprietary Information; products, software, innovative ideas and curriculum, which the Company considers vital to its business and goodwill. This Proprietary Information will necessarily be communicated to or acquired by Employee in the course of his employment with the company.

Signing this form is the acknowledgement that this Proprietary Information is the property of the Lewis Center and you will not disclose this information to anyone outside of the company. You are also agreeing that confidential information will remain confidential and that upon termination of employment with the Lewis Center, you will return all property, including, without limitation, all equipment, tangible Proprietary Information (as defined above), keys, credit cards, ID badge, parking sticker, documents, books, records, reports, notes, contracts, lists, computer disks (and other computer-generated files and data), and copies thereof.

This Proprietary Information and Non-Disclosure Agreement ("Agreement"), dated as of September 8, 2006, is made between The Lewis Center for Educational Research ("Company"), and the undersigned employee ("Employee").

RECITALS

WHEREAS, the Company has spent significant time, effort, and money to develop certain Proprietary Information (as defined below), which the Company considers vital to its business and goodwill; and

WHEREAS, the Proprietary Information will necessarily be communicated to or acquired by Employee in the course of his employment with the Company, and the Company engaging Employee in an employment relationship is contingent upon the Company's ability to protect its Proprietary Information and goodwill.

ACCORDINGLY, the parties agree as follows:

1. Term of Agreement.

(a) Employment Term. This Agreement shall continue in full force and effect for the duration of Employee's employment by the Company (the "Period of Employment") and shall continue thereafter as set forth in sub-section (b).

(b) Survival of Obligations. The covenants and obligations set forth in this Agreement shall survive termination of the Period of Employment and/or termination of this Agreement.

2. Proprietary Information.

(a) Definition. For the purposes of this Agreement, "Proprietary Information" shall refer to all information and any idea in whatever form, tangible or intangible, pertaining in any manner to the business of the Company, or any Affiliate (the "Company Parties") thereof, as well as their respective employees, clients, consultants, or business associates, which was produced by any employee of the Company Parties in the course of his or her employment or otherwise produced or acquired by or on behalf of the Company Parties. All Proprietary Information not generally known outside of the Company, and all Proprietary Information so known only through improper means, shall be deemed "Confidential Information." Without limiting the foregoing definition, Proprietary and Confidential Information shall include, but not be limited to: (i) designs, techniques, methods, processes, trade secrets, inventions, improvements and know-how which are proprietary to Company; (ii) lists of parents, students or other clients; (iii) Company or Company Parties' technical data and specifications; (iv) and, any confidential or proprietary information of Company's vendors or suppliers. Employee should consult any Company procedures instituted to identify and protect certain types of Confidential Information, which are considered by Company to be safeguards in addition to the protection provided by this Agreement. Nothing contained in those procedures or in this Agreement is intended to limit the effect of the other.

(b) General Restrictions on Use. During the Period of Employment, Employee shall use Proprietary Information, and shall disclose Confidential Information, only for the benefit of the Company and as is necessary to carry out his or her responsibilities under this Agreement. Following termination, Employee shall neither directly or indirectly, use any Proprietary Information nor disclose any Confidential Information, except as expressly and specifically authorized in writing by the Company. The publication of any Proprietary Information through literature or speeches must be approved in advance in writing by the Company. WARNING: Improper use or disclosure of trade secrets can be a violation of state and federal law punishable by fines and imprisonment.

(c) Location and Reproduction. Employee shall maintain at his or her work station and/or any other place under his or her control only such Confidential Information as he or she has a current "need to know." Employee shall return to the appropriate person or location or otherwise properly dispose of Confidential Information once that need to know no longer exists. Employee shall not make copies of or otherwise reproduce Confidential Information unless there is a legitimate business need for reproduction.

(d) Prior Actions and Knowledge. Employee represents and warrants that from the time of his or her first contact with the Company, he or she has held in strict confidence all Confidential Information and has not disclosed any Confidential Information, directly or indirectly, to anyone outside of the Company, or used, copied, published, or summarized any Confidential Information, except to the extent otherwise permitted in this Agreement.

(e) Third-Party Information. Employee acknowledges that the Company has received and in the future will receive from third parties their confidential information subject to a duty on the Company's part to maintain the confidentiality of such information and to use it only for certain limited purposes. Employee agrees that he owes the Company and such third parties, during the Period of Employment and thereafter, a duty to hold all such confidential information in the strictest confidence and not to disclose or use it, except as necessary to perform his or her obligations hereunder and as is consistent with the Company's agreement with such third parties.

(f) Non-Disclosure of Prior Employer's Information. Employee hereby covenants that he has not and will not during the Period of Employment with the Company, disclose or make use of any third party's confidential or proprietary information (whether obtained through prior employment, consulting or any other means) which Employee is under a legal duty or restriction not to disclose or use.

3. Grounds for Termination. Any material breach by Employee of this Agreement shall be grounds for terminating Employee's employment with the Company.

4. Return of Property. Employee agrees that all property, including, without limitation, all equipment, tangible Proprietary Information (as defined below), documents, books, records, reports, notes, contracts, lists, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by Employee in the course of or incident to his employment, belongs to the company and shall be returned promptly to the Company upon termination of the Period of Employment.

5. Action by the Company. All actions required or permitted to be taken under this Agreement by the Company, including, without limitation, exercise of discretion, consents, waivers, and amendments to this Agreement, shall be made and authorized only by the Chief Executive Officer or by his or her representative specifically authorized in writing to fulfill these obligations under this Agreement.

6. Integration. This Agreement sets forth the parties' mutual rights and obligations with respect to Proprietary Information. It is intended to be the final, complete, and exclusive statement of the terms of the parties' agreements regarding these subjects. This Agreement supersedes all other prior and contemporaneous agreements and statements, whether written or oral, express or implied, on these subjects, and it may not be contradicted by evidence of any prior or contemporaneous statements or agreements. To the extent that the practices, policies, or procedures of the Company, now or in the future, apply to Employee and are inconsistent with the terms of this Agreement, the provisions of this Agreement shall control.

7. Amendments; Waivers. This Agreement may not be amended except by an instrument in writing, signed by each of the parties. No failure to exercise and no delay in exercising any right, remedy, or power under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any right, remedy, or power under this Agreement preclude any other or further exercise thereof, or the exercise of any other right, remedy, or power provided herein or by law or in equity.

8. Assignment; Successors and Assigns. Employee agrees that he or she will not assign, sell, transfer, delegate, or otherwise dispose of, whether voluntarily or involuntarily, or by operation of law, any rights or obligations under this Agreement. Any such purported assignment, transfer, or delegation shall be null and void. Nothing in this Agreement shall prevent the consolidation of the Company with, or its merger into, any other entity, or the sale by the Company of all or substantially all of its assets, or the otherwise lawful assignment by the Company of any rights or obligations under this Agreement. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, legal representatives, successors, and permitted assigns, and shall not benefit any person or entity other than those specifically enumerated in this Agreement.

9. Severability. If any provision of this Agreement, or its application to any person, place, or circumstance, is held by an arbitrator or a court of competent jurisdiction to be invalid, unenforceable, or void, such provision shall be enforced to the greatest extent permitted by law, and the remainder of this Agreement and such provision as applied to other persons, places, and circumstances shall remain in full force and effect.

10. Attorneys' Fees. In any legal action or other proceeding brought to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and costs.

11. Injunctive Relief. If Employee breaches or threatens to breach any provision of this Agreement, the parties acknowledge and agree that the damage or imminent damage to the Company's business or its goodwill would be irreparable and extremely difficult to estimate, making any remedy at law or in damages inadequate. Accordingly, the Company shall be entitled to injunctive relief against Employee in the event of any breach or threatened breach of such provisions by Employee, in addition to any other relief (including damages) available to the Company under this Agreement or under law.

12. Governing Law. This Agreement shall be governed by and construed in accordance with the law of the State of California.

13. Employee Acknowledgment. Employee acknowledges that he or she has had the opportunity to consult legal counsel in regard to this Agreement, that he or she has read and understands this Agreement, that he or she is fully aware of its legal effect, and that he or she has entered into it freely and voluntarily and based on his or her own judgment and not on any representations or promises other than those contained in this Agreement.

High Desert "Partnership in Academic Excellence" Foundation, Inc.
Personnel Committee Job Description

ROLE STATEMENT: Pursuant to the bylaws of the High Desert "Partnership in Academic Excellence" Foundation, Inc., ("Foundation") the Personnel Committee ("Committee") meets quarterly **and as needed** to discuss and advise the Foundation's Board of Directors ("Foundation Board") on matters relating to personnel policies and procedures, labor relations, employee relations, staffing and organizational structure.

COMPOSITION: The Committee consists of **at least** five members of the Foundation Board.

CAPACITY OF COMMITTEE MEMBERS: Member of the Foundation Board who have an interest/understanding of personnel and human resources matters.

QUALIFICATIONS: Must be an active member of the Foundation Board.

DUTIES:

1. Make recommendations to the Foundation Board for the organizational structure and staffing levels of departments.
2. Review issues related to personnel (ex: issues involving disciplinary action, litigation, terminations, etc.) as requested by the President/CEO and Human Resources Director and recommend appropriate action or referral to the Foundation Board when needed.
3. Serve as a resource to the President/CEO and Human Resources Director with issues relating to the Foundation's affirmative action/equal opportunity responsibilities, ADA compliance, FMLA, Ed Code Compliance, workers compensation, UI, etc.
4. Evaluate and negotiate a contract with CEO/President **as well as establish goals and objectives**, according to established policies and procedures.
5. Serve as a resource to the President/CEO and Human Resources Director in reviewing policies of the Foundation.
6. Review procedures of personnel committee.

LIMITS OF AUTHORITY: All actions of the Personnel Committee are considered recommendations to the Foundation Board.

DUTIES OF OFFICERS:

1. Chairperson:
 - a) Shall call and preside at Committee meetings and met with the Director of Human Resources to prepare agenda items.
 - b) Shall report to Foundation Board all actions taken during Committee meetings.

Appointment and Tenure:

1. The Chairperson of the Foundation Board shall appoint all members to the Committee. Committee members may be removed by the Chairperson of the Foundation Board whenever his/her judgment of such removal serves the best interested of the Foundation.
2. Committee members are appointed for a term of **(3)** years, at which time they may be appointed again or removed by the Chairperson of the Foundation Board.
3. The Committee Chairperson shall be appointed by the Foundation Board. The Committee Chairperson shall preside at all meetings of the appointed Committee. Any Committee Chairperson appointed by the Foundation Board may be removed from office at any time by the Foundation Board, with or without cause or prior notice.

REPORT TO: The Foundation Board through the Committee Chairperson.

FREQUENCY OF MEETINGS: Committee meetings will be held quarterly or times of need.

STAFF SUPPORT TO THE COMMITTEE: The President/CEO and Human Resources Director provide staff assistance to the Committee. The Human Resources Director shall **prepare the agenda and supporting documentation, and** record and distribute minutes of the meetings. Copies are sent to all committee members, members of the Lewis Center's senior management team and Chairperson of the Foundation Board.

Lewis Center for Educational Research

BP 6164.6 INSTRUCTION IDENTIFICATION AND EDUCATION UNDER SECTION 504

Adopted: October 3, 2002

Revised: December 14, 2015

~~The Foundation Board recognizes the need to identify and evaluate residents with handicaps in order to provide them with appropriate educational opportunities. Such individuals may require reasonable accommodation under Section 504 of the federal Rehabilitation Act of 1973.~~

~~The President/CEO or designee shall establish procedures whereby parents/guardians or staff may request screening and evaluation for any student they believe to have a handicap that significantly impairs his/her learning.~~

~~A student who may need services under Section 504 is one who has a physical or mental impairment that substantially limits one or more major life activities, including learning; or has a record of such impairment; or is regarded as having such impairment. Indications of a possible handicap that significantly interferes with learning include, but are not limited to: medical conditions such as severe asthma or heart disease; temporary medical condition due to illness or accident; and poor or failing grades over a lengthy period of time even when demonstrating reasonable effort to learn. Individuals with attention deficit disorder or attention deficit hyperactivity disorder may be eligible for modification of their regular program under Section 504 even if they are not eligible for special education.~~

~~A school site committee of knowledgeable professionals shall meet to evaluate the student's eligibility under Section 504, and the student's parent/guardian shall be invited to participate on this committee. The evaluation may include, but is not limited to, classroom and playground observation, performance based testing, academic assessment information, and data offered by the parent/guardian.~~

~~If the student is found to have a defined handicap that significantly interferes with his/her learning, he/she shall be eligible for reasonable accommodation under Section 504, and the school site committee shall develop a written accommodation plan for the student. This plan shall specify the modifications which will be made in the regular education program in order to ensure the student a free appropriate education; it shall also include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.~~

~~The school site committee shall provide the parent/guardian with a written copy of the accommodation plan. If the committee determines that no accommodation is needed, the parent/guardian shall receive a record of the proceedings stating the basis for this decision. Parents/guardians shall also receive a copy of the procedural safeguards guaranteed under the Code of Federal Regulations, Title 34, Part 104.36.~~

The Lewis Center for Educational Research ("LCER") Board recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy, related administrative regulations, and parental rights have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, as applicable to all LCER charter schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The LCER's President/Chief Executive officer ("CEO") or designee shall ensure that this policy, related administrative regulations, and parental rights are implemented and followed at all LCER charter schools. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If a LCER charter school does not assess a student after a parent has requested an assessment, the School shall provide the parent/guardian notice of the procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual

needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The LCER charter school where the student is enrolled shall periodically review the student's progress and placement.

The LCER will implement this policy through its corresponding Administrative Regulations.

Lewis Center for Educational Research

**AR 6164.6 ADMINISTRATIVE REGULATIONS GOVERNING INSTRUCTION,
IDENTIFICATION AND EDUCATION UNDER SECTION 504**

Adopted: December 14, 2015

Revised:

The Lewis Center for Educational Research (“LCER”) hereby adopts these Administrative Regulations to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations, as applicable to all LCER charter schools.

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by a LCER charter school where the student is enrolled
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to,

Comment [BH1]: Per OCR, the Amendments Act expanded this list; however, the Section 504 regulatory provision, while not as comprehensive as the Amendments Act, is still valid.

OCR language available at:
<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinators** – The School Counselor for secondary students, Elementary School Vice Principal for elementary students at Academy for Academic Excellence ("AAE") and School Psychologist at Norton Space & Aeronautics Academy ("NSAA") shall serve as the Charter Schools' Section 504 Coordinators. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinators at AAE, 17500 Mana Road, Apple Valley, CA 92307 or NSAA 503 East Central Ave, San Bernardino, A 92408.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

- 1. The LCER charter schools will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and

services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinators who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinators.
3. The LCER has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinators so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinators will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect 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 (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless

it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. The LCER charter school of enrollment shall immediately implement a student's prior 504 Plan, when a student enrolls. Within thirty (30) days of starting school, the LCER charter school shall schedule a 504 Team meeting to review the existing 504 Plan. The LCER charter school shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinators c/o AAE 17500 Mana Road, Apple Valley, CA 92307 or NSAA 503 East Central Ave, San Bernardino, A 92408. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
 3. The 504 Coordinators shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the LCER in any capacity, including but not limited employed by or under contract with any LCER charter school or in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
 4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
 5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the LCER may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Section 504 Coordinators or designee.
 6. Within ten (10) school days of receiving the parent/guardian's request, the Section

504 Coordinators or designee shall select an impartial hearing officer. These 10 school days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) school days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Each LCER charter school shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil 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 ("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 disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The LCER charter schools will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Change in Placement

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, 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, a charter school representative, the parent, and relevant members of the IEP/504 Team shall review 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 IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. Upon this determination 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 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 IEP/504 team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a 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 Hearing/Appeals

The parent of a child with a disability under an IEP 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.

The parent of a child with a disability under a 504 Plan who 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, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Administrative Regulations.

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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and charter school agree otherwise.

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 Section 504 Coordinators or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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.

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

**Minutes
September 14, 2015**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:07 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Bud Biggs, Buck Goodspeed, Andrew Jaramillo, Robert Lovingood, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Donna Siegel, Russell Stringham, Marcia Vargas and Rick Wolf were present.

Foundation Board Members Scott Johnson and Tom Rosenbaum were absent.

Foundation Board Members Jose Palafox, Kevin Porter and Rick Wolf left at 8:30 a.m. Andrew Jaramillo left at 9:00 a.m.

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

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

NSAA School Board Committee Members Scott Johnson and Tom Rosenbaum were absent.

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

3.0 Public Comments: None

4.0 Special Presentations/Announcements: None

5.0 Information Included in Packet: The following information was included in the packet:

- .01 Staff Reports
- .02 Foundation Financial Reports
- .03 Lewis Center Financial Reports
- .04 AAE Financial Report
- .05 NSAA Financial Report
- .06 Internal Financial Statement
- .07 Unaudited Actuals
- .08 Board Attendance Log
- .09 Board Give and Get
- .10 GAVRT Project Letter
- .09 Board Give and Get
- .10 GAVRT Project Letter

- .11 May 27, 2015 Personnel Committee Meeting Minutes
- .12 August 19, 2015 Budget/Audit Committee Meeting Minutes

6.0 **Discussion Items**

- .01 Foundation Board Meeting Split Locations – Gordon Soholt noted that this meeting was supposed to be scheduled at NSAA, but as everyone except Duberly and Marcia were going to attend by video conference, it was rescheduled up here. Duberly and Marcia were thanked for coming up. It is disrupting to meet by video conference. Gordon would like the Board to consider not having the video option as it is only twice a year members would need to drive to a different location. We can look at time changes if necessary. It important to have the full attention of the Board, and the Board supports both schools. Russ noted freeway issues; Andy noted it wasn't convenient; Bud, Jose and Regina suggested improving video quality; Robert noted that after the beginning of the year the drive will be improved, Marcia noted that it is an easy drive and she doesn't feel she's part of meeting with video conferencing; Duberly noted that twice a year is worth it and presence at each campus is important. Ryan will look into better conferencing capabilities with the Ramp Up grant.
- .02 Foundation Board Retreat November 6 - Gordon is meeting with Dr. Pat Caldwell regarding the agenda and we are looking at locations.
- .03 Update to the Board - Rick Piercy sent an overview to the Board of what he and Gordon have discussed in their meetings, including finances, the retreat, goals, blended program, and NSAA relocation. He asked the Board to let him know if they had any other areas they'd like them to discuss.
- .04 College and Career Education Update – Lisa will discuss this at the next AAE School Board Committee meeting.
- .05 Fundraising Initiatives – Kevin Crosson, AAE graduate, is working on a Fun Run fundraiser to raise funds for an additional playground at AAE. There are currently 350 participants and he has received sponsorships totaling \$31,000 so far. Conco is moving the current playground as their donation, and our grant writer is applying for grants as well. We are in need of a Dermatologist connection for one of the grants. Andy suggested Dr. Tran.
- .06 CAASPP Scores – Jim Southwick informed the Board that CAASPP has replaced STAR as California's assessment of student progress. The first test has established a baseline. The scores cannot be compared to past tests. There is a video on the CDE website to help understand CAASPP. We will be showing it to parents at site meetings. We are being very proactive in identifying students that may need extra support, and Special Ed is working hard providing services as well. At NSAA dual immersion plays a role in the scores. Jim is going to look at other dual immersion schools, but most other schools only have a dual immersion track, not a full dual immersion program. There is no vehicle in the State to provide the test in Spanish. High Spanish scores would translate to high English scores. We have improvement plans for both schools. If there are any questions regarding data, please stop by and see Jim.

Jim also reported that The California High School Exit Exam has been suspended for the next 3 years while the California Department of Education (CDE) decides what they want to do next. There will either be a new exam or the 11th grade common core test will replace it.

7.0 **Standing Board Committee Reports**

- .01 (a) Budget/Audit Committee – None
- (b) Fundraising Committee – None
- (c) Personnel Committee – None

8.0 Foundation Board Consent Agenda

On a motion by Buck Goodspeed, seconded by David Bains, vote 14-0, the Foundation Board of Directors approved Consent Agenda Items 8.01 – 8.05.

- .01 Approve June 8, 2015 Regular Meeting Minutes and July 16, 2015 Special Meeting Minutes
- .02 Approve VVWRA Easement
- .03 Approve NSAA Petty Checking Account in the Amount of \$1,000
- .04 Approve Credit Card in the Amount of \$2,000 for Jeffrey Henderson, ASB
- .05 Approve IT E-waste Surplus

9.0 Foundation Board Action Items

- .01 On a motion by Buck Goodspeed, seconded by Duberly Beck, vote 14 - 0, the Foundation Board of Directors approved the Foundation Board of Directors Agreement/Job Description.

10.0 AAE School Board Committee Consent Agenda

On a motion by David Bains, seconded by Jose Palafox, vote 6 - 0, the AAE School Board Committee approved Consent Agenda Item 10.01.

- .01 Approve August 13, 2015 Regular Meeting Minutes and August 13, 2015 Special Meeting Minutes

11.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 3-0, the NSAA School Board Committee approved Consent Agenda Item 11.01 with an amendment that Duberly Beck would like to be on the NSAA 9-12 Committee.

- .01 Approve August 18, 2015 Regular Meeting Minutes

12.0 Closed Session

The Foundation Board of Directors convened into closed session at 8:20 a.m. and reconvened into open session at 9:25 a.m. Chairman Biggs reported that the Foundation Board of Directors authorized a settlement amount on Item 12.01 and that no action was taken on Item 12.02

- .01 Conference with Legal Counsel Pursuant to Subdivision (c) of Section 54956.9: Shannon Nefferdorf vs. Lewis Center for Educational Research
- .02 Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case

13.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 9:27 a.m.

**Special Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors**

**Minutes
November 6, 2015**

1.0 Call to Order

Treasurer Russ Stringham called the meeting to order at 8:07 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Buck Goodspeed, Andrew Jaramillo, Robert Lovingood, Kirt Mahlum, Kevin Porter, Tom Rosenbaum, Donna Siegel, Russell Stringham and Marcia Vargas were present.

Foundation Board Member Robert Lovingood left at 12:00 p.m.

Foundation Board Members Bud Biggs, Scott Johnson, Jose Palafox, and Rick Wolf were absent.

Staff members Ryan Dorcey, Teresa Dowd, Darren Dowd, Lisa Lamb, Stacy Newman, Jim Quinn, Paul Rosell and Gordon Sohlt were also present.

Board Advisor Rick Piercy was also in attendance.

3.0 Public Comments: None

4.0 Closed Session

.01 Conference with Legal Counsel Pursuant to Subdivision (c) of Section 54956.9: Shannon Nefferdorf vs. Lewis Center for Educational Research

The Foundation Board of Directors convened into closed session at 8:08 a.m. with Senior Risk and Claims Manager Susan Bedard from Charter Safe and Attorney Rebecca Marsden with Gordon and Reese. The Foundation Board reconvened into open session at 9:30 a.m. Treasurer Stringham reported that on a vote of 11-0, with 1 abstaining, the Foundation Board took action to authorize a settlement amount.

5.0 Foundation Board Retreat

Facilitator Dr. Patricia Caldwell led the Foundation Board and staff in discussions regarding the following:

- Why do some organizations fail? Conversely, why do some organizations thrive?
- Board Role: Governance vs. Management
- Board Responsibilities
- Individual Board Members’ Responsibilities
- “How are we doing as a Board?”
- Board – CEO Relationship
- Division of Responsibilities
- Two-way Expectations
- A Review and Critique of Our Organizational Structure
- Identify Critical Issues the Board Must Address

- Develop Short-Term Goals
- Discuss the Need for Strategic Planning
- Next Steps

Dr. Caldwell will prepare a report for the Foundation Board and staff based on the discussions.

6.0 Adjournment

Treasurer Stringham adjourned the meeting at 4:30 p.m.

**Pat Caldwell, Ph.D., Consultant
15476 W. Sand Street
Victorville, CA 92392
760-245-1832 or 760-553-3015**

December 6, 2015

**Mr. Gordon Soholt, President/CEO
Lewis Center for Educational Research
Apple Valley, CA 92307**

Sent via E-mail

Dear Gordon,

Please accept this letter as our agreement on the scope of my work as a consultant to the Lewis Center for Educational Research. This agreement was reached during our meeting in your office on December 4, 2015. It is understood that you will present this letter of agreement to the full Foundation Board of Directors at its meeting on December 14, 2015.

The following narrative outlines and explains the six areas of service:

- 1. I will work with the five committee chairpersons to develop their committee job descriptions. Also, I will, if requested, help the chairperson present such job description to the committee members and, if necessary to the Board of Directors. If the committee members and/or the chairperson have an additional need for me to work with them on other issues, I will seek approval from the President/CEO and/or the Foundation chairperson first.**
- 2. I will work with the Board Chairperson, the Personnel Committee Chairperson and the Human Resource Director to develop recommendations to the Board on the legal and governance/management matters of concern described in the legal opinion presented in closed session on September 14, 2015.**
- 3. I will assist the President/CEO and others in the review of the Foundation bylaws and development of recommendations for revision of such bylaws.**
- 4. I will plan and facilitate the strategic planning sessions of the Board and Executive Team. I will write the report of the final plan at the conclusion of the strategic planning process.**

5. I will serve as an advisor to the President/CEO on issues such as Board/CEO relations, management, and leadership.

6. I will perform other duties as requested by the Board chairperson and/or the President/CEO.

My fee for these services is \$150 per hour. Charges are assessed for time spent on the following: (1) communications (phone and in person conversations, email, text, etc.); (2) reading and studying documents (such as bylaws, meeting notes, memos and minutes, etc.); advance preparation for meetings; post meeting report writing; and, of course, time spent on the six items outlined above. I do not charge for mileage or time spent traveling to High Desert locations. I will keep the President/CEO apprised of requests for my service so as to not perform functions not approved by him and/or the Board Chairperson.

If you agree with my understanding of our agreement as outlined in this letter, and if the Board agrees to this scope of work, you and the Board chairperson should sign both copies of this letter. I will do the same. Keep one copy for your records, and return one copy to me.

Thank you for the opportunity to continue serving the Lewis Center. I believe we are making progress and I look forward to being a part of continuing that forward movement.

Sincerely,
Pat Caldwell, Ph.D., Consultant

Signature, Board Chairperson

Date

Signature, President/CEO

Date

Signature, Consultant

Date

Academy for Academic Excellence School Board Committee

Regular Meeting of the Board of Directors

Minutes

November 12, 2015

1.0 **CALL TO ORDER:**

The meeting was called to order by Kevin Porter, 7:08 a.m.

2.0 **ROLL CALL:**

Directors Present: Kevin Porter, David Bains, Robert Lovingood, Russell Stringham. Jose Palafox, (7:20 am by phone) was present.

Directors Absent: Rick Wolf

Staff Members Present: Gordon Soholt, Jim Quinn, Paul Rosell, Ryan Dorcey, Rena Payne

Student Representatives: Daniel Khoury, Trevor DeLaHoussaye

3.0 **PUBLIC COMMENTS:**

- Mr. Stringham requested the board meetings have board comments on future meetings. Mr. Stringham would like to see Math & Science monthly reports at board meetings. He requested that the Board schedule a strategic planning meeting, including a closed session for the board before the middle of December.

4.0 **STUDENT REPRESENTATIVE COMMENTS:**

.01 Trevor DeLaHoussaye and Daniel Khoury shared the following student report:

- Saturday, November 14, Winter Formal High School dance from 7pm to 11pm at Green Tree Inn.
- Thursday, November 12 - 2nd CIF Varsity volleyball game at Fullerton
- Thursday, November 12 - Pep-rally during homeroom celebrating our sports teams
- Saturday, December 26 - January 1 the basketball team will be attending Max Preps Basketball Tournament.
- Mr. Porter asked if KSPN will be attending Max Preps.
- Mr. DeLaHoussaye advised KSPN will be attending Max Preps and will be posting a recap video on KSPN.

5.0 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**

.01 GAVRT Presentation – Ryan Dorcey

- Ryan shared the enclosed PowerPoint presentation.
- Mr. Porter asked if we had a 24 hour-a-day monitoring for GAVRT. He asked if we could invite other students in other countries to participate, and suggested they may be willing to pay for participation in GAVRT.
- Ryan explained we cannot monetize GAVRT, because it is against the MOU with NASA. The program is for domestic students and there would have to be a Department of Defense tie in.
- Mr. Bains asked if it's possible for the Board members to go out with Ryan to see the antennas.
- Ryan advised he will send Rena the information next time they plan the summer institute out to Goldstone and Rena can invite all Board members. The next trip will be sometime in June 2016.

6.0 **DISCUSSION ITEMS:** None

7.0 **INFORMATION:** The following information was included in the packet:

.01 Principal's Report

- Wes Kanawyer highlighted the Principal's Report in her absence. Mr. Kanawyer stated that the Fall Festival earned approximately \$20,000. The Parents & Pastries meeting last month discussed internet safety for students. AAE is looking into having the Sheriff present internet safety to AAE students and have a special parent presentation.
- Mr. Soholt reported AAE is actively looking into an internet safety presentation for students to have a better understanding and for parents to be proactive with internet safety.
- Mr. Kanawyer reported our elementary parents conferences had over 90% participation and teachers shared students scores with parents. SBAC scores were sent out and shared with parents.
- Mr. Kanawyer reported AAE attended the God & Country event. Trevor DeLaHoussaye said the closing prayer at the event and AAE Color Guard performed.
- Mr. Kanawyer reported AAE has partnered with the Sheriff's Department which allowed AAE to participate in a Violent Intruder Training here at AAE campus.
- Mr. Kanawyer reported our 9th grader, Jenna Bryant, presented a Racers Against Drugs Assembly for grades 3-5 on October 30th. Jenna brought in mini-dragsters that she races and showed them at the elementary assembly.
- Mr. Kanawyer reported intervention teams are meeting regularly and are continually looking at ways to help students be successful.
- Mr. Soholt reported the Violent Intruder Training went great and we had law enforcement agencies here during the training. The Violent Intruder Training is not a PowerPoint presentation. We had 3 different real life, scary, scenarios, including setting off fire alarms and intruders with blanks in their guns. Elementary, middle school and high school were all involved.
- Mr. Stringham said we need to be more proactive then reactive. He also said we need to stop it before it gets on campus.
- Mr. Kanawyer reported AAE has a unique setting with our open campus. Therefore, we have our CDO's do river walks and campus sweeps. The Kiosk is our main point of entry.
- Mr. Kanawyer reported ROTC flew a drone over AAE during the Violent Intruder drill & will be sharing it with the Sheriff department. We had over 100 kids participate during the drill.
- Mr. Kanawyer reported AAE volleyball is in the playoffs. High School Cross Country boys took league. Ally Samp earned Character Award, which was 1 of only 15 students to be recognized. Trevor DeLaHoussaye is doing a great job with KSPN.
- Mr. Porter asked the board to review and decide how the board wants the board report implemented. Does the board want a board report next month?
- Mr. Stringham requested to have high level concerns noted on the report.
- Mr. Lovingood would like to see on the board reports, what are the measurable results, what are the challenges, what needs to be looked at, and where are we succeeding.
- Mr. Porter stated next month the staff can determine what a board level concern is and we will refine the board report.
- Mr. Stringham requested to put Board Comments back on the agenda.
- Mr. Soholt agreed we will put Board Comments back on the agenda.

8.0 **CONSENT AGENDA:** None

9.0 **ACTION ITEM:**

.01 Approve AAE Board Minutes – October 22, 2015

.02 Approve Disneyland Grad Nite – June 3-4, 2016.

.03 Approve 6th Grade Science Camp, Irvine Ranch Outdoor Education Center- May 25-27, 2016

.04 Approve Emergency Waiver of Instructional Minutes - September 9, 2015.

- Mr. Quinn reviewed the Emergency Waiver of Instruction Minutes with the board.

On a motion by David Bains and seconded by Jose Palafox, vote 5-0 Action Items 9.1 – 9.04 were approved.

10.0 **ADJOURNMENT:**

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

Respectfully submitted,

Rena Payne
Administrative Assistant to the AAE Principal

11/12/2015

**GOLDSTONE APPLE VALLEY
RADIO TELESCOPE, GAVRT**

IN THE BEGINNING...

- ▶ In 1994, NASA decided to decommission DSS-12 after 35 years of service.
- ▶ Mr. Piercy learned of the decommission and called NASA to ask if he could use the telescope for educational purposes.
- ▶ Mr. Piercy arrived at the Deep Space Network in Goldstone, CA with plans of bringing home our antenna.





CAMPAIGNS - JUPITERQUEST

- ▶ Monitoring the beaming curve of Jupiter, 9.9 hours
- ▶ S-Band - Synchrotron Radiation
- ▶ X-Band - Thermal temperature of the upper atmosphere
- ▶ Galileo Spacecraft
- ▶ JUNO - Arrives July 4th, 2016
- ▶ Jupiter24



BLACK HOLE PATROL (FORMERLY QVS)

- ▶ Observing the variability of super massive blackholes, quasars
- ▶ Is the variability intrinsic to the source?
- ▶ Is the variability in the interstellar medium?
- ▶ Quasars are billions of light years away
- ▶ Shared source list with FERMI space telescope



SETI

- ▶ Search for ExtraTerrestrial Intelligence
- ▶ Looking at our galactic center for intelligent life.
- ▶ Strong emphasis on data analysis.
- ▶ Antenna scans a 1x1 degree frame and students process in real time.
- ▶ Students decide whether to scan new area of sky or to re-observe and validate previous scans.



TRAINING

- ▶ Online Training using the LMS portion of K16Bridge.
- ▶ Open to K-12 teachers, administrators, STEM coordinators, college students in teaching majors, college professors, home school coops.
- ▶ Annual Summer Institute
- ▶ First held at JPL, second at Monrovia High School, and most recent at the AAE.
- ▶ Free to attend.

AAE & GAVRT

- ▶ Space Science
- ▶ Class held in Mission Control every Thursday
- ▶ Students become experts and teach their fellow 8th graders
- ▶ Full classes
- ▶ Working on evolving program into Astronomy capstone science course.



ON THE HORIZON...

- ▶ Solar Patrol Campaign with Dr. Tom Kuiper, monitoring active regions of our Sun
- ▶ Classified Science Project with DSS-28 & DSS-13, participated in two successful tests
- ▶ Interferometry, creating an antenna with the effective aperture of the distance between our two antennas

CHARTER SCHOOL INTERIM REPORT
1st Interim as of October 31
2nd Interim as of January 31

Charter School Name: Academy for Academic Excellence
CDS #: 38750773631207
Charter Approving Entity: Apple Valley Unified School District
County: San Bernardino
Charter #: 127

CHARTER SCHOOL CERTIFICATION

To the entity that approved the charter school:

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: 12/6/15
(Signature)
Charter School Official
(Original signature required)

Printed Name: James M. Quinn Title: Director of Finance

CERTIFICATION OF FINANCIAL CONDITION:

() POSITIVE As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

() QUALIFIED As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

() NEGATIVE As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent fiscal year.

To the County Superintendent of Schools:

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: Matthew Schulenberg Title: Asst. Sup. Adm. Services

() POSITIVE I have reviewed the report and concur with the Positive Statement or () NOT POSITIVE Attached is copy of Letter to Charter Indicating Findings

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Approving Entity:

Matthew Schulenberg
Name
Assistant Superintendent Administrative Services
Title
760-247-8001
Telephone
Matthew.Schulenberg@avusd.org
E-mail address

For Charter School:

James M. Quinn
Name
Director of Finance
Title
760-946-5414 ext 172
Telephone
jquinn@lcar.org
E-mail address

Charter School Attendance

Name: Academy for Academic Excellence
 Charter #: 137

Fiscal Year 2015-16 First Interim Report
 Projected ADA as of October 31, 2015

Sponsoring School District	Line	2014-15		2015-16 Adopted Budget		2015-16 First Interim		2016-17 First Interim		2017-18 First Interim	
		Actual ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2
Non Classroom Funding Determination Rate* TKK-3	A-1	381.00		383.64		401.05		401.05		401.05	
	A-2	381.00		383.64		401.05		401.05		401.05	
	A-3	-		-		-		-		-	
	A-4	-		-		-		-		-	
	A-5	-		-		-		-		-	
	A-6	-		-		-		-		-	
	A-7	-		-		-		-		-	
	A-8	-		-		-		-		-	
	A-9	-		-		-		-		-	
	A-10	381.00	381.00	383.64	383.64	401.05	401.05	401.05	401.05	401.05	401.05
B-1	-		-		-		-		-		
TKK-3 Regular ADA Classroom-based ADA included in A-1 Extended Year Special Ed Classroom-based ADA included in A-3 Special Ed - NPS Classroom-based ADA included in A-5 Extended Year Special Ed - NPS Classroom-based ADA included in A-7 ADA Totals (A-1 thru A-7 excluding classroom based ADA) ADA Totals (A-1 thru A-7 including only classroom based ADA) Total ADA for Grade Range ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TKK-3 Column, First Year ADA Only)	A-1	328.00		330.74		338.45		338.45		338.45	
	A-2	328.00		330.74		338.45		338.45		338.45	
	A-3	-		-		-		-		-	
	A-4	-		-		-		-		-	
	A-5	-		-		-		-		-	
	A-6	-		-		-		-		-	
	A-7	-		-		-		-		-	
	A-8	-		-		-		-		-	
	A-9	-		-		-		-		-	
	A-10	328.00	328.00	330.74	330.74	338.45	338.45	338.45	338.45	338.45	338.45
TKK-3 Regular ADA Classroom-based ADA included in A-1 Extended Year Special Ed Classroom-based ADA included in A-3 Special Ed - NPS Classroom-based ADA included in A-5 Extended Year Special Ed - NPS Classroom-based ADA included in A-7 ADA Totals (A-1 thru A-7 excluding classroom based ADA) ADA Totals (A-1 thru A-7 including only classroom based ADA) Total ADA for Grade Range	A-1	226.00		231.79		233.40		233.40		233.40	
	A-2	226.00		231.79		233.40		233.40		233.40	
	A-3	-		-		-		-		-	
	A-4	-		-		-		-		-	
	A-5	-		-		-		-		-	
	A-6	-		-		-		-		-	
	A-7	-		-		-		-		-	
	A-8	-		-		-		-		-	
	A-9	-		-		-		-		-	
	A-10	226.00	226.00	231.79	231.79	233.40	233.40	233.40	233.40	233.40	233.40

Charter School Attendance

Name: Academy for Academic Excellence
 Charter # 137

Fiscal Year 2016-18 First Interim Report
 Projected ADA as of October 31, 2015

Grades 9-12	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10									
Regular ADA	392.00										410.83								
Classroom-based ADA included in A-1	392.00										410.83								
Extended Year Special Ed	-																		
Classroom-based ADA included in A-3	-																		
Special Ed - NPS	-																		
Classroom-based ADA included in A-5	-																		
Extended Year Special Ed - NPS	-																		
Classroom-based ADA included in A-7	-																		
ADA Totals (A-1 thru A-7 excluding classroom based ADA)	392.00	392.00	412.51	412.51	412.51	412.51	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83
ADA Totals (A-1 thru A-7 including only classroom based ADA)	392.00	392.00	412.51	412.51	412.51	412.51	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83	410.83
Total ADA for Grade Range																			
Totals																			
Regular ADA	1,327.00										1,368.68								
Classroom-based ADA included in A-1	1,327.00										1,368.68								
Extended Year Special Ed	-																		
Classroom-based ADA included in A-3	-																		
Special Ed - NPS	-																		
Classroom-based ADA included in A-5	-																		
Extended Year Special Ed - NPS	-																		
Classroom-based ADA included in A-7	-																		
ADA Totals (A-1 thru A-7 excluding classroom based ADA)	1,327.00	1,327.00	1,368.68	1,368.68	1,368.68	1,368.68	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74
ADA Totals (A-1 thru A-7 including only classroom based ADA)	1,327.00	1,327.00	1,368.68	1,368.68	1,368.68	1,368.68	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74	1,363.74
Total ADA for Charter																			

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

Fiscal Year 2015-16 First Interim Report
 Unrestricted MYP

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF REVENUE LIMIT SOURCES									
LCFF	7,466,549	7,829,515	3,517,412	7,829,515	4.86%	8,275,087	5.69%	8,685,395	4.96%
EPA	1,730,165	1,730,165		1,730,165	0.00%	1,654,941	-4.35%	1,579,716	-4.55%
STATE AID - PRIOR YEAR	0	0		0					
IN LIEU PROPERTY TAXES	820,000	820,000	232,504	820,000	0.00%	820,000	0.00%	820,000	0.00%
FEDERAL	0	0		0		0		0	
STATE									
LOTTERY - UNRESTRICTED	180,121	182,103	73,911	182,103	1.10%	182,103	0.00%	182,103	0.00%
LOTTERY - PROP 20 - RESTRICTED									
OTHER STATE REVENUE	378,065	1,103,466	18,948	1,103,466	191.87%	364,780	-86.94%	354,280	-2.88%
LOCAL									
INTEREST	0	0		0					
AB602 LOCAL SPECIAL EDUC TRF									
OTHER LOCAL REVENUES	77,434	77,434	432,116	77,434	0.00%	77,434	0.00%	77,434	0.00%
REVENUE TOTALS	\$10,652,334	\$11,742,683	\$4,274,891	\$11,742,683	10.24%	\$11,374,345	-3.14%	\$11,699,929	2.85%
EXPENDITURES									
Certified Salaries	4,793,693	4,677,400	1,520,482	4,677,400	-2.43%	4,911,270	5.00%	5,156,833	5.00%
Classified Salaries	1,731,847	1,759,137	468,929	1,759,137	1.58%	1,847,094	5.00%	1,939,449	5.00%
Benefits	1,981,595	2,064,669	657,821	2,064,669	4.19%	2,167,903	5.00%	2,276,298	5.00%
Books & Supplies	395,435	563,253	353,408	563,253	42.44%	574,518	2.00%	586,009	2.00%
Contracts & Services	965,793	1,063,502	282,229	1,063,502	10.12%	1,084,772	2.00%	1,106,467	2.00%
Capital Outlay	0	201,312	1,207,258	201,312		205,338	2.00%	209,445	2.00%
Other Outgo	0	0		0					
Debt Service (see Debt Form)	0	377,000	420,469	377,000					
Total Expenditures	\$9,866,363	\$10,706,273	\$4,910,595	\$10,706,273	8.49%	\$10,790,895	0.79%	\$11,274,501	4.48%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$783,971	\$1,036,410	(\$635,705)	\$1,036,410	32.20%	\$583,450	-43.70%	\$424,428	-27.26%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	(732,121)	(546,845)		(546,845)	-25.31%	(620,311)	13.43%	(694,611)	11.98%
Other Uses	51,850	489,565		489,565	844.19%	(36,661)	-107.53%	(270,183)	632.98%
Net Sources & Uses	(\$783,971)	(\$1,036,410)	\$0	(\$1,036,410)	32.20%	(\$583,450)	-43.70%	(\$424,428)	-27.26%
NET INCREASE (DECREASE) IN FUND BALANCE	\$0	(\$0)	(\$635,705)	(\$0)	-293.17%	(\$0)	-30.80%	\$0	-140.19%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	4,328	4,328	4,328	4,328	0.00%	4,327	-0.01%	4,327	0.00%
Adjustments for Unaudited Actuals									
Beg Fund Balance at Unaudited Actuals			4,328	4,328					
Adjustments for Audit and/or Restatements									
Beginning Fund Balance as per Audit Report	4,328	4,328	4,328	4,328					
Ending Balance	\$4,328	\$4,327	(\$631,377)	\$4,327	-0.01%	\$4,327	0.00%	\$4,327	0.00%

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	-	-	-	-					
Stores	-	-	-	-					
Prepaid Expenditures	-	-	-	-					
All Others	-	-	-	-					
General Reserve	-	-	-	-					
b. Restricted									
Committed - Stabilization Arrangements	-	-	-	-					
c. Committed - Other									
d. Assignments									
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	-	4,327	-	4,327	0.00%	4,327	0.00%	4,327	0.00%
Undesignated / Unappropriated Amount	4,328	\$0	(\$631,377)	\$0	-99.99%	\$0	-62.93%	\$0	68.24%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/TII Exp)	0.04%	0.04%	-12.86%	0.04%		0.04%		0.04%	

DESCRIPTION		First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1	Ex. Erats	0					
2							
3							
4							
5							
6							
7							
8							
9							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$0		\$0		\$0	
	Lottery Unrestricted Allocation per ADA	126		126		126	
	Lottery Unrestricted Estimated Award	\$182,103		\$182,103	0.00%	\$182,103	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE							
1	EX. Misc	0		0		0	
2	Mandate Block Grant	274,253		260,968	-4.84%	260,468	-4.02%
3	Energy Funds	103,812		103,812	0.00%	103,812	0.00%
4	One Time Funds \$530/student	725,400		0		0	
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$1,103,466		\$364,780	-66.94%	\$354,280	-2.88%
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED							
1	Ex. Services Reimbursed by District	0					
2	Ex. Misc	77,434		77,434	0.00%	77,434	0.00%
3							
4							
5							
6							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$77,434		\$77,434	0.00%	\$77,434	0.00%

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF									
EPA									
STATE AID - PRIOR YEAR									
IN LIEU PROPERTY TAXES									
FEDERAL									
STATE									
LOTTERY - UNRESTRICTED									
LOTTERY - PROP 20 - RESTRICTED									
OTHER STATE REVENUE									
LOCAL									
INTEREST									
AB802 LOCAL SPECIAL EDUC TRF									
OTHER LOCAL REVENUES									
REVENUE TOTALS	\$1,010,775	\$1,030,199	\$276,344	\$1,030,199	1.92%	\$1,027,647	-0.25%	\$1,027,647	0.00%
EXPENDITURES									
Certificated Salaries									
Classified Salaries									
Benefits									
Books & Supplies									
Contracts & Services									
Capital Outlay									
Other Outgo									
Debt Service (see Debt Form)									
Total Expenditures	\$1,742,896	\$1,577,044	\$638,167	\$1,577,044	-9.52%	\$1,647,958	4.50%	\$1,722,258	4.51%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$732,121)	(\$546,845)	(\$361,823)	(\$546,845)	-25.31%	(\$620,311)	13.43%	(\$694,611)	11.98%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs									
Other Uses									
Net Sources & Uses									
NET INCREASE (DECREASE) IN FUND BALANCE	(\$0)	(\$0)	(\$561,824)	(\$0)	-92.20%	\$0	-1792.82%	(\$0)	-244.09%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget									
Adjustments for Unaudited Actuals									
Beginning Fund Balance at Unaudited Actuals									
Adjustments for Audit and/or Restatements									
Beginning Fund Balance as per Audit Report									
Ending Balance	\$0	\$0	(\$561,823)	\$0	63.67%	\$1	55.72%	\$0	-51.56%

DESCRIPTION	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
1 Title II	7,498		7,500	0.03%	7,500	0.00%
2 Food Services	63,602		60,000	-5.66%	60,000	0.00%
3						
4						
5						
6						
7						
8						
9						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$71,100		\$67,500	-5.06%	\$67,500	0.00%
Lottery Restricted Allocation per ADA	30		30		30	
Lottery Restricted Estimated Award	\$43,358		\$43,358	0.00%	\$43,358	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
1 Food Services	4,531		5,000	10.35%	5,000	0.00%
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$4,531		\$5,000	10.35%	\$5,000	0.00%
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED						
1 Food Services	53,720		55,000	2.38%	55,000	0.00%
2 Other	702		0		0	
3						
4						
5						
6						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$54,422		\$55,000	1.06%	\$55,000	0.00%

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF	7,466,549	7,829,515	3,517,412	7,829,515	4.86%	8,275,087	5.69%	8,685,395	4.96%
EPA	1,730,165	1,730,165	0	1,730,165	0.00%	1,654,941	-4.35%	1,579,716	-4.55%
STATE AID - PRIOR YEAR	0	0	0	0	0	0	0	0	0
IN LIEU PROPERTY TAXES	820,000	820,000	232,504	820,000	0.00%	820,000	0.00%	820,000	0.00%
FEDERAL	67,500	71,100	12,537	71,100	5.33%	67,500	-5.06%	67,500	0.00%
STATE									
LOTTERY - UNRESTRICTED	180,121	182,103	73,911	182,103	1.10%	182,103	0.00%	182,103	0.00%
LOTTERY - PROP 20 - RESTRICTED	42,886	43,358	50,087	43,358	1.10%	43,358	0.00%	43,358	0.00%
OTHER STATE REVENUE	383,065	1,107,997	18,948	1,107,997	189.24%	369,760	-66.63%	359,280	-2.84%
LOCAL									
INTEREST	0	0	0	0	0	0	0	0	0
AB602 LOCAL SPECIAL EDUC TRF	840,389	856,789	213,719	856,789	1.95%	856,789	0.00%	856,789	0.00%
OTHER LOCAL REVENUES	132,434	131,856	432,116	131,856	-0.44%	132,434	0.44%	132,434	0.00%
REVENUE TOTALS	\$11,663,109	\$12,772,882	\$4,551,234	\$12,772,882	9.52%	\$12,401,991	-2.90%	\$12,726,576	2.62%
EXPENDITURES									
Certificated Salaries	5,381,408	5,333,524	1,740,955	5,333,524	-0.89%	5,600,200	5.00%	5,880,210	5.00%
Classified Salaries	2,196,792	2,117,588	652,825	2,117,588	-3.61%	2,223,468	5.00%	2,334,641	5.00%
Benefits	2,297,163	2,362,520	776,480	2,362,520	2.85%	2,480,646	5.00%	2,604,678	5.00%
Books & Supplies	658,472	690,728	421,331	690,728	4.90%	704,543	2.00%	718,634	2.00%
Contracts & Services	1,077,425	1,200,645	324,372	1,200,645	11.44%	1,224,658	2.00%	1,249,151	2.00%
Capital Outlay	0	201,312	1,212,332	201,312	0	205,338	2.00%	209,445	2.00%
Other Outgo	0	0	0	0	0	0	0	0	0
Debt Service (see Debt Form)	0	377,000	420,469	377,000	0	0	0	0	0
Total Expenditures	\$11,611,260	\$12,283,317	\$5,548,762	\$12,283,317	5.79%	\$12,438,852	1.27%	\$12,996,759	4.49%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$783,971	\$489,565	(\$975,228)	\$489,565	-37.55%	(\$38,861)	-107.53%	(\$270,183)	632.98%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	0	0	0	0	0	0	0	0	0
Other Uses	51,850	489,565	0	489,565	844.19%	(36,861)	-107.53%	(270,183)	632.98%
Net Sources & Uses	(\$51,850)	(\$489,565)	\$0	(\$489,565)	844.19%	\$36,861	-107.53%	\$270,183	632.98%
NET INCREASE (DECREASE) IN FUND BALANCE	\$732,121	(\$0)	(\$975,228)	(\$0)	-100.00%	\$0	-124.42%	(\$0)	-522.84%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget									
Adjustments for Unaudited Actuals	4,328	4,328	4,328	4,328	0.00%	4,328	-0.01%	4,328	0.00%
Beg Fund Balance at Unaudited Actuals	0	0	0	0	0	0	0	0	0
Adjustments for Audit and/or Restatements	4,328	4,328	4,328	4,328	0	0	0	0	0
Beginning Fund Balance as per Audit Report	0	0	0	0	0	0	0	0	0
Ending Balance	\$4,328	\$4,328	(\$975,228)	\$4,328	0.00%	\$4,328	0.00%	\$4,327	-0.01%

DESCRIPTION		Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31 2015	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
Components of Ending Fund Balance (Budget):										
a.	Nonspendable									
	Revolving Cash	0	0	0	0		0		0	
	Stores	0	0	0	0		0		0	
	Prepaid Expenditures	0	0	0	0		0		0	
	All Others	0	0	0	0		0		0	
	General Reserve	0	0	0	0		0		0	
	Restricted	0	0	(361,823)	0	63.67%	1	55.72%	0	-51.56%
b.	Committed - Stabilization Arrangements	0	0	0	0		0		0	
c.	Committed - Other	0	0	0	0		0		0	
d.	Assignments	0	0	0	0		0		0	
e.	Unassigned/Unappropriated									
	Reserve for Economic Uncertainties	0	4,327	0	4,327		4,327		4,327	0.00%
	Undesignated / Unappropriated Amount	\$4,328	\$0	(\$631,377)	\$0	-99.99%	\$0	-62.93%	\$0	68.24%
	Economic Uncertainty and Unappropriated									
	Reserve Percentage (9789+9790/71) Exp)	0.04%	0.03%	-11.38%	0.03%		0.03%		0.03%	

DEBT - Multiyear Commitments
Fiscal Year 2015-16 First Interim Report
Academy for Academic Excellence

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

Type of Commitment	# of Years Remaining	July 1, 2015 Principal Balance	2015-16 Payment		2016-17 Payment		2017-18 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Leases									
1									
2									
3									
Other									
Other Commitments:									
All long term debt is that of the Foundation									
Comments:									

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

**Minutes
November 17, 2015**

1.0 Call to Order

Chairman Scott Johnson called the meeting to order at 7:05 a.m.

2.0 Roll Call

NSAA School Board Committee Members Duberly Beck, Scott Johnson, Tom Rosenbaum were present for roll call. Member Andrew Jaramillo arrived later.

NSAA School Board Committee Member Marcia Vargas was absent.

Staff members Gordon Soholt, Darren Dowd, Teresa Dowd, Lupita Girard, Lisa Lamb, Toni Preciado, Jim Quinn, and Stacy Newman were also present.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: None

5.0 Discussion Items

.01 Update of 9-12 Grades: Gordon Soholt reported that NSAA 9-12 is one of his goals and objectives that came from the recent Board Retreat. The committee was glad to hear it is a priority. CSUSB is the preferred site so he will be setting up another meeting with Dr. Morales. He and staff are meeting today with Fatima Cristerna Adame, CCSA Inland Empire Regional Director, regarding other options. Options will be presented at the March Foundation Board meeting.

.02 Time of the Board meeting – Gordon has asked the principals at each school site to include student presentations at meetings. To enable students to do so at NSAA, the NSAA School Board Committee would need to change their meeting time to 7:30 a.m. The committee was not opposed to this and will add an action item to do so on the next agenda. Principals are working with their teams on a presentation schedule.

6.0 Information

.01 Principal's Report – Lupita asked what the committee would like to hear from her. They would like to hear what she feel are highlights. She reported on upcoming events including the book fair, rocket races, AR, student council, and ELAC meetings.

Scott asked about the WASC visit. The committee is invited to attend on January 24 when the WASC visiting committee would like to meet with the committee, students and parents. They will conduct their review on the 25th and 26th.

Scott also asked when being in Program Improvement will be removed as testing has changed. We have a baseline number from last year's test and will get API and AYP numbers later, but we don't know how that will affect this yet. The State is divided on their plan of action. Andy asked if Bridge tracks student progress. It does not track academic progress. We use Illuminate for that.

The County Board visit is December 7.

Duberly reported that NSAA is on track to be able to give 30 Thanksgiving baskets to needy families. Thank you to Toni for the donation of 20 turkeys.

.02 NSAA Comparatives October 2015 – Jim Quinn noted that the budget is being revised and brought to the Budget Committee meeting this Friday, and then to the Foundation Board. Andy asked if it included raises for staff to be comparable. It does not at this time. Some of the funds are one time only so we cannot add ongoing expenses that would then not be covered the following year. We can add a salary discussion on a future agenda.

7.0 Action Items

.01 Approve NSAA Board Minutes – October 20, 2015 – Scott noted that the minutes seemed minimal. Inez is working on balancing the content of the minutes.

On a motion by Tom Rosenbaum, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved the NSAA Board Minutes from October 20, 2015.

8.0 Adjournment

Chairman Scott Johnson adjourned the meeting at 7:45 a.m.

CHARTER SCHOOL INTERIM REPORT
1st Interim as of October 31
2nd Interim as of January 31

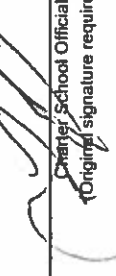
Charter School Name: Noxon Space and Aeronautics Academy
CDS #: 36103630115808
Charter Approving Entity: San Bernardino County Office of Education
County: San Bernardino
Charter #: 903

CHARTER SCHOOL CERTIFICATION

To the entity that approved the charter school:

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: 12/6/15


Charter School Official
(Original signature required)

Printed Name: James M. Quinn Title: Director of Finance

CERTIFICATION OF FINANCIAL CONDITION:

POSITIVE

As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

QUALIFIED

As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE

As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent fiscal year.

To the County Superintendent of Schools:

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

POSITIVE

I have reviewed the report and concur with the Positive Statement

NOT POSITIVE

Attached is copy of Letter to Charter Indicating Findings

2015-16 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Approving Entity:

Name: _____

Title: _____

Telephone: _____

E-mail address: _____

For Charter School:

Name: James M. Quinn

Title: Director of Finance

Telephone: 760-946-5414 ext.172

E-mail address: jquinn@bcer.org

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF	5,110,442	5,235,834	2,167,428	5,235,834	2.45%	5,566,985	6.32%	5,648,202	1.46%
EPA	871,551	842,665		842,665	-3.31%	806,027	-4.35%	789,390	-4.55%
STATE AID - PRIOR YEAR	0	0		0					
IN LIEU PROPERTY TAXES	0	0		0		0		0	
FEDERAL									
STATE									
LOTTERY - UNRESTRICTED	97,242	93,993	35,293	93,993	-3.34%	93,993	0.00%	93,993	0.00%
LOTTERY - PROP 20 RESTRICTED									
OTHER STATE REVENUE	145,720	524,363		524,363	259.84%	145,720	-72.21%	145,720	0.00%
LOCAL									
INTEREST	0	0		0					
AB802 LOCAL SPECIAL EDUC TRF	0	0		0					
OTHER LOCAL REVENUES	0	0	16,651	0		0		0	
REVENUE TOTALS	\$6,224,956	\$6,696,855	\$2,219,371	\$6,696,855	7.58%	\$6,612,726	-1.26%	\$6,657,305	0.67%
EXPENDITURES									
Certificated Salaries	2,328,449	2,310,851	705,936	2,310,851	-0.76%	2,426,393	5.00%	2,547,713	5.00%
Classified Salaries	1,022,152	1,162,724	340,037	1,162,724	13.75%	1,220,860	5.00%	1,281,903	5.00%
Benefits	981,448	1,083,607	304,163	1,083,607	10.41%	1,137,788	5.00%	1,194,677	5.00%
Books & Supplies	233,073	341,780	175,786	341,780	48.64%	348,615	2.00%	355,587	2.00%
Contracts & Services	824,932	912,388	304,813	912,388	10.60%	930,635	2.00%	949,248	2.00%
Capital Outlay	0	112,925	246,730	112,925		115,184	2.00%	117,487	2.00%
Other Outgo	0	0	0	0					
Debt Service (see Debt Form)	0	0	0	0					
Total Expenditures	\$5,390,054	\$5,924,274	\$2,077,465	\$5,924,274	9.91%	\$6,179,475	4.31%	\$6,446,616	4.32%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$834,902	\$772,581	\$141,906	\$772,581	-7.46%	\$433,251	-43.92%	\$210,690	-51.37%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	0	(255,701)		(255,701)		(281,093)	9.93%	(334,623)	19.11%
Other Uses	834,902	516,880		516,880	-38.09%	162,158	-70.56%	(124,133)	-181.58%
Net Sources & Uses	\$834,902	\$772,581	\$0	\$772,581	-7.46%	(\$43,251)	-43.92%	(\$210,690)	-51.37%
NET INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$141,906	\$0	-98.77%	(\$0)	-655.22%	(\$0)	2228.09%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	425,980	425,980	425,980	425,980	0.00%	425,980	0.00%	425,980	0.00%
Adjustments for Unaudited Actuals									
Beg Fund Balance at Unaudited Actuals		425,980	425,980	425,980					
Adjustments for Audit and/or Restatements									
Beginning Fund Balance as per Audit Report		425,980	425,980	425,980					
Ending Balance	\$425,980	\$425,980	\$567,886	\$425,980	0.00%	\$425,980	0.00%	\$425,979	0.00%

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	-								
Stores	-								
Prepaid Expenditures	-								
All Others	-								
General Reserve	-								
Restricted									
b. Committed - Stabilization Arrangements									
c. Committed - Other									
d. Assignments									
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	425,980	425,980	\$567,886	425,980	0.00%	425,980	0.00%	425,979	0.00%
Undesignated / Unappropriated Amount	(0)	(\$0)		(\$0)	-1.22%	(\$0)	6.85%	\$0	-158.44%
Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790Till Exp)	6.84%	6.61%	27.34%	6.61%		6.73%		6.74%	

DESCRIPTION		First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1	Ex. Erats	0					
2							
3							
4							
5							
6							
7							
8							
9							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$0		\$0		\$0	
	Lottery Unrestricted Allocation per ADA	126		126		126	
	Lottery Unrestricted Estimated Award	\$93,993		\$93,993	0.00%	\$93,993	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE							
1	EX Misc	0					
2	Mandate Block Grants	145,720		145,720	0.00%	145,720	0.00%
3	One Time Funds \$530/student	378,643					
4		0					
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$524,363		\$145,720	-72.21%	\$145,720	0.00%
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED							
1	Ex. Services Reimbursed by District						
2	Ex. Misc						
3							
4							
5							
6							
	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$0		\$0		\$0	

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF									
EPA									
STATE AID - PRIOR YEAR									
IN LIEU PROPERTY TAXES	481,797	481,797	134,833	481,797	0.00%	481,797	0.00%	481,797	0.00%
FEDERAL									
STATE									
LOTTERY - UNRESTRICTED	23,153	22,379	23,917	22,379	-3.34%	22,379	0.00%	22,379	0.00%
LOTTERY - PROP 20 - RESTRICTED	55,925	55,925	15,929	55,925	0.00%	55,925	0.00%	55,925	0.00%
OTHER STATE REVENUE									
LOCAL									
INTEREST	0	0							
AB602 LOCAL SPECIAL EDUC TRF	466,991	440,994	117,706	440,994	-5.57%	466,991	5.90%	466,991	0.00%
OTHER LOCAL REVENUES	0	0							
REVENUE TOTALS	\$1,027,866	\$1,001,095	\$292,365	\$1,001,095	-2.60%	\$1,027,093	2.60%	\$1,027,093	0.00%
EXPENDITURES									
Certified Salaries	517,627	481,147	139,276	481,147	-7.05%	505,204	5.00%	530,465	5.00%
Classified Salaries	152,886	207,631	96,333	207,631	35.81%	218,012	5.00%	228,913	5.00%
Benefits	195,220	186,325	57,900	186,325	-4.56%	195,641	5.00%	205,423	5.00%
Books & Supplies	282,463	236,211	94,064	236,211	-16.37%	240,935	2.00%	245,754	2.00%
Contracts & Services	109,201	145,483	55,941	145,483	33.27%	148,393	2.00%	151,361	2.00%
Capital Outlay	0	0	456						
Other Outgo	0	0							
Debt Service (see Debt Form)	0	0							
Total Expenditures	\$1,257,398	\$1,256,797	\$433,971	\$1,256,797	-0.05%	\$1,308,186	4.09%	\$1,361,915	4.11%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$29,532)	(\$55,701)	(\$141,566)	(\$55,701)	11.40%	(\$281,093)	9.93%	(\$334,823)	19.11%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	229,532	255,701		255,701	11.40%	281,093	9.93%	334,823	19.11%
Other Uses	0	0							
Net Sources & Uses	\$229,532	\$255,701	\$0	\$255,701	11.40%	\$281,093	9.93%	\$334,823	19.11%
NET INCREASE (DECREASE) IN FUND BALANCE	\$0	(\$0)	(\$141,566)	(\$0)	-210.81%	(\$0)	-28.53%	\$0	-213.71%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	0	0	0	0	0.00%	0	-96.24%	(0)	-1828.53%
Adjustments for Unaudited Actuals									
Beginning Balance at Unaudited Actuals	0	0	0	0					
Adjustments for Audit and/or Restatements									
Beginning Fund Balance as per Audit Report	0	0	0	0					
Ending Balance	\$1	\$0	(\$141,566)	\$0	-97.99%	(\$0)	-1828.53%	\$0	-120.29%

DESCRIPTION	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
1 Title I	160,000		160,000	0.00%	160,000	0.00%
2 Title II	2,000		2,000	0.00%	2,000	0.00%
3 Title III	20,000		20,000	0.00%	20,000	0.00%
4 Facilities Grant	89,797		89,797	0.00%	89,797	0.00%
5 Food Services	210,000		210,000	0.00%	210,000	0.00%
6						
7						
8						
9						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$481,797		\$481,797	0.00%	\$481,797	0.00%
Lottery Restricted Allocation per ADA	30		30		30	
Lottery Restricted Estimated Award	\$22,379		\$22,379	0.00%	\$22,379	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
1 Other State Funds	55,925		55,925	0.00%	55,925	0.00%
2 Food Services	0		0		0	
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$55,925		\$55,925	0.00%	\$55,925	0.00%
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED						
1 Food Services	0		0		0	
2						
3						
4						
5						
6						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$0		\$0		\$0	

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31, 2015	First Interim Projected Budget 2015-16	Percent Change	First Interim Projected Budget 2016-17	Percent Change	First Interim Projected Budget 2017-18	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF	5,110,442	5,235,834	2,167,428	5,235,834	2.45%	5,566,985	6.32%	5,648,202	1.46%
EPA	871,551	842,665	0	842,665	-3.31%	886,027	-4.35%	789,380	-4.55%
STATE AID - PRIOR YEAR	0	0	0	0	0	0	0	0	0
IN LIEU PROPERTY TAXES	0	0	0	0	0	0	0	0	0
FEDERAL									
STATE	481,797	481,797	134,833	481,797	0.00%	481,797	0.00%	481,797	0.00%
LOTTERY - UNRESTRICTED									
LOTTERY - PROP 20 - RESTRICTED	97,242	93,993	35,293	93,993	-3.34%	93,993	0.00%	93,993	0.00%
OTHER STATE REVENUE	23,153	22,379	23,917	22,379	-3.14%	22,379	0.00%	22,379	0.00%
LOCAL									
INTEREST	0	0	0	0	0	0	0	0	0
A8602 LOCAL SPECIAL EDUC TRF	466,991	440,994	117,706	440,994	-5.57%	466,991	5.90%	466,991	0.00%
OTHER LOCAL REVENUES	0	0	16,651	0	0	0	0	0	0
REVENUE TOTALS	\$7,252,822	\$7,697,950	\$2,511,756	\$7,697,950	6.14%	\$7,639,818	-0.76%	\$7,684,388	0.58%
EXPENDITURES									
Certificated Salaries	2,846,076	2,791,998	845,213	2,791,998	-1.90%	2,931,598	5.00%	3,078,178	5.00%
Classified Salaries	1,175,039	1,370,354	426,370	1,370,354	16.62%	1,438,872	5.00%	1,510,816	5.00%
Benefits	1,176,668	1,269,932	362,064	1,269,932	7.93%	1,333,429	5.00%	1,400,100	5.00%
Books & Supplies	515,536	577,991	269,850	577,991	12.11%	589,550	2.00%	601,341	2.00%
Contracts & Services	934,133	1,057,871	360,754	1,057,871	13.25%	1,079,028	2.00%	1,100,609	2.00%
Capital Outlay	0	112,925	247,185	112,925	0	115,184	2.00%	117,487	2.00%
Other Outlay	0	0	0	0	0	0	0	0	0
Debt Service (see Debt Form)	0	0	0	0	0	0	0	0	0
Total Expenditures	\$6,647,451	\$7,181,071	\$2,511,436	\$7,181,071	8.03%	\$7,487,661	4.27%	\$7,808,531	4.29%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$605,370	\$516,880	\$320	\$516,880	-38.09%	\$152,158	-70.56%	\$124,133	-181.58%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	229,532	0	0	0	0	0	0	0	0
Other Uses	834,902	516,880	0	516,880	-38.09%	152,158	-70.56%	(124,133)	-181.58%
Net Sources & Uses	(\$605,370)	(\$516,880)	\$0	(\$516,880)	-14.62%	(\$152,158)	-70.56%	\$124,133	-181.58%
NET INCREASE (DECREASE) IN FUND BALANCE	\$229,532	(\$50)	\$320	(\$50)	-100.00%	(\$50)	-21.91%	(\$50)	-30.16%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	425,980	425,980	425,980	425,980	0.00%	425,980	0.00%	425,979	0.00%
Adjustments for Unaudited Actuals	0	0	0	0	0	0	0	0	0
Beg Fund Balance at Unaudited Actuals	425,980	425,980	425,980	425,980	0	0	0	0	0
Adjustments for Audit and/or Restatements	0	0	0	0	0	0	0	0	0
Beginning Fund Balance as per Audit Report	425,980	425,980	425,980	425,980	0	0	0	0	0
Ending Balance	\$425,980	\$425,980	\$426,300	\$425,980	0.00%	\$425,979	0.00%	\$425,979	0.00%

DESCRIPTION	Adopted Budget 2015-16	Latest Revised Budget 2015-16	First Interim Actual thru October 31 2015	First Interim Projected Budget 2015-16	Percent of Change	First Interim Projected Budget 2016-17	Percent of Change	First Interim Projected Budget 2017-18	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	0	0	0	0		0		0	
Stores	0	0	0	0		0		0	
Prepaid Expenditures	0	0	0	0		0		0	
All Others	0	0	0	0		0		0	
General Reserve	0	0	0	0		0		0	
Restricted	1	0	(141,586)	0	-97.99%	(0)	-1828.53%	0	-120.29%
b. Committed - Stabilization Arrangements									
Committed - Other	0	0	0	0		0		0	
Assignments	0	0	0	0		0		0	
c. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	425,980	425,980	0	425,980	0.00%	425,980	0.00%	425,979	0.00%
Undesignated / Unappropriated Amount	(50)	(50)	\$567,886	(50)	-1.22%	(50)	6.85%	\$0	-158.44%
d. Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790TU Exp)									
	5.69%	5.53%	22.61%	5.53%		5.58%		5.54%	

DEBT - Multiyear Commitments
 Fiscal Year 2015-16 First Interim Report
 Norton Space and Aeronautics Academy

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

Type of Commitment	# of Years Remaining	July 1, 2015 Principal Balance	2015-16 Payment		2016-17 Payment		2017-18 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post-Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Leases									
1									
2									
3									
Other									
Other Commitments:									
All long term debt is that of the Foundation									
Comments:									

Morton Space and Aeronautics Academy
2015-16 First Interim Cash Flow

DATE PREPARED: _____

Beginning Cash Balance	July 1 Cash = 425,980		August		September		October		November		December		January	
	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Estimated	% Bud
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
LCFF														
EPA														
STATE AID - PRIOR YEAR														
IN LIEU PROPERTY TAXES														
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED														
LOTTERY - PROP 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
INTEREST														
ABROAD LOCAL SPECIAL EDUC TRF														
OTHER LOCAL REVENUES														
TOTAL REVENUES	85,325	1.11%	519,591	0.75%	273,302	3.55%	1,040,753	13.52%	664,667	0.64%	747,440	0.71%	725,991	0.43%
EXPENDITURES														
CERTIFICATED SALARIES														
CLASSIFIED SALARIES														
EMPLOYEE BENEFITS														
BOOKS & SUPPLIES														
SERVICES/OPERATING EXP														
CAPITAL OUTLAY														
OTHER OUTGO														
DEBT SERVICE														
TOTAL EXPENDITURES	535,976	7.46%	569,141	7.93%	736,749	10.29%	669,572	9.32%	600,467	0.39%	600,467	0.39%	600,467	0.39%
OTHER SOURCE/USES														
OTHER SOURCES														
OTHER USES														
TOTAL OTHER SOURCE/USES	142,133	27.50%	49,550	-0.59%	463,445	-6.69%	(371,182)	71.61%	64,300	12.46%	146,953	28.43%	125,504	24.28%
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
PREPAID EXPENDITURES														
ACCOUNTS PAYABLE														
LINE OF CREDIT PAYMENTS														
DEFERRED REVENUE														
NET PRIOR YEAR TRANSACTIONS	592,784													
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	0		0		(1)		(9)		0		(9)		(9)	
ENDING CASH BALANCE	425,980		425,980		425,980		425,979		425,980		425,979		425,979	

Norton Space and Aeronautics Academy
2015-16 First Interim Cash Flow

DATE PREPARED:

	February Estimated 425,979	% Bud	March Estimated 425,980	% Bud	April Estimated 425,980	% Bud	May Estimated 425,980	% Bud	June Estimated 425,980	Total	Projected Budget	Difference
Beginning Cash Balance	425,979		425,980		425,980		425,980		425,980	425,980		
REVENUE												
LCFF/REVENUE LIMIT SOURCES												(0)
8011	491,636	9.39%	491,636	9.39%	491,636	9.39%	491,636	9.39%	491,636	5,235,834	5,235,834	(0)
8012					210,668	25.00%			210,668	942,665	942,665	-
8019												-
8068												-
FEDERAL												0
8100-8299	120,449	25.00%					106,065	22.01%	106,065	481,797	481,797	0
STATE												0
LOTTERY - UNRESTRICTED	23,488	25.00%								63,993	63,993	0
LOTTERY - PROP 20 RESTRICTED	5,595	25.00%								22,380	22,379	(0)
8300-8599					232,115	40.00%			100,129	580,288	580,288	0
OTHER STATE REVENUE												0
LOCAL												0
INTEREST	44,099	10.00%	44,099	10.00%	44,099	10.00%			44,099	440,994	440,994	0
AB802 LOCAL SPECIAL EDUC TRF										(0)		0
8782												0
8900-8799												0
OTHER LOCAL REVENUES												0
TOTAL REVENUES	885,278	8.90%	535,738	8.98%	978,517	12.71%	491,636	8.39%	951,573	7,887,950	7,887,950	1
EXPENDITURES												
CERTIFICATED SALARIES	243,348	8.77%	243,348	8.77%	243,348	8.77%	243,348	8.77%	243,348	2,791,998	2,791,998	0
2000-2999	17,998	8.61%	17,998	8.61%	17,998	8.61%	17,998	8.61%	17,998	1,370,354	1,370,354	0
CLASSIFIED SALARIES	17,998	8.61%	17,998	8.61%	17,998	8.61%	17,998	8.61%	17,998	1,370,354	1,370,354	0
3000-3999	113,494	8.94%	113,494	8.94%	113,494	8.94%	113,494	8.94%	113,494	1,266,932	1,266,932	(0)
EMPLOYEE BENEFITS	38,518	8.66%	38,518	8.66%	38,518	8.66%	38,518	8.66%	38,518	577,990	577,990	0
4000-4999	87,140	8.24%	87,140	8.24%	87,140	8.24%	87,140	8.24%	87,140	1,057,871	1,057,871	0
BOOKS & SUPPLIES												(0)
5000-5999												(0)
SERVICES/OPERATING EXP												(0)
6000-6599												(0)
CAPITAL OUTLAY												(0)
7100-7299												(0)
OTHER OUTGO												(0)
DEBT SERVICE												(0)
7400-7499												(0)
TOTAL EXPENDITURES	600,487	8.38%	600,487	8.38%	600,487	8.38%	600,487	8.38%	600,487	7,181,070	7,181,070	1
OTHER SOURCES/USES												
OTHER SOURCES	84,791	18.40%	64,751				106,851		351,096	686,587	686,587	(686,587)
7600										1,796,260	516,890	(1,279,390)
TOTAL OTHER SOURCES/USES	(84,791)	18.40%	64,751	-12.53%	(378,030)	73.14%	106,851	-21.06%	(351,096)	(1,106,663)	(516,890)	592,783
PRIOR YEAR TRANSACTIONS												
ACCOUNTS RECEIVABLE												
9210												
PREPAID EXPENDITURES												
9330												
ACCOUNTS PAYABLE												
9510												
LINE OF CREDIT PAYMENTS												
9640												
DEFERRED REVENUE												
9850												
NET PRIOR YEAR TRANSACTIONS												
OTHER ADJUSTMENTS (LIST)												
TOTAL MISC. ADJUSTMENTS												
NET REVENUES LESS EXPENDITURES	0	(0)	0	0	0	0	0	0	0	1		
ENDING CASH BALANCE	425,980		425,980		425,980		425,980		425,980	425,980	425,980	

DATE PREPARED: _____

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance	425,979		425,979		425,979		425,979		425,979		425,979	425,980		
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
LCFF	501,029	9.00%	501,029	9.00%	501,029	9.00%	501,029	9.00%	501,029	9.00%		5,566,985	5,566,985	0
EPA	201,507	25.00%	201,507	25.00%					201,507	25.00%		906,027	906,027	-
STATE AID - PRIOR YEAR											120,449	481,797	481,797	0
IN LIQUID PROPERTY TAXES														
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED														
LOTTERY - PROP 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
INTEREST	46,899	10.00%	46,899	10.00%	46,899	10.00%	46,899	10.00%				466,991	466,991	-
AB802 LOCAL SPECIAL EDUC TRF														
OTHER LOCAL REVENUES														
TOTAL REVENUES	547,728	7.17%	688,777	11.76%	547,728	7.17%	598,138	7.83%	702,535	9.20%	169,953	7,839,817	7,839,818	1
EXPENDITURES														
CERTIFICATED SALARIES	244,300	8.33%	244,300	8.33%	244,300	8.33%	244,300	8.33%	244,300	8.33%		2,831,598	2,831,598	-
CLASSIFIED SALARIES	119,908	8.33%	119,908	8.33%	119,908	8.33%	119,908	8.33%	119,908	8.33%		1,438,872	1,438,872	-
EMPLOYEE BENEFITS	111,119	8.33%	111,119	8.33%	111,119	8.33%	111,119	8.33%	111,119	8.33%		1,333,429	1,333,429	-
BOOKS & SUPPLIES	46,129	8.33%	46,129	8.33%	46,129	8.33%	46,129	8.33%	46,129	8.33%		589,550	589,550	-
SERVICES/OPERATING EXP	86,919	8.33%	86,919	8.33%	86,919	8.33%	86,919	8.33%	86,919	8.33%		1,079,028	1,079,028	-
CAPITAL OUTLAY	9,599	8.33%	9,599	8.33%	9,599	8.33%	9,599	8.33%	9,599	8.33%		115,184	115,184	-
OTHER OUTGO														
DEBT SERVICE														
TOTAL EXPENDITURES	623,972	8.33%	623,972	8.33%	623,972	8.33%	623,972	8.33%	623,972	8.33%		7,407,981	7,407,981	-
OTHER SOURCES/USES														
OTHER SOURCES	76,244		274,805	180.61%	76,244		25,833		76,564	51.83%	199,952	1,051,598	1,051,598	(1,051,598)
OTHER USES												152,150	152,150	(1,051,597)
TOTAL OTHER SOURCES/USES	76,244	-50.11%	(274,805)	180.61%	76,244	-50.11%	25,833	-16.98%	(76,564)	51.83%	(169,952)	(152,150)	(152,150)	(1)
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
PREPAID EXPENDITURES														
ACCOUNTS PAYABLE														
LINE OF CREDIT PAYMENTS														
DEFERRED REVENUE														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(0)		0	(0)	(0)		0		(0)		1	(0)		
ENDING CASH BALANCE	425,979		425,979		425,979		425,979		425,979		425,980	425,980		