

# LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

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## Agenda for Regular Meeting of the Lewis Center for Educational Research Board

Meeting at Lewis Center for Educational Research  
17500 Mana Rd., Apple Valley, CA, Gym Conference Room

Additional Location:  
503 E. Central Ave., San Bernardino, CA 92408

March 12, 2018 - Public Meeting – 4:00 p.m.

1. **CALL TO ORDER:** Kevin Porter
2. **ROLL CALL:** Kevin Porter
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
4. **SPECIAL PRESENTATIONS:**
  - .01 NSLA Employee of the Semester Presentation – Kevin Porter and Fausto Barragan
  - .02 Desert Valley Hospital Presentation – Wes Kanawyer
  - .03 Welcome new Finance Director David Gruber
  - .04 Flight Academy Opportunities – George Armstrong and Harold Padua
  - .05 2016-17 Audit – Michael Klein, Nigro & Nigro – Pg 3-47
  - .06 AAE WASC Presentation – Wes Kanawyer, Valli Andreasen, Heather Juarez
5. **CONSENT AGENDA:**
  - .01 Approve Minutes of February 5, 2018 Regular Meeting – Pg 48-50
  - .02 Approve Minutes of February 26, 2018 Special Meeting – Pg 51
  - .03 Approve AAE 2018-19 and 2019-20 School Calendar – Pg 52-53
  - .04 Approve NSLA 2018-19 and 2019-20 School Calendar – Pg 54-55
  - .05 Accept Resignations of LCER Board Members Peter Torres and Delores Williams
6. **DISCUSSION/ACTION ITEMS:**
  - .01 Staff Report Format and Frequency – Kevin Porter
  - .02 NSLA 10<sup>th</sup> Anniversary Gala – Marcia Vargas
  - .03 Approve adding David Gruber and removing James Foley as a signer on EastWest and Union Bank Accounts – Lisa Lamb
  - .04 Approve VVC Dual Enrollment MOU – Wes Kanawyer – Pg 56-70
  - .05 Approve AAE Educator Effectiveness Fund Plan – Valli Andreasen/Wes Kanawyer – Pg 71-73
  - .06 Approve NSLA Educator Effectiveness Fund Plan – Fausto Barragan – Pg 74-76
  - .07 Appoint Nominating Committee – Kevin Porter
7. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
  - .01 Staff Reports
    - President/CEO – Lisa Lamb – Pg 77 - 84
    - Human Resources Director – Stacy Newman – Pg 85-87
    - IT Director – Ryan Dorcey – Pg 88

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- AAE Principal's Report – Wes Kanawyer and Valli Andreasen – Pg 89-90
- NSLA Principal's Report – Fausto Barragan – Pg 91-98
- .02 Lewis Center Foundation Financial Reports
  - January 2018 – Pg 99
- .03 LCER Financial Reports
  - Checks Over \$10K – Pg 100
  - Budget Comparisons – Pg 101-102
  - Internal Financials – to be sent separately
- .04 LCER Board Attendance Log – Pg 103
- .05 LCER Board Give and Get – Pg 104

## 8. **BOARD/STAFF COMMENTS:**

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

## 9. **CLOSED SESSION:**

- .01 Conference with Legal Counsel Anticipated Litigation: Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: 1 case
- .02 Public Employee Performance Evaluation: President/CEO

## 10. **ADJOURNMENT:** Kevin Porter

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.

**THE HIGH DESERT  
"PARTNERSHIP IN ACADEMIC  
EXCELLENCE" FOUNDATION, INC.**

**AUDIT REPORT**

**For the Fiscal Year Ended  
June 30, 2017**



**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.**  
*For the Fiscal Year Ended June 30, 2017*  
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***Financial Section***

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
The High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Apple Valley, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc., as of June 30, 2017, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Foundation's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 19 to 24 and the schedule of expenditures of federal awards on page 25 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 18 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2017, on our consideration of the Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control over financial reporting and compliance.

Nigro & Nigro, PC

Murrieta, California  
December 8, 2017

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Statement of Financial Position*

*June 30, 2017*

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| <b>ASSETS</b>                            |                             |
|--|-----------------------------|
| Cash                                     | \$ 3,017,210                |
| Accounts receivable                      | 2,210,303                   |
| Laptop leases receivable                 | 105,340                     |
| Less: allowance for uncollectible leases | (10,534)                    |
| Prepaid expenses                         | 104,876                     |
| Unamortized debt issuance costs          | 410,494                     |
| Capital assets:                          |                             |
| Non-depreciable assets                   | 903,290                     |
| Depreciable assets                       | 26,145,620                  |
| Accumulated depreciation                 | <u>(7,664,446)</u>          |
| <b>Total Assets</b>                      | <b>\$ <u>25,222,153</u></b> |
| <b>LIABILITIES AND NET ASSETS</b>        |                             |
| <b>Liabilities</b>                       |                             |
| Accounts payable                         | \$ 527,126                  |
| Accrued payroll and payroll expenses     | 893,402                     |
| Unearned revenues                        | 119,929                     |
| Due to student groups                    | 23,451                      |
| Long term liabilities:                   |                             |
| Portion due within one year              | 815,154                     |
| Portion due after one year               | <u>7,018,812</u>            |
| <b>Total liabilities</b>                 | <b><u>9,397,874</u></b>     |
| <b>Net assets</b>                        |                             |
| Unrestricted                             | 15,147,720                  |
| Temporarily restricted                   | 600,677                     |
| Permanently restricted                   | <u>75,882</u>               |
| <b>Total net assets</b>                  | <b><u>15,824,279</u></b>    |
| <b>Total Liabilities and Net Assets</b>  | <b>\$ <u>25,222,153</u></b> |



**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Statement of Activities*

*For the Fiscal Year Ended June 30, 2017*

|   | Unrestricted         | Temporarily Restricted | Permanently Restricted | Total                |
|---|----------------------|------------------------|------------------------|----------------------|
| <b>REVENUES, GAINS, AND OTHER SUPPORT</b>       |                      |                        |                        |                      |
| Federal revenues                                | \$ 1,001,541         | \$ -                   | \$ -                   | \$ 1,001,541         |
| LCFF revenues                                   | 18,058,821           | -                      | -                      | 18,058,821           |
| State Special Education                         | -                    | 1,123,046              | -                      | 1,123,046            |
| Lottery   | 338,794              | 112,527                | -                      | 451,321              |
| STRS on behalf payment                          | 567,619              | -                      | -                      | 567,619              |
| Other state revenues                            | 549,790              | 181,494                | -                      | 731,284              |
| Donations                                       | 73,512               | -                      | -                      | 73,512               |
| Student activities                              | 185,722              | -                      | -                      | 185,722              |
| Other local revenues                            | 736,479              | 53,644                 | -                      | 790,123              |
| Interest earned                                 | 917                  | 216                    | 90                     | 1,223                |
| Net assets released from restrictions           | 1,594,981            | (1,594,981)            | -                      | -                    |
| <b>Total Revenues, Gains, and Other Support</b> | <b>23,108,176</b>    | <b>(124,054)</b>       | <b>90</b>              | <b>22,984,212</b>    |
| <b>EXPENSES</b>                                 |                      |                        |                        |                      |
| Program Services:                               |                      |                        |                        |                      |
| Academy For Academic Excellence                 | 12,607,834           | -                      | -                      | 12,607,834           |
| Norton Space and Aeronautics Academy            | 7,422,951            | -                      | -                      | 7,422,951            |
| Lewis Center For Educational Research           | 51,845               | -                      | -                      | 51,845               |
| Supporting Services:                            |                      |                        |                        |                      |
| Management and general                          | 1,977,540            | -                      | -                      | 1,977,540            |
| <b>Total Expenses</b>                           | <b>22,060,170</b>    | <b>-</b>               | <b>-</b>               | <b>22,060,170</b>    |
| Change in net assets from operations            | 1,048,006            | (124,054)              | 90                     | 924,042              |
| Unrealized gain (loss) on interest rate swap    | 337,251              | -                      | -                      | 337,251              |
| Change in net assets                            | 1,385,257            | (124,054)              | 90                     | 1,261,293            |
| Net Assets, July 1, 2016                        | 13,762,463           | 724,731                | 75,792                 | 14,562,986           |
| Net Assets, June 30, 2017                       | <u>\$ 15,147,720</u> | <u>\$ 600,677</u>      | <u>\$ 75,882</u>       | <u>\$ 15,824,279</u> |

*The notes to financial statements are an integral part of this statement.*

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**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Statement of Cash Flows*  
*For the Fiscal Year Ended June 30, 2017*

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**CASH FLOWS FROM OPERATING ACTIVITIES**

|   |                  |
|---|------------------|
| Change in net assets  | \$ 1,261,293     |
| Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities: |                  |
| Depreciation  | 717,967          |
| Amortization  | 16,225           |
| Unrealized gain on interest rate swap   | (337,251)        |
| Loss on retirement of capital assets  | 14,960           |
| (Increase) decrease in operating assets:  |                  |
| Accounts receivable   | 335,523          |
| Laptop leases receivable  | 230,899          |
| Prepaid expenses  | 7,448            |
| Increase (decrease) in operating liabilities:   |                  |
| Accounts payable and other liabilities  | (473,868)        |
| Accrued payroll and payroll expenses  | 170,957          |
| Unearned revenues   | (69,726)         |
| Due to student groups   | (2,247)          |
| Net cash provided (used) by operating activities  | <u>1,872,180</u> |

**CASH FLOWS FROM INVESTING ACTIVITIES**

|   |                  |
|---|------------------|
| Purchase of equipment, furniture, and building improvements | <u>(393,379)</u> |
|---|------------------|

**CASH FLOWS FROM FINANCING ACTIVITIES**

|  |                  |
|--|------------------|
| Proceeds from capital leases                     | 118,470          |
| Payments on outstanding loans                    | <u>(948,774)</u> |
| Net cash provided (used) by financing activities | <u>(830,304)</u> |

|                                 |                     |
|---------------------------------|---------------------|
| Net increase (decrease) in cash | 648,497             |
| Cash, July 1, 2016              | <u>2,368,713</u>    |
| Cash, June 30, 2017             | <u>\$ 3,017,210</u> |

**SUPPLEMENTAL DISCLOSURE**

|               |                   |
|---------------|-------------------|
| Interest paid | <u>\$ 269,775</u> |
|---------------|-------------------|

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Statement of Functional Expenses*  
*For the Fiscal Year Ended June 30, 2017*

|                                    | Program Services                      |   |           | Lewis Center<br>For Educational<br>Research | Total<br>Program<br>Services | Supporting<br>Services    |      | Total<br>Expenditures |
|------------------------------------|---------------------------------------|---|-----------|---|------------------------------|---------------------------|------|-----------------------|
|                                    | Academy For<br>Academic<br>Excellence | Norton Science and<br>Language<br>Academy |           |   |                              | Management<br>And General |      |                       |
| Certificated salaries              | \$ 5,685,842                          | \$ 3,092,667                              | \$ -      | \$ -  | 8,778,509                    | \$ 13,930                 | \$ - | 8,792,439             |
| Classified salaries                | 1,994,096                             | 1,275,879                                 | -         | -   | 3,269,975                    | 393,545                   | -    | 3,663,520             |
| Benefits                           | 2,676,037                             | 1,345,053                                 | -         | -   | 4,021,090                    | 408,858                   | -    | 4,429,948             |
| Total Salaries and Benefits        | 10,355,975                            | 5,713,599                                 | -         | -   | 16,069,574                   | 816,333                   | -    | 16,885,907            |
| Books & supplies                   | 733,461                               | 663,886                                   | 30,374    | 30,374                                      | 1,427,721                    | -                         | -    | 1,427,721             |
| Services, other operating expenses | 1,502,052                             | 1,034,108                                 | 21,471    | 21,471                                      | 2,557,631                    | 157,240                   | -    | 2,714,871             |
| Capital Outlay                     | 16,346                                | 11,358                                    | -         | -   | 27,704                       | -                         | -    | 27,704                |
| Debt service                       | -                                     | -   | -         | -   | -                            | 269,775                   | -    | 269,775               |
| Depreciation                       | -                                     | -   | -         | -   | -                            | 717,967                   | -    | 717,967               |
| Amortization                       | -                                     | -   | -         | -   | -                            | 16,225                    | -    | 16,225                |
| Totals                             | \$ 12,607,834                         | \$ 7,422,951                              | \$ 51,845 | \$ 51,845                                   | 20,082,630                   | \$ 1,977,540              | \$ - | 22,060,170            |

## THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.

### Notes to Financial Statements

June 30, 2017

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#### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

##### A. Nature of Activities

The High Desert "Partnership in Academic Excellence" Foundation, Inc. (the "Foundation"), a nonprofit organization, was organized in the State of California. The Foundation was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The Foundation operates two charter schools pursuant to California Education Code 47600. One school operates under a charter with Apple Valley Unified School District in Apple Valley, California. The other school operates under a charter with San Bernardino County Board of Education in San Bernardino, California. The Foundation provides classroom-based instruction and receives most of its revenue from federal and state grants.

##### B. Promises to Give

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. As of June 30, 2017, the Foundation determined that there were no uncollectible accounts.

##### C. Accounting Policies

The Foundation accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the Foundation conform to generally accepted accounting principles as prescribed by the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) and the American Institute of Certified Public Accountants (AICPA).

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Financial statements are prepared using the accrual basis of accounting.

##### D. Basis of Presentation

The Foundation reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

**Unrestricted:** These net assets represent expendable funds for operations that are not otherwise limited by donor restrictions. These generally result from revenues generated by receiving contributions, providing services, and receiving interest from investments. These net assets also include expendable funds that are designated by the board, but do not meet the criteria to be classified as temporarily restricted.

**Temporarily Restricted:** The Foundation reports gifts of cash and other assets as temporarily restricted when they are received with donor stipulations that limit the use of the donated asset. The specific donor imposed restrictions are often contingent upon specific performance of a future event or a specific passage of time before the organization may spend the funds.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**D. Basis of Presentation (continued)**

***Permanently Restricted:*** Assets subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund current operations.

At June 30, 2017, the Foundation had unrestricted net assets of \$15,147,720, temporarily restricted net assets of \$600,677, and permanently restricted net assets of \$75,882.

**E. Contributions**

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions or conditions.

**F. Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reporting period. Significant estimates include the lives used for depreciation of property and equipment and allocation of costs between the various programs and expense categories. Actual results could differ from those estimates.

**G. Income Taxes**

The Foundation is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Foundation files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

**G. Cash**

Cash consists of funds held in financial institutions. The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation's cash balances were deposited in three financial institutions. As of June 30, 2017, the Foundation did not hold any cash as investments.

Cash balances are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). As of June 30, 2017, \$2,333,683 of the Foundation's bank balance was exposed to custodial credit risk. The Bank also holds \$477,154 in trust that is not subject to this credit risk.

**H. Inventories and Prepaid Items**

Inventories are valued at cost using the first-in/first-out (FIFO) method.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**I. Custodial Credit Risk**

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned. The Organization does not have a formal deposit policy for custodial credit risk.

**J. Laptop Lease Payments Receivable**

The Foundation, through one of its schools, the Academy for Academic Excellence, has conducted a program to enable students in certain grade levels to obtain laptop computers. The Foundation leases the computers from the manufacturer and then offers to lease them to the student's parents under the same terms and for the same price. The lease payments receivable are carried on the books at their net realizable value. The Foundation has reduced the total receivable by 10% of the balance due to account for estimated uncollectible amounts. For the year ending June 30, 2017, the allowance for uncollectible amounts was \$10,534.

**K. Unearned Revenues**

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

**L. Fair Value Measurements**

In accordance with fair value measurements, the Foundation categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

*Level 1* – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The Foundation has the ability to access the holding and quoted prices as of the measurement date.

*Level 2* – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

*Level 3* – Inputs that are unobservable. Unobservable inputs reflect the Foundation's own assumptions about the factors market participants would use in pricing an investment, and is based on the best information available in the circumstances.

**M. Functional Allocation of Expenses**

The costs of providing and supporting educational programs and other activities have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the programs and activities benefited.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 2 – CASH**

In conjunction with a prior year financing agreement with the Foundation's primary depository, Union Bank has been engaged to hold funds in trust relating to 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.

|                                       |                     |
|---------------------------------------|---------------------|
| <b>Cash</b>                           |                     |
| Union Bank                            | \$ 2,452,759        |
| Desert Community Bank                 | 37,624              |
| Prime Alliance Bank                   | 49,673              |
| Total Cash in Banks                   | <u>2,540,056</u>    |
| <b>Cash Held by Trustee Bank</b>      |                     |
| Union Bank Corporate Trust Department | <u>477,154</u>      |
| Total Cash and Cash Equivalents       | <u>\$ 3,017,210</u> |

**NOTE 3 – ACCOUNTS RECEIVABLE**

Accounts receivable as of June 30, 2017, consisted of the following:

|                                    |                     |
|------------------------------------|---------------------|
| Federal Government:                |                     |
| School lunch and breakfast program | \$ 94,593           |
| State Government:                  |                     |
| LCFF                               | 1,482,738           |
| Special Education                  | 421,895             |
| Lottery                            | 197,751             |
| Other state                        | 6,639               |
| Local:                             |                     |
| Other                              | <u>6,687</u>        |
| Total                              | <u>\$ 2,210,303</u> |
| Laptop leases receivable           | <u>\$ 105,340</u>   |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

**NOTE 4 – CAPITAL ASSETS AND DEPRECIATION**

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that as a whole create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation expense for 2016-17 was \$717,967. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

|   | Estimated Useful<br>Life in Years |
|---|-----------------------------------|
| Furniture, Equipment and Leasehold Improvements | 3-25                              |
| Cassini Documentary                             | 5                                 |
| Mojave River Campus (Building)                  | 10-39                             |

A schedule of changes in capital assets for the year ended June 30, 2017, is shown below:

|   | Balance,<br>July 1, 2016 | Additions           | Retirements      | Balance,<br>June 30, 2017 |
|---|--------------------------|---------------------|------------------|---------------------------|
| Capital assets not being depreciated:       |                          |                     |                  |                           |
| Land  | \$ 798,729               | \$ -                | \$ -             | \$ 798,729                |
| Construction in progress                    | 84,718                   | 19,843              | -                | 104,561                   |
| Total capital assets not being depreciated  | <u>883,447</u>           | <u>19,843</u>       | <u>-</u>         | <u>903,290</u>            |
| Capital assets being depreciated:           |                          |                     |                  |                           |
| Buildings & improvements                    | 19,211,345               | 77,005              | -                | 19,288,350                |
| Furniture & equipment                       | 2,001,041                | 296,531             | 330,314          | 1,967,258                 |
| Leasehold improvements                      | 4,711,699                | -                   | 14,960           | 4,696,739                 |
| Cassini documentary                         | 193,273                  | -                   | -                | 193,273                   |
| Total capital assets being depreciated      | <u>26,117,358</u>        | <u>373,536</u>      | <u>345,274</u>   | <u>26,145,620</u>         |
| Accumulated depreciation for:               |                          |                     |                  |                           |
| Buildings & improvements                    | (4,254,488)              | (492,227)           | -                | (4,746,715)               |
| Furniture & equipment                       | (1,684,055)              | (49,025)            | (330,314)        | (1,402,766)               |
| Leasehold improvements                      | (1,144,977)              | (176,715)           | -                | (1,321,692)               |
| Cassini documentary                         | (193,273)                | -                   | -                | (193,273)                 |
| Total accumulated depreciation              | <u>(7,276,793)</u>       | <u>(717,967)</u>    | <u>(330,314)</u> | <u>(7,664,446)</u>        |
| Total capital assets being depreciated, net | <u>18,840,565</u>        | <u>(344,431)</u>    | <u>14,960</u>    | <u>18,481,174</u>         |
| Total capital assets, net                   | <u>\$ 19,724,012</u>     | <u>\$ (324,588)</u> | <u>\$ 14,960</u> | <u>\$ 19,384,464</u>      |



**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

June 30, 2017

**NOTE 5 - LONG-TERM LIABILITIES**

A schedule of changes in long-term liabilities for the year ended June 30, 2017, is shown below:

|  | Balance,<br>July 1, 2016 | Additions         | Deductions          | Balance,<br>June 30, 2017 | Amount Due<br>Within One Year |
|--|--------------------------|-------------------|---------------------|---------------------------|-------------------------------|
| Bonds payable                          | \$ 5,240,000             | \$ -              | \$ 120,000          | \$ 5,120,000              | \$ 125,000                    |
| Capital leases                         | 465,405                  | 118,470           | 326,697             | 257,178                   | 169,304                       |
| Voluntary retirement program           | 328,031                  | -                 | 93,723              | 234,308                   | 117,154                       |
| Interest rate swap                     | 847,456                  | -                 | 337,251             | 510,205                   | -                             |
| Other post employment benefits         | 136,404                  | -                 | 88,256              | 48,148                    | 24,336                        |
| Lease purchase - Tetra Financial Group | 1,984,225                | -                 | 320,098             | 1,664,127                 | 379,360                       |
| Total Long-Term Liabilities            | <u>\$ 9,001,521</u>      | <u>\$ 118,470</u> | <u>\$ 1,286,025</u> | <u>\$ 7,833,966</u>       | <u>\$ 815,154</u>             |

**A. Bonds**

On September 19, 2012, the Foundation entered into an agreement with the California Municipal Finance Authority, whereby the Authority issued partially tax-exempt bonds in the total amount of \$5,640,000, and the Foundation borrowed the same amount from the Authority. Payments on the obligation of the Foundation are in the same amount and due dates as the amount due and due dates as the bonds issued by the Authority.

The Foundation has pledged real estate it owns in Apple Valley, Ca. as well as other consideration. The security is enhanced by a letter of credit issued by Union Bank which guarantees payment of the Authority loan in case of default by the Foundation. The Foundation pays a 1.8% fee to the bank. The letter of credit is due to expire September 19, 2019, at which time management expects the bank to extend the letter of credit or to loan funds to the Foundation under a new mortgage obligation.

Following is a schedule of future principal and interest payments due under the agreement:

| Fiscal Year | Principal           | Interest            | Total               |
|-------------|---------------------|---------------------|---------------------|
| 2017-18     | \$ 125,000          | \$ 100,865          | \$ 225,865          |
| 2018-19     | 130,000             | 98,249              | 228,249             |
| 2019-20     | 135,000             | 95,709              | 230,709             |
| 2020-21     | 140,000             | 92,528              | 232,528             |
| 2021-22     | 150,000             | 89,682              | 239,682             |
| 2022-27     | 830,000             | 399,316             | 1,229,316           |
| 2027-32     | 995,000             | 305,316             | 1,300,316           |
| 2032-37     | 1,190,000           | 191,827             | 1,381,827           |
| 2037-42     | 1,425,000           | 56,737              | 1,481,737           |
| Total       | <u>\$ 5,120,000</u> | <u>\$ 1,430,229</u> | <u>\$ 6,550,229</u> |

**B. Capital Leases**

The Foundation has entered into various agreements with Apple Inc. for MacBooks. The leases were entered into in fourteen phases and call for payments to be made over a three-year period. Imputed interest on the leases is between 4.5% - 5.2% per annum. Phases 1 through 11 have been paid in full as of June 30, 2017.

The Foundation entered into a lease agreement with Apple, Inc. for iPads. The interest on the lease is 3%. The monthly lease payments commence July 1, 2017 in the amount of \$3,223 for 36 months.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

June 30, 2017

**NOTE 5 – LONG-TERM LIABILITIES (continued)**

**B. Capital Leases (continued)**

The following is a schedule of payments due under the agreement:

| Fiscal Year | Phase XII<br>Amount | Phase XIII<br>Amount | Phase XIV<br>Amount | iPad Lease<br>Amount | Total<br>Amount |
|-------------|---------------------|----------------------|---------------------|----------------------|-----------------|
| 2017-2018   | \$ 3,220            | \$ 114,522           | \$ 13,930           | \$ 37,632            | \$ 169,304      |
| 2018-2019   | -                   | -                    | 7,036               | 37,940               | 44,976          |
| 2019-2020   | -                   | -                    | -                   | 42,898               | 42,898          |
| Totals      | \$ 3,220            | \$ 114,522           | \$ 20,966           | \$ 118,470           | \$ 257,178      |

**C. Sale Leaseback Arrangement**

The Foundation entered into an agreement with Tetra Financial Group in January 2015, wherein it sold certain assets of the organization for a nominal price to Tetra which has become partial security for advances from Tetra to complete capital expenditures on Foundation property at 17500 Mana Road, Apple Valley, California. Additional pledged collateral includes a security deposit of \$49,500. The construction included expansion of parking and student drop-off/pickup areas, acquisition and installation of modular classrooms, and other on and off site improvements. The construction was for the purpose of consolidating the Academy for Academic Excellence facilities into one campus. Advances from Tetra are included in long-term liabilities less the portion due to Tetra within one year which is included. The outstanding balance as of June 30, 2017, was \$1,664,127. The following is a schedule of future payments according to the agreement:

| Fiscal Year | Amount       | Interest   | Total        |
|-------------|--------------|------------|--------------|
| 2017-18     | \$ 379,360   | \$ 255,846 | \$ 635,206   |
| 2018-19     | 449,595      | 185,611    | 635,206      |
| 2019-20     | 532,832      | 102,374    | 635,206      |
| 2020-21     | 302,340      | 15,263     | 317,603      |
| Total       | \$ 1,664,127 | \$ 559,094 | \$ 2,223,221 |

**D. Line of Credit**

The Foundation entered into an agreement with Union Bank for a note which represents a line of credit. The maximum amount of funds available under the line of credit is \$2,000,000. As of June 30, 2017, there is no outstanding balance.

**E. Voluntary Retirement Program**

The Foundation approved a voluntary retirement program during the 2013-14 fiscal year for eligible employees. Eight employees who met the eligibility requirements elected early retirement. The agreement requires the Foundation to make five payments over the course of five years through annual installments to the retirees that participated in the plan. The outstanding balance as of June 30, 2017, was \$234,308. The agreement is noninterest bearing. The following is a schedule of future payments under the program:

| Fiscal Year | Amount     |
|-------------|------------|
| 2017-18     | \$ 117,154 |
| 2018-19     | 117,154    |
| Total       | \$ 234,308 |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 5 – LONG-TERM LIABILITIES (continued)**

**F. Interest Rate Swap Agreement – Hedging Instrument**

On October 23, 2013, the Foundation entered into an interest rate swap hedging agreement with Union Bank. The interest rate swap agreement is intended to allow the Foundation to minimize the risk of future interest rate fluctuations related to the bonds described above. As the variable interest rate on the bonds decreases, the interest rate swap liability increases. The agreement expires October 1, 2033 and has a fixed interest rate of 3.24%. The fair value of the interest rate swap agreement is the estimated amount the swap issuer would receive or pay to terminate the agreement at the reporting date, taking into account current interest rates and the current credit worthiness of the swap counter party. In particular, the fair value of the interest rate swap agreement is based on observable inputs that reflect quoted prices by the swap counter party, representing a Level 1 input. If the market became inactive or unobservable, a transfer in level of fair value hierarchy may occur.

The change in the liability under the interest rate swap agreement is recorded as an unrealized gain (loss) within the statement of activities with an offsetting increase (decrease) to the swap liability account. The fair value of the interest rate swap agreement, which is measured on a recurring basis, for the year ended June 30, 2017 was \$510,206.

**G. OPEB Payout to Prior Employee**

On May 6, 2016, the Foundation and a former employee entered into a final and binding settlement of all claims and potential claims, if any, with respect to their employment relationship. The Foundation offered a severance package at termination of employment to be paid over a three-year period. The outstanding balance as of June 30, 2017, was \$48,147.

The following is a schedule of future payments under the program:

| Fiscal Year | Amount           |
|-------------|------------------|
| 2017-18     | \$ 24,336        |
| 2018-19     | 16,359           |
| 2019-20     | 7,453            |
| Total       | <u>\$ 48,148</u> |

**NOTE 6 – NET ASSET CLASSIFICATIONS**

Temporarily restricted net assets consisted of the following at June 30, 2017:

|   |                   |
|---|-------------------|
| Proposition 39 Energy Savings             | \$ 159,794        |
| Educator Effectiveness                    | 159,853           |
| College Readiness Grant                   | 75,000            |
| Restricted for Capital Campaign Donations | 175,188           |
| Restricted for Scholarships               | <u>30,842</u>     |
| Total Temporarily Restricted Net Assets   | <u>\$ 600,677</u> |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

June 30, 2017

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**NOTE 6 – NET ASSET CLASSIFICATIONS (continued)**

Permanently restricted net assets are those net assets not available for expenditure, but the Foundation may spend the interest thereon. Permanently restricted net assets as of June 30, 2017, were as follows:

|   |    |                      |
|---|----|----------------------|
| HIDAS Endowment                         | \$ | 64,430               |
| Davis Aeronautics                       |    | <u>11,452</u>        |
| Total Permanently Restricted Net Assets | \$ | <u><u>75,882</u></u> |

**NOTE 8 – EMPLOYEE RETIREMENT PLANS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), classified employees are members of the Public Employees' Retirement System (PERS), and part-time, temporary, and seasonal employees are covered by an alternative retirement program (APL).

**Plan Description and Provisions**

**Public Employees' Retirement System (PERS)**

**Plan Description**

The Foundation contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the comprehensive annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

The California Public Employees' Pension Reform Act (PEPRA), which took effect in January 2013, changes the way CalPERS retirement benefits are applied, and places compensation limits on members. As a result of these changes since PEPRA's adoption in January 2013, the Foundation now has two unique CalPERS plans to which it makes contributions within the School Employer Pool: the "classic" plan, which includes covered employees who have established membership in a CalPERS plan prior to January 2013, as well as the "PEPRA/new" plan, which includes covered employees who have established membership in a CalPERS plan after January 2013. Each plan or membership contains unique benefits levels, which can be obtained directly from CalPERS.

**Contributions**

For the period ended June 30, 2017, the applicable employee and employer contribution rates for the Foundation per membership level, are as follows:

|                        | <b><u>CalPERS Membership Level</u></b> |                           |
|------------------------|--|---------------------------|
|                        | <b><u>"Classic"</u></b>                | <b><u>"PEPRA/new"</u></b> |
| Active employee rate   | 7.000%                                 | 7.000%                    |
| Required employer rate | 13.888%                                | 13.888%                   |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 8 – EMPLOYEE RETIREMENT PLANS (continued)**

**Contributions (continued)**

The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2016-17 was 13.888%. The contribution requirements of the plan members are established by State statute.

The Foundation's contributions to CalPERS for the last three fiscal years were as follows:

|         | Contribution | Percent of Required<br>Contribution |
|---------|--------------|-------------------------------------|
| 2016-17 | \$ 511,083   | 100%                                |
| 2015-16 | \$ 396,436   | 100%                                |
| 2014-15 | \$ 368,775   | 100%                                |

**State Teachers' Retirement System (STRS)**

**Plan Description**

The Foundation contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the comprehensive annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605, or at [www.calstrs.com](http://www.calstrs.com).

The California Public Employees' Pension Reform Act (PEPRA), which took effect in January 2013, changes the way CalSTRS retirement benefits are applied, and places compensation limits on members. As a result of these changes since PEPRA's adoption in January 2013, the Foundation now has two unique CalSTRS plans to which it makes contributions: the "classic" plan, which includes covered employees who have established membership in a CalSTRS plan prior to January 2013, as well as the "PEPRA/new" plan, which includes covered employees who have established membership in a CalSTRS plan after January 2013. Each plan or membership contains unique benefits levels, which can be obtained directly from CalSTRS.

**Contributions**

For the period ended June 30, 2017, the applicable employee and employer contribution rates for the Foundation per membership level, are as follows:

|                        | <b>CalSTRS Membership Level</b> |             |
|------------------------|---------------------------------|-------------|
|                        | "Classic"                       | "PEPRA/new" |
| Active employee rate   | 9.205%                          | 10.250%     |
| Required employer rate | 12.580%                         | 12.580%     |

The contribution requirements of the plan members are established by State statute. The Foundation's contributions to STRS for the last three fiscal years were as follows:

|         | Contribution | Percent of Required<br>Contribution |
|---------|--------------|-------------------------------------|
| 2016-17 | \$ 1,024,601 | 100%                                |
| 2015-16 | \$ 804,576   | 100%                                |
| 2014-15 | \$ 594,394   | 100%                                |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**

*Notes to Financial Statements*

*June 30, 2017*

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**NOTE 8 – EMPLOYEE RETIREMENT PLANS (continued)**

**On-Behalf Payments**

The Foundation was the recipient of on-behalf payments made by the State of California to STRS for the benefit of certificated teachers' retirement plans. These payments consist of state General Fund contributions of approximately \$567,619 in 2016-17 and are based on 8.578248% of total 2014-15 covered payroll.

**Alternative Retirement Program (APL)**

**Plan Description**

The Alternative Retirement Program is a non-qualified Internal Revenue Code Section 457 plan. The plan covers part-time, seasonal and temporary employees and employees not covered by another retirement system, pursuant to the requirements of Internal Revenue Code Section 3121(b)(7)(f). The benefit provisions and contribution requirements of the plan members and the Foundation are established and may be amended by the Board of Trustees.

**Funding Policy**

The APL retirement is funded solely by employee contributions. The plan is administered by Midamerica Administrative Solutions, Inc. The allowable percentage of employee contributions is limited to 7.5% of their salary.

**NOTE 9 – COMMITMENTS AND CONTINGENCIES**

**A. State and Federal Allowances, Awards, and Grants**

The Foundation has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

**B. Litigation**

The Foundation is involved in certain legal matters that arose out of the normal course of business. The Foundation has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2017.

**NOTE 10 – SUBSEQUENT EVENTS**

Events subsequent to June 30, 2017, have been evaluated through December 8, 2017, the date at which the Foundation's audited financial statements were available to be issued.

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***Supplementary Information***

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**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.**

*Organizational Structure*

*June 30, 2017*

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The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”) is a California nonprofit public benefit corporation under Internal Revenue Code Section 501(c)(3), whose purpose is to promote and support the educational needs of the students, teachers, and community members. The promotion and support is accomplished through several areas, including providing tours of the center for students and sponsoring various educational programs. Beginning in July 1997, the Foundation also became the umbrella organization for the Academy for Academic Excellence (Charter No. 0127). The Academy is a charter school sponsored by Apple Valley Unified School District.

On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Space and Aeronautics Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. One grade level was added each subsequent school year until 8th grade was included. As of June 30, 2017, the School included grades K-8. As of June 30, 2017, the School included grades K-8. Enrollment is frozen at grades K-8 until resources to expand become available. Once resources become available, the School will consider grades 9-12 alternatives.

**BOARD OF DIRECTORS**

| <b>Member</b>               | <b>Office</b>             | <b>Term Expires</b> |
|-----------------------------|---------------------------|---------------------|
| H.O. "Bud" Biggs            | Chairman of the Board     | December, 2018      |
| Robert Lovingood            | Vice Chairman             | December, 2017      |
| Russell Stringham           | Treasurer                 | December, 2017      |
| Andrew Jaramillo            | Secretary                 | December, 2017      |
| David Bains                 | Director                  | December, 2019      |
| Duberly Beck                | Director                  | December, 2019      |
| R. Everett “Buck” Goodspeed | Director                  | December, 2017      |
| Kirtland Mahlum             | Director                  | December, 2018      |
| Jose Palafox                | Director                  | December, 2017      |
| D. Kevin Porter             | Director                  | December, 2018      |
| Peter Torres                | Director                  | December, 2019      |
| Marcia Vargas               | Director                  | December, 2019      |
| Regina Weatherspoon-Bell    | Director                  | December, 2019      |
| Rick Wolf                   | Director, AVUSD Appointee | December, 2018      |

**ADMINISTRATORS**

Lisa Lamb,  
*President/CEO*

James Quinn,  
*Director of Finance*



**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Statement of Financial Position – Combined Charter Schools*  
*June 30, 2017*

|  | Academy for<br>Academic Excellence | Norton Science<br>and Language<br>Academy | Lewis Center For<br>Educational<br>Research | Total                |
|--|------------------------------------|---|---|----------------------|
| <b>ASSETS</b>                            |                                    |   |   |                      |
| Cash                                     | \$ 93,559                          | \$ 1,051,507                              | \$ 1,872,144                                | \$ 3,017,210         |
| Accounts receivable                      | 1,302,007                          | 901,610                                   | 6,686                                       | 2,210,303            |
| Laptop leases receivable                 | -                                  | -   | 105,340                                     | 105,340              |
| Less: allowance for uncollectible leases | -                                  | -   | (10,534)                                    | (10,534)             |
| Prepaid expenses                         | -                                  | -   | 104,876                                     | 104,876              |
| Unamortized debt issuance costs          | -                                  | -   | 410,494                                     | 410,494              |
| Capital assets:                          |                                    |   |   |                      |
| Non-depreciable assets                   | -                                  | -   | 903,290                                     | 903,290              |
| Depreciable assets                       | -                                  | -   | 26,145,620                                  | 26,145,620           |
| Accumulated depreciation                 | -                                  | -   | (7,664,446)                                 | (7,664,446)          |
| <b>Total Assets</b>                      | <b>\$ 1,395,566</b>                | <b>\$ 1,953,117</b>                       | <b>\$ 21,873,470</b>                        | <b>\$ 25,222,153</b> |
| <b>LIABILITIES AND NET ASSETS</b>        |                                    |   |   |                      |
| <b>Liabilities</b>                       |                                    |   |   |                      |
| Accounts payable                         | \$ 132,453                         | \$ 185,431                                | \$ 209,242                                  | \$ 527,126           |
| Accrued payroll and payroll expenses     | 574,719                            | 306,643                                   | 12,040                                      | 893,402              |
| Unearned revenues                        | -                                  | -   | 119,929                                     | 119,929              |
| Due to student groups                    | -                                  | -   | 23,451                                      | 23,451               |
| Long term liabilities:                   |                                    |   |   |                      |
| Portion due within one year              | -                                  | -   | 815,154                                     | 815,154              |
| Portion due after one year               | -                                  | -   | 7,018,812                                   | 7,018,812            |
| <b>Total liabilities</b>                 | <b>707,172</b>                     | <b>492,074</b>                            | <b>8,198,628</b>                            | <b>9,397,874</b>     |
| <b>Net assets</b>                        |                                    |   |   |                      |
| Unrestricted                             | 688,394                            | 1,461,043                                 | 12,998,283                                  | 15,147,720           |
| Temporarily restricted                   | -                                  | -   | 600,677                                     | 600,677              |
| Permanently restricted                   | -                                  | -   | 75,882                                      | 75,882               |
| <b>Total net assets</b>                  | <b>688,394</b>                     | <b>1,461,043</b>                          | <b>13,674,842</b>                           | <b>15,824,279</b>    |
| <b>Total Liabilities and Net Assets</b>  | <b>\$ 1,395,566</b>                | <b>\$ 1,953,117</b>                       | <b>\$ 21,873,470</b>                        | <b>\$ 25,222,153</b> |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Statement of Activities – Combined Charter Schools*  
*For the Fiscal Year Ended June 30, 2017*

|   | * Academy for<br>Academic Excellence | * Norton Science<br>and Language<br>Academy | * Lewis Center For<br>Educational<br>Research | Total             |
|---|--------------------------------------|---|---|-------------------|
| <b>REVENUES, GAINS, AND OTHER SUPPORT</b>       |                                      |   |   |                   |
| Federal revenues                                | \$ 258,342                           | \$ 673,767                                  | \$ 69,432                                     | \$ 1,001,541      |
| LCFF revenues                                   | 11,222,635                           | 6,836,186                                   | -   | 18,058,821        |
| State Special Education                         | 697,988                              | 425,058                                     | -   | 1,123,046         |
| Lottery   | 286,608                              | 164,713                                     | -   | 451,321           |
| STRS on behalf payment                          | 399,129                              | 168,490                                     | -   | 567,619           |
| Other state revenues                            | 441,359                              | 289,925                                     | -   | 731,284           |
| Donations                                       | 27,541                               | 4,482                                       | 41,489  | 73,512            |
| Student activities                              | 159,619                              | 25,595                                      | 508   | 185,722           |
| Other local revenues                            | 455,428                              | 126,023                                     | 208,672                                       | 790,123           |
| Interest earned                                 | -                                    | -   | 1,223   | 1,223             |
| Transfers                                       | (1,848,994)                          | (1,172,312)                                 | 3,021,306                                     | -                 |
| <b>Total Revenues, Gains, and Other Support</b> | <b>12,099,655</b>                    | <b>7,541,927</b>                            | <b>3,342,630</b>                              | <b>22,984,212</b> |
| <b>EXPENSES</b>                                 |                                      |   |   |                   |
| Certificated Salaries                           | 5,457,447                            | 2,941,333                                   | 393,659                                       | 8,792,439         |
| Classified Salaries                             | 1,347,687                            | 900,416                                     | 1,415,417                                     | 3,663,520         |
| Benefits  | 2,479,651                            | 1,277,268                                   | 673,029                                       | 4,429,948         |
| Books and Supplies                              | 680,958                              | 610,817                                     | 135,946                                       | 1,427,721         |
| Services, Other Operating Expenses              | 1,249,544                            | 891,253                                     | 574,074                                       | 2,714,871         |
| Capital Outlay                                  | 15,104                               | 10,529                                      | 2,071   | 27,704            |
| Debt Service                                    | 194,959                              | -   | 74,816  | 269,775           |
| Depreciation and Amortization                   | -                                    | -   | 734,192                                       | 734,192           |
| <b>Total Expenses</b>                           | <b>11,425,350</b>                    | <b>6,631,616</b>                            | <b>4,003,204</b>                              | <b>22,060,170</b> |
| Change in net assets from operations            | 674,305                              | 910,311                                     | (660,574)                                     | 924,042           |
| Unrealized gain (loss) on interest rate swap    | -                                    | -   | 337,251                                       | 337,251           |
| Change in net assets                            | 674,305                              | 910,311                                     | (323,323)                                     | 1,261,293         |
| Net Assets, July 1, 2016                        | 14,089                               | 550,732                                     | 13,998,165                                    | 14,562,986        |
| Net Assets, June 30, 2017                       | \$ 688,394                           | \$ 1,461,043                                | \$ 13,674,842                                 | \$ 15,824,279     |

\* These amounts do not agree with the Statement of Functional Expenses because the amounts on this page include allocated general and administrative overhead costs.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Statement of Cash Flows – Combined Charter Schools*  
*For the Fiscal Year Ended June 30, 2017*

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|  | Academy for<br>Academic<br>Excellence | Norton Science<br>and Language<br>Academy | Lewis Center For<br>Educational<br>Research | Total               |
|--|---------------------------------------|---|---|---------------------|
| <b>CASH FLOWS FROM OPERATING ACTIVITIES</b>                |                                       |   |   |                     |
| Increase (decrease) in net assets                          | \$ 674,305                            | \$ 910,311                                | \$ (323,323)                                | \$ 1,261,293        |
| Depreciation   | -                                     | -   | 717,967                                     | 717,967             |
| Amortization   | -                                     | -   | 16,225                                      | 16,225              |
| Unrealized loss on interest rate swap                      | -                                     | -   | (337,251)                                   | (337,251)           |
| Loss on retirement of capital assets                       | -                                     | -   | 14,960                                      | 14,960              |
| (Increase) decrease in operating assets:                   |                                       |   |   |                     |
| Accounts receivable  | (1,302,007)                           | (901,610)                                 | 2,539,140                                   | 335,523             |
| Laptop leases receivable                                   | -                                     | -   | 230,899                                     | 230,899             |
| Prepaid expenses   | -                                     | -   | 7,448                                       | 7,448               |
| Increase (decrease) in operating liabilities:              |                                       |   |   |                     |
| Accounts payable and other liabilities                     | (19,386)                              | 73,376                                    | (527,858)                                   | (473,868)           |
| Accrued payroll and payroll expenses                       | 574,719                               | 306,643                                   | (710,405)                                   | 170,957             |
| Unearned revenues  | -                                     | -   | (69,726)                                    | (69,726)            |
| Due to student groups                                      | -                                     | -   | (2,247)                                     | (2,247)             |
| Net cash provided (used) by operating activities           | <u>(72,369)</u>                       | <u>388,720</u>                            | <u>1,555,829</u>                            | <u>1,872,180</u>    |
| <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>                |                                       |   |   |                     |
| Purchase of equipment, furniture and building improvements | -                                     | -   | (393,379)                                   | (393,379)           |
| Net cash provided (used) by investing activities           | <u>-</u>                              | <u>-</u>                                  | <u>(393,379)</u>                            | <u>(393,379)</u>    |
| <b>CASH FLOWS FROM FINANCING ACTIVITIES</b>                |                                       |   |   |                     |
| Proceeds from capital leases                               | -                                     | -   | 118,470                                     | 118,470             |
| Payments on outstanding loans                              | -                                     | -   | (948,774)                                   | (948,774)           |
| Net cash provided (used) by financing activities           | <u>-</u>                              | <u>-</u>                                  | <u>(830,304)</u>                            | <u>(830,304)</u>    |
| Increase (decrease) in cash                                | (72,369)                              | 388,720                                   | 332,146                                     | 648,497             |
| Cash, July 1, 2016   | <u>165,928</u>                        | <u>662,787</u>                            | <u>1,539,998</u>                            | <u>2,368,713</u>    |
| Cash, June 30, 2017  | <u>\$ 93,559</u>                      | <u>\$ 1,051,507</u>                       | <u>\$ 1,872,144</u>                         | <u>\$ 3,017,210</u> |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Average Daily Attendance*  
*For the Fiscal Year Ended June 30, 2017*

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**ACADEMY FOR ACADEMIC EXCELLENCE**

|   | <b>Second Period<br/>Report</b> | <b>Annual<br/>Report</b>    |
|---|---------------------------------|-----------------------------|
|   | Certificate No.<br>F580BB14     | Certificate No.<br>0852DA34 |
| <b>Regular ADA:</b>                     |                                 |                             |
| Transitional Kindergarten through Third | 417.21                          | 417.48                      |
| Fourth through Sixth                    | 330.80                          | 331.01                      |
| Seventh through Eighth                  | 227.50                          | 226.52                      |
| Ninth through Twelfth                   | 426.60                          | 420.82                      |
| Total Regular ADA                       | <u>1,402.11</u>                 | <u>1,395.83</u>             |

**NORTON SCIENCE AND LANGUAGE ACADEMY**

|   | <b>Second Period<br/>Report</b> | <b>Annual<br/>Report</b>    |
|---|---------------------------------|-----------------------------|
|   | Certificate No.<br>5BC590FF     | Certificate No.<br>F5FB9276 |
| <b>Regular ADA:</b>                     |                                 |                             |
| Transitional Kindergarten through Third | 433.58                          | 432.03                      |
| Fourth through Sixth                    | 209.22                          | 207.55                      |
| Seventh through Eighth                  | 107.90                          | 107.57                      |
| Total Regular ADA                       | <u>750.70</u>                   | <u>747.15</u>               |

Note: All ADA for both schools is generated through classroom-based instruction.

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Instructional Time*  
*For the Fiscal Year Ended June 30, 2017*

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**ACADEMY FOR ACADEMIC EXCELLENCE**

| <u>Grade Level</u> | <u>Required</u> | <u>2016-2017<br/>Actual<br/>Minutes</u> | <u>Number of Days<br/>Traditional<br/>Calendar</u> | <u>Status</u> |
|--------------------|-----------------|---|--|---------------|
| Kindergarten       | 36,000          | 56,740                                  | 179  | Complied      |
| Grade 1            | 50,400          | 55,000                                  | 179  | Complied      |
| Grade 2            | 50,400          | 55,000                                  | 179  | Complied      |
| Grade 3            | 54,000          | 54,640                                  | 179  | Complied      |
| Grade 4            | 54,000          | 54,640                                  | 179  | Complied      |
| Grade 5            | 54,000          | 54,640                                  | 179  | Complied      |
| Grade 6            | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 7            | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 8            | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 9            | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 10           | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 11           | 64,800          | 66,278                                  | 179  | Complied      |
| Grade 12           | 64,800          | 66,278                                  | 179  | Complied      |

**NORTON SCIENCE AND LANGUAGE ACADEMY**

| <u>Grade Level</u> | <u>Required</u> | <u>2016-2017<br/>Actual<br/>Minutes</u> | <u>Number of Days<br/>Traditional<br/>Calendar</u> | <u>Status</u> |
|--------------------|-----------------|---|--|---------------|
| Kindergarten       | 36,000          | 47,920                                  | 180  | Complied      |
| Grade 1            | 50,400          | 54,670                                  | 180  | Complied      |
| Grade 2            | 50,400          | 54,670                                  | 180  | Complied      |
| Grade 3            | 50,400          | 54,670                                  | 180  | Complied      |
| Grade 4            | 54,000          | 54,670                                  | 180  | Complied      |
| Grade 5            | 54,000          | 54,670                                  | 180  | Complied      |
| Grade 6            | 54,000          | 56,550                                  | 180  | Complied      |
| Grade 7            | 54,000          | 56,550                                  | 180  | Complied      |
| Grade 8            | 54,000          | 56,550                                  | 180  | Complied      |

The Foundation has not met its target funding. This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of Education Code Sections 47612, 47612.5, and 46201.2.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements*  
*For the Fiscal Year Ended June 30, 2017*

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|   |                             |
|---|-----------------------------|
| June 30, 2017, annual financial and budget report     |                             |
| Net assets  | \$ 15,744,285               |
| Adjustments and reclassifications:                    |                             |
| Increase (decrease) in total net assets:              |                             |
| Accounts receivable overstated                        | (10,534)                    |
| Deferred revenue overstated                           | <u>90,528</u>               |
| Net adjustments and reclassification                  | <u>79,994</u>               |
| June 30, 2017, audited financial statement net assets | <u><u>\$ 15,824,279</u></u> |

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Expenditures of Federal Awards*  
*For the Fiscal Year Ended June 30, 2017*

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| Federal Grantor/Pass-through<br>Grantor/Program or Cluster Title | Federal<br>CFDA<br>Number | Pass-Through<br>Entity Identifying<br>Number | Cluster<br>Expenditures | Federal<br>Expenditures |
|--|---------------------------|--|-------------------------|-------------------------|
| U.S. Department of Agriculture:                                  |                           |  |                         |                         |
| Passed through California Dept. of Education (CDE):              |                           |  |                         |                         |
| Child Nutrition Cluster:   |                           |  |                         |                         |
| National School Lunch Program                                    | 10.555                    | 13523  | \$ 320,621              |                         |
| School Breakfast Program   | 10.553                    | 13525  | <u>29,805</u>           |                         |
| Total Child Nutrition Cluster                                    |                           |  |                         | <u>\$ 350,426</u>       |
| Total U.S. Department of Agriculture                             |                           |  |                         | <u>350,426</u>          |
| National Aeronautics and Space Administration (NASA):            |                           |  |                         |                         |
| Passed through Southwest Research Institute                      |                           |  |                         |                         |
| NASA Juno Project  | 43.NNM06AA75C             | N/A  |                         | <u>69,432</u>           |
| Total NASA   |                           |  |                         | <u>69,432</u>           |
| U.S. Department of Education:                                    |                           |  |                         |                         |
| Passed through California Dept. of Education (CDE):              |                           |  |                         |                         |
| No Child Left Behind Act (NCLB):                                 |                           |  |                         |                         |
| Title I, Part A, Basic Grants Low-Income and Neglected           | 84.010                    | 14329  |                         | 230,233                 |
| Title II, Part A, Supporting Effective Instruction State Grant   | 84.367                    | 14341  |                         | 10,449                  |
| Title III, English Language Acquisition State Grants             | 84.365                    | 14346  |                         | 21,813                  |
| Charter School Facilities Incentive Grant                        | 84.282D                   | 14531  |                         | 81,199                  |
| Passed through the Desert Mountain SELPA:                        |                           |  |                         |                         |
| Individuals with Disabilities Education Act (IDEA):              |                           |  |                         |                         |
| IDEA Basic Local Assistance Entitlement, Part B, Section 611     | 84.027                    | 13379  |                         | <u>237,989</u>          |
| Total U.S. Department of Education                               |                           |  |                         | <u>581,683</u>          |
| Total Expenditures of Federal Awards                             |                           |  |                         | <u>\$ 1,001,541</u>     |

**Subrecipients**

Of the Federal expenditures presented in the schedule, the Charter provided no Federal awards to subrecipients.

The schedule of expenditures of Federal awards includes the Federal grant activity of the Foundation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

The Foundation did not elect to use the ten percent de minimis cost rate.

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***Other Independent Auditors' Reports***

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors  
The High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Apple Valley, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. as of and for the year ended June 30, 2017, and the related notes to the financial statements, and have issued our report thereon dated December 8, 2017.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Foundation's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency described in the accompanying schedule of findings and questioned costs as Finding 2017-003 to be a material weakness.

*A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying schedule of findings and questioned costs as Finding 2017-001 to be a significant deficiency.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matters that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and questioned costs as Finding 2017-002.

**The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s Responses to Findings**

The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California  
December 8, 2017



## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
The High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Apple Valley, California

### **Report on State Compliance**

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state government programs as noted on the following page for the fiscal year ended June 30, 2017.

### **Management's Responsibility**

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s State programs based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to below occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each State program. However, our audit does not provide a legal determination of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Foundation's compliance with the State laws and regulations applicable to the following items:

| Description   | Procedures Performed |
|---|----------------------|
| Educator Effectiveness                                      | Yes                  |
| California Clean Energy Jobs Act                            | Yes                  |
| After School Education and Safety Program                   | Not Applicable       |
| Proper Expenditure of Education Protection Account Funds    | Yes                  |
| Unduplicated Local Control Funding Formula Pupil Counts     | Yes                  |
| Local Control and Accountability Plan                       | Yes                  |
| Independent Study - Course Based                            | Not Applicable       |
| Immunizations   | Yes                  |
| Charter Schools:  |                      |
| Attendance  | Yes                  |
| Mode of Instruction   | Yes                  |
| Nonclassroom-Based Instruction/Independent Study            | Not Applicable       |
| Determination of Funding for Nonclassroom-Based Instruction | Not Applicable       |
| Annual Instructional Minutes – Classroom Based              | Yes                  |
| Charter School Facility Grant Program                       | Yes                  |

**Unmodified Opinion on Compliance with State Programs**

In our opinion, the High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2017.

**Other Matter**

The results of our auditing procedures disclosed an instance of noncompliance with the compliance requirements referred to previously, which is required to be reported in accordance with the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and which is described in the accompanying schedule of findings and questioned costs as Finding 2017-002. Our opinion on each state program is not modified with respect to these matters.

**Foundation's Response to Finding**

The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s response was not subjected to the auditing procedures in the audit of compliance and, accordingly, we express no opinion on the response.

*Nigro & Nigro, PC*

Murrieta, California  
December 8, 2017



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR  
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors  
The High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Apple Valley, California

**Report on Compliance for Each Major Federal Program**

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the OMB Uniform Guidance that could have a direct and material effect on each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs for the year ended June 30, 2017. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditors' Responsibility***

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance.

***Opinion on Each Major Federal Program***

In our opinion, The High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

### Report on Internal Control Over Compliance

Management of The High Desert "Partnership in Academic Excellence" Foundation, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Finding 2017-001 that we consider to be a significant deficiency.

The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Nigro & Nigro, PC

Murrieta, California  
December 8, 2017

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***Findings and Questioned Costs***

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**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2017*

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**SECTION I - SUMMARY OF AUDITORS' RESULTS**

***Financial Statements***

|  |                   |
|--|-------------------|
| Type of auditors' report issued:   | <u>Unmodified</u> |
| Internal control over financial reporting:                                     |                   |
| Material weakness(es) identified?  | <u>Yes</u>        |
| Significant deficiency(s) identified not considered to be material weaknesses? | <u>Yes</u>        |
| Noncompliance material to financial statements noted?                          | <u>No</u>         |

***Federal Awards***

|   |                   |
|---|-------------------|
| Internal control over major programs:   |                   |
| Material weakness(es) identified?   | <u>No</u>         |
| Significant deficiency(s) identified not considered to be material weaknesses?                    | <u>Yes</u>        |
| Type of auditors' report issued on compliance for major programs:                                 | <u>Unmodified</u> |
| Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance | <u>Yes</u>        |
| Identification of major programs:   |                   |
| <u>CFDA Numbers</u> <u>Name of Program/Cluster</u>  |                   |
| 10.553, 10.555                      Child Nutrition Cluster                                       |                   |

|  |                   |
|--|-------------------|
| Dollar threshold used to distinguish between Type A and Type B programs: | <u>\$ 750,000</u> |
| Auditee qualified as low-risk auditee?                                   | <u>Yes</u>        |

***State Awards***

|   |                   |
|---|-------------------|
| Type of auditors' report issued on compliance for state programs: | <u>Unmodified</u> |
|---|-------------------|



**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2017*

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**SECTION II - FINANCIAL STATEMENT FINDINGS**

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

| Five Digit Code | AB 3627 Finding Types              |
|-----------------|------------------------------------|
| 10000           | Attendance                         |
| 20000           | Inventory of Equipment             |
| 30000           | Internal Control                   |
| 40000           | State Compliance                   |
| 42000           | Charter School Facilities Programs |
| 50000           | Federal Compliance                 |
| 60000           | Miscellaneous                      |
| 61000           | Classroom Teacher Salaries         |
| 62000           | Local Control Accountability Plan  |
| 70000           | Instructional Materials            |
| 71000           | Teacher Misassignments             |
| 72000           | School Accountability Report Card  |

**Finding 2017-003: Capital Assets (30000)**

**Criteria:** Best practices during the financial closing process require that the person responsible review the capital assets ledger for existence of each item listed to ensure that the listing is fairly stated. Additions, dispositions and other retirements should be reflected in the ledger to accurately represent the assets owned at the cutoff date. Regular inspections of assets should be performed during this process.

**Condition:** The Foundation does not regularly review the capital asset listing for existence of all items represented and does not perform regular inspections.

**Questioned Cost:** None.

**Cause:** The Foundation has not designed and implemented proper internal controls over financial reporting related to the regular review and closing of the capital assets ledger.

**Effect:** If the Foundation continues to fail to review the capital assets ledger for items that do not exist, the ledger could potentially be misstated, representing assets that are no longer owned and used by the Foundation.

**Recommendation:** We recommend that the Foundation design and implement a control procedure to review the capital assets ledger at least annually during the financial closing process and remove any items that do not exist. We also recommend an inspection of capital assets at least every two years.

**Views of Responsible Officials:** We will design and implement a procedure to review the fixed asset records and record all additions and appropriate dispositions yearly and to inspect assets every two years.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2017*

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**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

**Finding 2017-001: National School Lunch Program Eligibility (50000)**

**Program Identification**

Federal Agency: U.S. Department of Agriculture  
Pass-through Entity: California Department of Education  
Program Names: Child Nutrition Cluster:  
National School Lunch Program (CFDA No. 10.555)  
School Breakfast Program (CFDA No. 10.553)

**Criteria:** A child's eligibility for free or reduced price meals under a Child Nutrition Cluster program may be established by the submission of an annual application or statement which furnishes such information as family income and family size. Local education agencies (LEAs), institutions, and sponsors determine eligibility by comparing the data reported by the child's household to published income eligibility guidelines found in the *Federal Register* and available at the California Department of Education.

By November 15<sup>th</sup> of each school year, the LEA must verify the current free and reduced price eligibility of households selected from a sample of applications that it has approved for free and reduced price meals, unless the LEA is otherwise exempt from the verification requirement.

**Condition:** During our review of the Child Nutrition Program internal control activities and further testing of eligibility and verification requirements, we found six exceptions out of sixty-three samples selected. Also, we noted that the program staff do not perform a secondary review of annual applications to ensure that students are properly designated as eligible for free or reduced price meals in the student nutrition system.

At the Academy for Academic Excellence, we found one exception in our test of eligibility wherein a student was designated free but should have been marked reduced. At Norton Science and Language Academy, we noted three exceptions wherein students were designated free but should have been marked reduced.

During our test of verifications, we noted two exceptions wherein one student was marked free and determined to be reduced through the verification process, but was not changed in the student information system. Another student was marked reduced and determined to be ineligible for free or reduced meals, and was not changed in the student information system.

**Context:** The error appears to be systematic as no secondary review of applications is performed as a verification of accuracy. This is the first year of occurrence.

**Questioned Cost:** \$753. This amount was determined by calculating the variance between the originally designated federal reimbursement rate and the appropriate rate based on the child's audited classification as either free, reduced or ineligible.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2017*

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**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (continued)**

**Finding 2017-001: National School Lunch Program Eligibility (50000) (continued)**

**Cause:** No secondary review of the annual income applications is performed as an internal control edit check to ensure the accuracy of data submitted.

**Effect:** If no secondary review of the eligibility meal applications is performed, continued discrepancies will exist between the designated status and the appropriate status based on income. This could result in the Academy claiming excess federal reimbursements from the Child Nutrition Program.

**Recommendation:** We recommend that the Academy implement a secondary review procedure for their Child Nutrition Program annual meal applications, to include an accuracy check to verify the eligibility status of each student for either free or reduced price meals.

**Views of Responsible Officials:** In the 2016-2017 school year, we purchased an upgraded version of our Point-of-Sale (POS) system, which would allow the applications to be processed and then transferred to our Student Information System (SIS), Illuminate, eliminating the double entry process. In the 2016-2017 school year, we did not utilize this capability of the program, as we did not implement the system fully until December 1, 2017. Our goal was to get the system fully implemented and running to its full capability by the 2017-2018 school year in which the applications are all entered into the POS, and the POS will make the determination and house all of the data that will then be transfer to illuminate through a web-based program.

This will additionally allow the application processor to process the application and utilize the POS as a second method of verification. By using the automatic processing method though the POS and having both the POS and the SIS system link to each other we are hopeful that data entry will be much more thorough and accurate

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2017*

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**SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS**

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

**Finding 2017-002: Educator Effectiveness (40000)**

**Criteria:** If the Charter had any Educator Effectiveness expenditures in 2015-16 or 2016-17, they must perform the following pursuant to AB104, Section 58 (Chapter 13, Statutes of 2015):

- Develop and adopt a plan in 2015-16 or 2016-17, delineating how the Educator Effectiveness funds will be spent and whether the plan was explained in a public meeting of the governing board of the charter school, before its adoption in a subsequent public meeting.
- Track the following items required to complete a final expenditure report, which is due July 2018:
  1. The number of teachers, administrators, and paraprofessionals that receive professional development.
  2. Expenditures for each of the four purposes.
  3. The numbers of teachers and administrators that receive professional development aligned to each of the state content standards.

**Condition:** The Charter did not separately discuss and adopt the plan in a subsequent meeting prior to spending funds.

**Questioned Cost:** If the Charter does not adopt the plan in a meeting subsequent to a discussion of the plan, the entire amount of the grant award must be returned. The amount is \$159,853.

**Cause:** The Charter was not aware of the requirement to hold a meeting to explain the plan and then adopt the plan in a subsequent meeting.

**Effect:** If the Charter does not adopt a plan in accordance with the criteria, they must return the entire award of \$159,853. If they choose to adopt the plan, they may spend funds accordingly.

**Recommendation:** We recommend that the Charter adopt the plan as soon as possible in a public meeting, in accordance with the required manner of approval.

**Views of Responsible Officials:** Our Educator Effectiveness Expenditure plan was discussed with our board on June 12, 2017. However, it was not expressly discussed and approved as its own agenda item. This item will go before the board on February 8, 2018 for full board approval.

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.**  
*Summary Schedule of Prior Audit Findings*  
*For the Fiscal Year Ended June 30, 2017*

| Original Finding No.   | Finding  | Code         | Recommendation  | Current Status                     |
|--|--|--------------|---|------------------------------------|
| <p><i>Finding 2016-001:</i><br/> <b>CALPADS</b><br/> <i>Unduplicated Pupil Count</i></p> | <p>Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:</p> <ul style="list-style-type: none"> <li>• Unduplicated count of pupils who (1) are English Learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b) (2) and 42238.02(b) (1)).</li> <li>• Divided by total enrollment in the LEA (EC sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day.</li> </ul> <p>During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as having an English Language Acquisition Status of "English Learner" (EL) and eligible for Free and Reduced Price Meal (FRPM) status on Census Day, we noted 1 student who was classified as FRPM, but did not have evidence to support the designation.</p> | <p>40000</p> | <p>We recommend that the Foundation implement a review procedure of the CALPADS information prior to its submission to the California Department of Education to ensure that EL students are properly classified.</p> | <p>Implemented during 2016-17.</p> |



To the Board of Directors  
and Management of The High Desert "Partnership in Academic Excellence" Foundation, Inc.

In planning and performing our audit of the financial statements of The High Desert "Partnership in Academic Excellence" Foundation, Inc. as of and for the year ending June 30, 2017, in accordance with auditing standards generally accepted in the United States of America, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

However, during our audit we noted matters that are an opportunity for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated December 8, 2017, on the financial statements of The High Desert "Partnership in Academic Excellence" Foundation, Inc.

#### GRANTS REVENUE

**Observation:** Through inquiry and testing of the Foundation's internal controls over recognition of grants revenues, we determined that for several restricted awards there is no tracking of expenses by source in the accounting system. Also, there is no reconciliation of grants revenues performed during the financial closing process in order to determine the proper amount of revenue, unearned revenue and accounts receivable that should be recognized for each award.

**Recommendation:** The Foundation should track all restricted grant awards by source in the accounting system, including expenses charged to those restricted sources. This helps to ensure that during the financial closing process, a reconciliation of revenues and expenses per award may result in the proper amount of revenue, unearned revenue, accounts receivable and carryover funds available is calculated and recorded at the financial statements.

#### ATTENDANCE

**Observation:** During our testing of attendance accounting at Norton Science and Language Academy, we noted that one teacher was not certifying attendance on a contemporaneous (weekly) basis. No ADA was misstated, but the issue is important and can result in noncompliance with state guidelines.

**Recommendation:** We recommend that all teachers certify their attendance on a contemporaneous, or weekly, basis in order to ensure that attendance data is accurate and to comply with state guidelines.

**From:** John Ingram Stone <[JIngramStone@cde.ca.gov](mailto:JIngramStone@cde.ca.gov)>  
**Date:** Friday, January 19, 2018 at 5:02 PM  
**To:** Microsoft Office User <[LLamb@lcer.org](mailto:LLamb@lcer.org)>  
**Subject:** Local Educational Agency Audit Nutrition Findings

02395-SN-36-CS  
High Desert Partnership for Academic Excellence  
17500 MANA RD  
APPLE VALLEY, CA 92307-0000  
Vendor #: C12700

Dear Authorized Representative:

This letter is in reference to the local educational agency audit findings of your School Nutrition Programs for the audit period of July 1, 2016 through June 30, 2017.

The audit indicates no fiscal action is required and your corrective action documentation has been approved. Since no further action is required, the California Department of Education has closed the nutrition portion of this audit.

If you have any questions regarding this subject, please contact me by phone at 916-324-0885 or by e-mail at [jingramstone@cde.ca.gov](mailto:jingramstone@cde.ca.gov).

The USDA is an equal opportunity provider and employer.

Sincerely,

John Ingram-Stone, Analyst  
Nutrition Services Division  
California Department of Education  
1430 N Street, Suite 4503  
Sacramento, CA 95814-5901  
916-324-0885  
[JIngramStone@cde.ca.gov](mailto:JIngramStone@cde.ca.gov)  
<http://www.cde.ca.gov/>

**Regular Meeting of the  
Lewis Center for Educational Research Board of Directors**

**Minutes  
February 5, 2018**

**1.0 Call to Order**

Kevin Porter called the meeting to order at 4:05 p.m.

**2.0 Roll Call**

LCER Board Members Duberly Beck, Jim Morris, Kevin Porter, Marcia Vargas, Delores Williams and Rick Wolf were present. Peter Torres arrived at 5:15 p.m.

LCER Board Members Kirt Mahlum was absent.

Staff members Valli Andreasen, Ryan Dorcey, Teresa Dowd, Jim Foley, Wes Kanawyer, Lisa Lamb, Erin Mason, Toni Preciado, Paul Rosell and Stacy Newman were present.

**3.0 Public Comments:** AAE Principal's Cabinet members Sandra Chaidez and Chelsea Lane informed the Board of the Cabinet's purpose. It bridges the gap between students and staff and empowers students to bring concerns forward. There are 4 students from each grade level by teacher recommendation in MS and HS. Duberly asked for a quarterly report of concerns and if they're been met. Marcia was impressed with their presentation.

**4.0 Special Presentations:**

**.01** The Employee of the Semester presentation was postponed to the next meeting.

**5.0 Consent Agenda**

1. Approve Minutes of December 11, 2017 Regular Meeting
2. Approve Minutes of January 8, 2018 Special Meeting

On a motion by Marcia Vargas, seconded by Duberly Beck, vote 6-0, the LCER Board of Directors approved Consent Agenda Items 5.01-5.02.

**6.0 Discussion/Action Items:**

**.01** Approve D/M SELPA Local Plan – Lisa Lamb reported that this is a revised agreement of their oversight of our Special Ed program. It is based on Federal and State law. There were no significant material changes or obligations. On a motion by Duberly Beck, seconded by Marcia Vargas, vote 6-0, the LCER Board of Directors approved the D/M SELPA Local Plan.

**.02** VVC Dual Enrollment MOU – Wes Kanawyer discussed this partnership with VVC for dual enrollment. AAE offers 4 courses and the teacher is paid through VVC. We pay for textbooks and fees are waived for students. Wes is clarifying reimbursement for facility space. Previously we have done an exchange of services. This MOU will be submitted for approval at the next meeting.

**.03** June 2017 Audit – Jim Foley reviewed the 3 findings in the audit. We are working on a capital asset list, the State has approved our correction in the national lunch program point of sale system, and the educator effectiveness plans will be approved at the next meeting. Jim Morris had questions about the structure of the organization as a new Board member. We



will have our auditors present the audit in the future, and will also have them present at the next meeting.

- .04 NSLA Math Grant – Erin Bostick-Mason, NSLA 4<sup>th</sup> grade teacher, discussed a grant we are receiving in partnership with UC Riverside and the University of New Mexico. It is a 3 year student on why and how some English learners struggle in math. We will follow 200 1<sup>st</sup> – 3<sup>rd</sup> grade students over the next 3 years. It is a multi-site study that includes schools in New Mexico and we should be able to compare our test data and first year results next fall.
- .05 AAE Educator Effectiveness Fund Plan – Wes Kanawyer and Valli Andreasen presented this plan for review and noted that expenditures are delineated in the LCAP. The plan will be presented for approval at the next meeting.
- .06 NSLA Educator Effectiveness Fund Plan – Fausto Barragan presented this plan for review and noted that expenditures are delineated in the LCAP. The plan will be presented for approval at the next meeting.
- .07 NSLA Lease Negotiations – Lisa Lamb met with County of San Bernardino CEO Gary McBride and is following up with him. She thanked the Board and staff for their support in taking the matter to the County Board of Supervisors. She will be meeting with the County, City and Head Start to prioritize needs. Jim Morris will help Lisa with the lease negotiation process.

**7.0 Information Included in Packet:** Jim Morris noted that the information included in the packet is a lot to digest, review and be prepared for to ask questions. Kevin stated that they allow transparency and to be informed of what is going on. Rick stated that the reports tells everyone who we are. They are also helpful to staff. It is critical they are in written form and not verbally presented. The CEO's reports are the goals she is evaluated on by the Board. We can discuss the report format at the next meeting.

**.01 Staff Reports**

- President/CEO – Lisa Lamb
- Human Resources Director – Stacy Newman
- Special Education Director – Paul Rosell
- Finance Director – Jim Foley
- IT Director – Ryan Dorsey
- AAE Principals – Wes Kanawyer/Valli Andreasen
- NSLA Principal – Fausto Barragan

**.02 Lewis Center Foundation Financial Reports**

- November and December 2017

**.03 LCER Financial Reports**

- Checks Over \$10K
- Budget Comparisons
- Internal Financials

**.04 LCER Board Attendance Log**

**.05 LCER Board Give and Get**

**9.0 Board/Staff Comments**

**.01 Ask a question for clarification**

- Duberly would like clarification of how the AAE field is being funded. Jim Foley reported that we have spent \$27K on grading and the fence. The funds came from general fund savings from an employee that left mid-year, as well as \$4K that had been budgeted for the field already. Jim originally thought that unrestricted Foundation funds could help complete the project, but in conversations with Lisa, we are looking at using some of

those funds for the land trust. Jim reported that he didn't have a budget for the project, but 3 contractors have walked the job and we will be getting bids. Kevin stated we need to figure out the most conservative way to determine the budget and how to pay for it. It is currently dirt, but if were not completed it would not be playable. High school is practicing on the field but will be playing games at Town facilities. Kirt, Kevin and Duberly will oversee the bid and budget process and bring it back to the Board as an action item

**.02 Make a brief announcement**

- Lisa Lamb reported that Assemblyman Steinorth is visiting NSLA Friday.

**.03 Make a brief report on his or her own activities**

**.04 Future agenda Items**

- Staff report format and frequency.

**9.0 Adjournment**

Chairman Kevin Porter adjourned the meeting at 6:10 p.m.

# LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

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## Lewis Center for Educational Research Board of Directors Special Minutes February 26, 2018

1. **CALL TO ORDER:** Chairman Kevin Porter called the meeting to order at 4:05 p.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Kirt Mahlum, Jim Morris, Kevin Porter, Marcia Vargas, and Rick Wolf were in attendance.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, Wes Kanawyer, Lisa Lamb, Stacy Newman, Jim Quinn, and Paul Rosell were also in attendance.

Gregory Forest, YM&C Counsel was in attendance by video conference.

3. **PUBLIC COMMENTS:** None.
4. **CLOSED SESSION:** The LCER Board of Directors convened into closed session at 4:06 p.m.
  1. Conference with Legal Counsel Anticipated Litigation: Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: 1 case

The LCER Board of Directors reconvened into open session at 6:00 p.m. Kevin Porter, Chairman of the Board, reported that the LCER Board took action to engage the services of Frick, Frick and Jetté Architects to commence cure of the Head Start facilities, and also to engage the services of Sue Horowitz regarding real estate services.

5. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 6:01 p.m.

# ACADEMY FOR ACADEMIC EXCELLENCE **2018-2019** SCHOOL YEAR

## AAE STUDENT CALENDAR

180 School Days

### Grading Periods 6-12

|                       |              |
|-----------------------|--------------|
| August 6-September 28 | 1st quarter  |
| August 6-December 13  | 1st semester |
| January 14-March 22   | 3rd quarter  |
| January 14-June 13    | 2nd semester |

### Grading Periods TK - 5

|                     |               |
|---------------------|---------------|
| August 6-November 9 | 1st Trimester |
| November 13-March 1 | 2nd Trimester |
| March 4-June 13     | 3rd Trimester |

### Ceremonies

|                           |         |
|---------------------------|---------|
| Kindergarten Recognition  | June 11 |
| 5th Grade Recognition     | June 12 |
| 8th Grade Recognition     | June 13 |
| HS Graduation (tentative) | June 14 |

|           |         |                            |               |          |               |
|-----------|---------|----------------------------|---------------|----------|---------------|
| No School | Holiday | Teacher In-Service, No Sch | Early Release | Min Days | Elem Min Days |
|-----------|---------|----------------------------|---------------|----------|---------------|

Gr 6-12 ~ 1st Semester Finals, December 19-20

2nd Semester Finals, June 11-12

Elementary Parent Conference October 22-25

### July-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days (0)

### August-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

School Days (20)

### September-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
|    |    |    |    |    |

School Days (19)

### October-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 |    |    |

School Days (13)

### November-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    | 1  | 2  |
| 5  | 6  | 7  | 8  | 9  |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

School Days (18)

### December-18

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 |    |    |    |    |

School Days (14)

**84 Day Semester**

### January-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  |
| 7  | 8  | 9  | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 |    |

School Days (13)

### February-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 |    |

School Days (19)

### March-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

School Days (16)

### April-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 |    |    |    |

School Days (17)

### May-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

School Days (22)

### June-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
|    |    |    |    |    |

School Days (9)

**96 Day Semester**

# ACADEMY FOR ACADEMIC EXCELLENCE **2019-2020** SCHOOL YEAR

## AAE STUDENT CALENDAR

180 School Days

### Grading Periods 6-12

August 5-September 27 1st quarter  
 August 5-December 19 1st semester  
 January 13-March 20 3rd quarter  
 January 13-June 11 2nd semester

### Grading Periods TK - 5

August 5-November 8 1st Trimester  
 November 12-February 28 2nd Trimester  
 March 2-June 11 3rd Trimester

### Ceremonies

Kindergarten Recognition June 9  
 5th Grade Recognition June 10  
 8th Grade Recognition June 11  
 HS Graduation (tentative) June 12

No School
  Holiday
  Teacher In-Service, No Sch
  Early Release
  Min Days
  Elem Min Days

Gr 6-12 ~ 1st Semester Finals, December 18-19

2nd Semester Finals, June 9-10

Elementary Parent Conference October 21-24

### July-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 |    |    |

School Days (0)

### August-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    | 1  | 2  |
| 5  | 6  | 7  | 8  | 9  |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

School Days (20)

### September-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 |    |    |    |    |

School Days (19)

### October-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  |
| 7  | 8  | 9  | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 22 | 23 | 24 | 25 | 25 |
| 28 | 29 | 30 | 31 |    |

School Days (14)

### November-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

School Days (17)

### December-19

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days (14)

**84 Day Semester**

### January-20

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

School Days (14)

### February-20

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    |    |
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

School Days (19)

### March-20

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days (15)

### April-20

|    | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 |    |

School Days (19)

### May-20

| M  | T  | W  |    |    |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

School Days (20)

### June-20

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 |    |    |    |

School Days (9)

**96 Day Semester**

**NORTON ACADEMY 2018-2019 SCHOOL YEAR**

**NSAA STUDENT CALENDAR - 180 School Days**





**Grades TK-8 school starts at 8:15am**

**Grades 1-8 dismissal at 2:45pm (M, T, Th, F) & 1:35 (W)**



**\* TK/Kinder dismissal every day at 1:30pm \***

| Grading Periods K-8 |               | Holidays                     |                            | Special Dates                                  |  |
|---------------------|---------------|------------------------------|----------------------------|--|--|
| Aug 7-Nov 2         | 1st Trimester | Sept 3 - Labor Day           | Feb 11 - Lincoln's Bday    | Kinder orientation - Aug 6                     |  |
| Nov 5-Mar 1         | 2nd Trimester | Nov 10 - Veteran's Day       | Feb 18 - President's Day   | Kinder Recognition & Awards Assemblies--June 6 |  |
| Mar 4 -Jun 6        | 3rd Trimester | Nov 19-23 Thanksgiving Break | Mar 18-Mar 29-Spring Break | Student First Day--August 7                    |  |
|                     |               | Dec 17-Jan 4 - Winter Break  | May 27 - Memorial Day      | Student Last Day--June 6                       |  |
|                     |               | Jan 21- MLK Day              |                            | 8th grade promotion --June 6                   |  |

|   |   |   |                  |  |
|---|---|---|------------------|--|
|  No School |  Holiday |  Teacher In-Service, No School | * Trimester Ends |  Early Dismissal 1:35 |
|---|---|---|------------------|--|

|   |   |
|---|---|
|  First and last days of school |  Parent-Teacher conferences, dismissal at 12:30 for ALL GRADES |
|---|---|

**July-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days (0)

**August-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

School Days- 19

**September-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    |    |
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

School Days- 19

**October-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 |    |    |

School Days- 22

**November-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    | 1  | 2* |
| 5  | 6  | 7  | 8  | 9  |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

School Days- 16

**December-18**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    |    |
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 |    |    |    |    |

School Days- 10

**January-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  |
| 7  | 8  | 9  | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 |    |

School Days- 18

**February-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 |    |

School Days- 18

**March-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1* |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

School Days- 11

**April-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 |    |    |    |

School Days- 22

**May-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

School Days- 21

**June-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    |    |
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

School Days- 4

**School Days**

|           |    |
|-----------|----|
| August    | 19 |
| September | 19 |
| October   | 22 |
| November  | 16 |
| December  | 10 |
| January   | 18 |
| February  | 18 |
| March     | 11 |
| April     | 22 |
| May       | 21 |
| June      | 4  |

##

**Teacher Work Days**

185

The school calendar is available on our website: <http://www.lewiscenter.org/nsaa/>

# NORTON ACADEMY 2019-2020 SCHOOL YEAR

## NSLA STUDENT CALENDAR - 180 School Days

Grades TK-8 school starts at 8:15am

Grades 1-8 dismissal at 2:45pm (M, T, Th, F) & 1:35 (W)

\* TK/Kinder dismissal every day at 1:30pm \*

| Grading Periods K-8 |               | Holidays                     |  |                           |  | Special Dates                                 |  |
|---------------------|---------------|------------------------------|--|---------------------------|--|---|--|
| Aug 6-Nov 8         | 1st Trimester | Sept 2 - Labor Day           |  | Feb 10 - Lincoln's Bday   |  | Kinder orientation - Aug 5                    |  |
| Nov 12-Mar 6        | 2nd Trimester | Nov 11- Veteran's Day        |  | Feb 17 - President's Day  |  | Kinder Recognition & Awards Assemblies-June 4 |  |
| Mar 9-Jun 4         | 3rd Trimester | Nov 25-29 Thanksgiving Break |  | Mar 23-Apr 3-Spring Break |  | Student First Day--August 6                   |  |
|                     |               | Dec 16-Jan 3 - Winter Break  |  | May 25 - Memorial Day     |  | Student Last Day--June 4                      |  |
|                     |               | Jan 20- MLK Day              |  |                           |  | 8th grade promotion --June 3                  |  |

|   |   |   |   |                |  |
|---|---|---|---|----------------|--|
| <span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> No School | <span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Holiday | <span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher In-Service, No School | * | Trimester Ends | <span style="background-color: #FF8C00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Early Dismissal 1:35 |
|---|---|---|---|----------------|--|

▶ First and last days of school

Parent-Teacher conferences, dismissal at 12:30 for ALL GRADES

**July-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 |    |    |

**August-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    | 1  | 2  |
| 5  | 6  | 7  | 8  | 9  |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

**September-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 |    |    |    |    |

School Days (0)

School Days- 19

School Days- 20

**October-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  |
| 7  | 8  | 9  | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 |    |

**November-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8* |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**December-19**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6  |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days- 22

School Days- 15

School Days- 10

**January-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

**February-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    |    |
| 3  | 4  | 5  | 6  | 7  |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

**March-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 2  | 3  | 4  | 5  | 6* |
| 9  | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 |    |    |    |

School Days- 19

School Days- 18

School Days- 15

**April-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    | 1  | 2  | 3  |
| 6  | 7  | 8  | 9  | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 |    |

**May-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
|    |    |    |    | 1  |
| 4  | 5  | 6  | 7  | 8  |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**June-20**

| M  | T  | W  | TH | F  |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 8  | 9  | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 |    |    |    |

School Days- 19

School Days- 19

School Days- 4

**School Days**

|              |            |
|--------------|------------|
| August       | 19         |
| September    | 20         |
| October      | 22         |
| November     | 15         |
| December     | 10         |
| January      | 19         |
| February     | 18         |
| March        | 15         |
| April        | 19         |
| May          | 19         |
| June         | 4          |
| <b>Total</b> | <b>180</b> |

**Teacher Work Days**

185

The school calendar is available on our website: <http://www.lewiscenter.org/nsaa/>

**Lewis Center for Educational Research  
Board Packet Agenda Items**

Date of meeting: 3/12/18

Title: LCER and VVC Dual Enrollment Memorandum of Understanding

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: XX \_\_\_\_\_ Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

The AAE is increasing dual enrollment offerings to more effectively prepare students for post-secondary success. Students will be able to take college level coursework to acquire high school credits and college units simultaneously, making progress toward and meeting the requirements set forth for an A.A. and/or B.A. Degree.

**Fiscal Implications (if any):**

We are currently utilizing full-time AAE staff and VVC faculty to facilitate and teach the existing courses. We will continue to do this next year with no additional staffing cost to the AAE. We will be purchasing textbooks and instructional materials as we would any other course.

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

The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education. By facilitating the acquisition of college units among AAE students, we will be better preparing them for post-secondary success.

**Recommendation:**

I would like the Board to consider, discuss and approve the MOU with VVC and further support dual enrollment opportunities for our AAE students.

Submitted by: Name, Title, Department

Mr. Wesley Kanawyer  
Principal MS/HS  
AAE Administration



**Memorandum of Understanding: College and Career Access Pathway (CCAP) Partnership Agreement**  
**Lewis Center for Educational Research AND Victor Valley College**  
**School Years: 2018/2019 and 2019/2020**

This is a College and Career Access Pathways Partnership Agreement (CCAP) hereinafter known as "Agreement" between Victor Valley Community College District (VVC) hereinafter known as "COLLEGE" and Lewis Center for Educational Research (LCER) hereinafter known as "SCHOOL DISTRICT".

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Victor Valley Community College District; and

WHEREAS, students who complete college credit, while enrolled in high school, are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences: and

WHEREAS, COLLEGE AND SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education." Goals of the partnership can include developing seamless pathways from high school to community college, preparation for transfer leading to higher high school graduation rates, assisting high school pupils to achieve college and postsecondary education, aiding students to seek advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec.1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, and recommendations and procedures promulgated by applicable law set by the California Community College Chancellor's Office and COLLEGE.

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

1.1 The term of this CCAP Agreement shall be for two years beginning on July 1, 2018 and ending on June 30, 2020, unless otherwise terminated.

1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served, the total number of full-time equivalent students projected to be claimed by the COLLEGE, the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all

applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. (c)(2)
- 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.5 The governing board of each district, at a subsequent open public meeting of the board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.6 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)

## **2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**

- 2.1 CCAP Agreement Courses – Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved.
- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

## **3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility – students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment – Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as

preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and COLLEGE standards and policies.

- 3.3 College Admission and Registration – Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and VVC policy.
- 3.4 Student Records – It is the responsibility for the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment – A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program.
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and required by COLLEGE.

#### **5. PARTICIPATING STUDENTS**

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f) (q). The governing board of a community college district, participating in a CCAP partnership agreement

established pursuant to this article, shall exempt special part-time students described in subdivision (p) from the fee requirements (Sections 76060.5, 76104, 76223, 76300, 76350, and 79121).

5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Cost will be borne by SCHOOL DISTRICT. Required textbooks shall be purchased through the COLLEGE bookstore.

5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring.)

## **6. CCAP AGREEMENT COURSES**

6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

6.2 The COLLEGE is responsible for all courses and educational programs offered as part of the CCAP Agreement regardless of whether the course or educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

6.3 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2(c)(1)

6.4 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.

6.5 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with VVC academic standards.

6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designation, course descriptions, numbers, titles, and credits. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.

6.7 Courses offered as part of this CCAP Agreement and taught by a SCHOOL DISTRICT instructor are part of an approved Instructional Services Agreement as required by VVC Business Procedure.

6.8 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course's related regulations, policies, procedures, prerequisites, and standards and that of SCHOOL DISTRICT's policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.

- 6.9 A student's withdrawal prior to the completion of a course offered as part of this Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.10 Supervision and evaluation of students enrolled in courses offered as part of this agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.11 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.12 This CCAP Agreement certifies that any remedial course taught by community college faculty at a participating high school campus shall be offered only to high school students who do not meet their grade level standard in math, English or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT. In addition, a collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty will aid in the delivery of an innovative remediation course in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
- 6.13 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses that make up the programs must be part of the approved programs, or the college must have received delegated authority to approve those courses locally.

## **7. INSTRUCTOR(S)**

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California Community College as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(2)
- 7.3 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2(m)(2)
- 7.4 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach COLLEGE course shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.

- 7.6 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.7 Faculty provided by the SCHOOL DISTRICT will participate in professional activities sponsored by the COLLEGE as required by the terms and conditions of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to approval of VVC.
- 7.9 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of VVC, specifically with regard to their duties as instructors.

**8. ASSESSMENT OF LEARNING AND CONDUCT**

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE Campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

**9. LAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with VVC policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)

9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of the SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.

9.4 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Section. 2 (t)(1)(A-D)

- The total number of high school students by high school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal laws. Sec 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2(t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)©
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2(t)(1)(D)

## 10. APPORTIONMENT

10.1 VVC shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. (o)(2)

10.3 VVC shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance for apportionment. Sec. (r)

10.4 The attendance of a high school pupil at a community college as a special part-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to the Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Standard FTES computation rules, support documentation, course selection tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs. And tit. 5.

## 11. CERTIFICATIONS

11.1 The SCHOOL DISTRICT certifies that the direct educational costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

11.2 VVC certifies that is has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

11.3 The SCHOOL DISTRICT agrees and acknowledges that VVC will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

11.5 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2(j)

11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2(j)

11.7 The COLLEGE Certifies that:

- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and that students participating in this agreement will not lead to displacement of otherwise eligible adults at the COLLEGE. Sed. 2(k)(3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (1)

## 12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

## 13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades, and achievement for COLLEGE courses shall be maintained by COLLEGE.



13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

**14. CCAP AGREEMENT DATA MATCH AND REPORTING**

14.1 COLLEGE and SCHOOL DISTRICT shall ensure operation protocols consistent with the collection of participating student data and the timely submission of the data.

14.2 COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community College.

**15. PRIVACY OF STUDENT RECORDS**

15.1 COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course(s) and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy ACT (FERPS) 20 U.S.C. § 1232g; 34 C.F.R Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and SCHOOL DISTRICT agree to hold all student education records generate pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

15.2 COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

15.3 COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

**16. REIMBURSEMENT**

16.1 The SCHOOL DISTRICT shall invoice the COLLEGE at the end of each semester for the use of instructional space and instructional services rendered per course unit at the rate of \$500.00 per unit. Example: One three unit course = \$1,500.00 payable from the COLLEGE to the SCHOOL DISTRICT.

**17. FACILITIES**

17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises, SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property.

The instructor shall determine the type, make, and model of all equipment, book and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## **18. INDEMNIFICATION**

18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgements, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

18.2 The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officer, employee, administrators, independent contractors, subcontractors, agents and other representative from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgements, arising out of COLLEGE's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of COLLEGE its officers, employees, independent contractors, subcontractors, subcontractors, agents and other representatives.

## **19. INSURANCE**

19.1 The SCHOOL DISTRICT, in order to protect COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (41,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the state of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the State of California, or public entity risk management Joint powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purpose of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for process, investigation, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees

to hold harmless, indemnify, and defend COLLEGE, its directors, officers, agents, and employees from any liability, resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

**20. NON-DISCRIMINATION**

20.1 Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

**21. TERMINATION**

21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and the scope of such termination. The termination notice must be resented by January 15<sup>th</sup> for the following fall semester and by September 1<sup>st</sup> for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in the CCAP Agreement.

21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this agreement.

**22. MODIFICATION AND AMENDMENT**

22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

**23. GOVERNING LAWS**

23.1 This Agreement shall be interpreted according to the laws of the state of California.

**24. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

24.1 For locations outside the geographical boundaries of COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 5300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**25. SEVERABILITY**

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**26. COUNTERPARTS**

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on \_\_\_\_\_ 2017

By:  \_\_\_\_\_  
SCHOOL DISTRICT

By: \_\_\_\_\_  
COLLEGE

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c) (1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c) (1)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT**

| LOCATION                              | NAME AND TITLE | TELEPHONE              | EMAIL              |
|---------------------------------------|----------------|------------------------|--------------------|
| Victor Valley College                 | Mark Clair     | 760-245-4271 ext. 2429 | mark.clair@vvc.edu |
| Lewis Center for Educational Research | Brenda Day     | 760-946-5414 ext. 112  | bday@lcer.org      |

PROGRAM YEAR: 2018/19 COLLEGE: Victor Valley College

SCHOOL DISTRICT: Lewis Center for Educational Research

High School: Academy for Academic Excellence

**2. PROGRAM SCOPE/GOAL**

The Academy for Academic Excellence will provide both CTE and transfer courses to students who may not be college bound and/or who are underrepresented in higher education through this CCAP agreement. The goal of the program will be to develop seamless pathways that prepare students for transfer to VVC and CSU/UC as well as CTE pathways aligned with the particular high school programs. CTE pathways at the high schools include Computer Science, manufacturing/Construction Tech, Engineering, Information and Communication Technologies, Family and Consumer Science, Automotive, Healthcare, and Environmental Studies.

**3. BOOKS AND INSTRUCTIONAL MATERIALS** – The total cost of books and instructional materials for students participating as part of the CCAP agreement will be borne by school district.

**4. ASSESSMENT OF BENEFIT TO STUDENTS**

College is responsible for the tracking of students from the Academy for Academic Excellence to the college in order to assess the benefit gained from the courses in this agreement. Criteria will include, but is not limited to the number of high school students enrolled in partnership, number of college courses offered, number and percentage of successful course completions, and number of FTES generated.

**5. EMPLOYER OF RECORD**

COLLEGE will be the employer of record for purposes of assignment monitoring.

**6. EDUCATIONAL PROGRAMS(S) AND COURSE(S)**

2.1 COLLEGE is responsible for all educational programs(s) and course(s) offered as part of this CCAP Agreement whether the educational programs(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

**FALL 2018** -- COLLEGE has identified the following course(s) to be offered at the said days, time, and location.

| HIGH SCHOOL                     | COURSE # | COURSE NAME                            | DAYS      | TIME         |
|---------------------------------|----------|--|-----------|--------------|
| Academy for Academic Excellence | ALDH-139 | Medical Terminology                    | 7:30-8:20 | M, T, W, TTh |
| Academy for Academic Excellence | AGNR 170 | Environmental Science & Sustainability | 1:30-2:45 | M, W, F      |

TOTAL PROJECTED NUMBER OF STUDENTS SERVED: 40 (20 per course)

TOTAL PROJECTED NUMBER OF FTES EARNED: 4.80

**SPRING 2019** -- COLLEGE has identified the following course(s) to be offered at the said days, time, and location.

| HIGH SCHOOL                     | COURSE # | TERM                               | DAYS      | TIME       |
|---------------------------------|----------|------------------------------------|-----------|------------|
| Academy for Academic Excellence | ALDH-80  | Pharmacology                       | 7:30-8:20 | M, T, W, F |
| Academy for Academic Excellence | AGNR 173 | Watershed Management & Restoration | 1:30-2:55 | T, TTh     |

TOTAL PROJECTED NUMBER OF STUDENTS SERVED: 40 (20 per course)

TOTAL PROJECTED NUMBER OF FTES EARNED: 4.11

**Lewis Center for Educational Research  
Board Packet Agenda Items**

Date of meeting: 3/12/18

Title: AAE Educator Effectiveness Fund Plan

Presentation:      Consent:      Action:   X   Discussion:      Information:     

**Background:**

The 2015-16 Educator Effectiveness Funding Program and California Assembly Bill 104 Section 58 provides one-time funding to educational agencies to provide professional development and to promote educator quality and effectiveness. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at the subsequent public meeting of the governing board.

**Fiscal Implications (if any):**

Professional development funding of \$111,075 for 2015-16, 2016-17, 2017-18 fiscal years.

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

Provides professional development and promotes educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning

**Recommendation:**

Following discussion of the spending plan at the February 5, 2018 LCER Board meeting, it is now recommended that the Board approve the AAE Educator Effectiveness Fund Plan.

Submitted by: Name, Title, Department

Valli Andreasen, Principal  
Wes Kanawyer, Principal

## **Academy for Academic Excellence Educator Effectiveness Fund Plan**

The 2015-16 Educator Effectiveness Funding Program and California Assembly Bill 104 Section 58 provides one-time funding to educational agencies to provide professional development and to promote educator quality and effectiveness. These funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

- Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (ED).
- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEA's.
- Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to sections 51226, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Funds are allocated on the basis of an equal amount of \$1,466 per certificated full-time equivalent as reported in California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014-15 fiscal year. The total estimated amount of one-time funds to be received for this purpose is **\$111,075**.

As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at the subsequent public meeting of the governing board. Also, a detailed expenditure report must be submitted on or before July 1, 2018 to the California Department of Education (CDE).



| Actions  | Timeline                      | Description   | Amount           |
|--|-------------------------------|---|------------------|
| Induction for Beginning Teacher Support  | 2015-16<br>2016-17<br>2017-18 | Support Provider Stipend<br><br>Riverside County Office of Education fee<br><br>Guest Teacher for Release Time    | \$56,000         |
| Site Professional Development as determined by leadership team                 | 2015-16<br>2016-17<br>2017-18 | Carnegie Math<br><br>Benchmark Advance<br><br>Early Literacy/Guided Reading<br><br>Guest Teacher for Release Time | \$14,000         |
| Conferences and Workshops that support the school plan for student achievement | 2015-16<br>2016-17<br>2017-18 | Content and Grade Level Specific<br><br>Guest Teacher for Release Time  | \$41,075         |
|  |                               | <b>Total Estimated Expenditures</b>   | <b>\$111,075</b> |

Professional development funds will be expended for Educator Effectiveness Funding Program purposes as well as support the school plan for student achievement including the WASC Action Plan Goals:

- Action Plan Goal 1: The Academy for Academic Excellence will work to increase Math Proficiency rates in grades K-12.
- Action Plan Goal 2: The Academy for Academic Excellence will work to increase Writing Strategies proficiency rates in grades K-12.
- Action Plan Goal 3: The Academy for Academic Excellence will use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.
- Action Plan Goal 4: The Academy for Academic Excellence will incorporate the use of technology and technological advances into its core curriculum more effectively.
- Action Plan Goal 5: The Academy for Academic Excellence will focus on early literacy intervention to increase reading and writing proficiency rates.
- Action Plan Goal 6: The Academy for Academic Excellence will increase “a-g” completion rates for graduating seniors by 5% per year.

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

Date of meeting: \_\_\_\_\_ 3/6/18 \_\_\_\_\_

Title: \_\_\_\_\_ Norton Science and Language Academy Educator Effectiveness Fund Plan \_\_\_\_\_

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action:   x   Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

Background:

The 2015-16 Educator Effectiveness Funding Program and California Assembly Bill 104 Section 58 provides one-time funding to educational agencies to provide professional development and to promote educator quality and effectiveness. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at the subsequent public meeting of the governing board.

Fiscal Implications (if any):

Professional development funding of **\$49,318.83** for 2015-16, 2016-17, 2017-18 fiscal years.

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

Provides professional development and promotes educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated

Recommendation:

Discussion of the spending plan at the March 12, 2018 LCER Board Meeting.

Submitted by:

Fausto Barragan, Principal, Norton Science and Language Academy

**Norton Science and Language Academy  
Educator Effectiveness Spending Plan  
For the 2015-2016, 2016-2017, 2017-2018 Fiscal Year**

**Background**

Provide one time funding to educational agencies to provide professional development and to promote educator quality and effectiveness. These funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

- Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (ED).
- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEA's.
- Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to sections 51226, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

The funds must be spent by June 30, 2018. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at the subsequent public meeting of the governing board. What follows is the proposed spending plan for the Educator effectiveness funding that will be received.

**Funding**

The estimated amount of amount of one-time funds to be received for this purpose is **49,318.83**

**Uses**

Norton Science and Language Academy Plans to use the funds for the following purposes:

- Provide Professional Development for teachers aligned with the Common Core State Standards.
- Provide Guided Language Acquisition Design professional development opportunities to support teaching of school adopted frameworks and curriculum.
- Provide Parent and teacher training to provide students with personal growth and skill development strategies in order to empower students.

**Norton Science and Language Academy  
Educator Effectiveness Spending Plan  
For the 2015-2016, 2016-2017, 2017-2018 Fiscal Year**

|   | 2015-2016 | 2016-2017 | 2017-2018          | Purpose  |
|---|-----------|-----------|--------------------|--|
| GLAD Training                                     |           |           | \$ 14,000.00       | To provide teachers with training to ensure that all students, ELLs and native English speakers, are able to read and write grade-level text and access academic content.  |
| Swun Math – CCSS Aligned Professional Development |           |           | \$ 28,318.83       | Grade level specific professional development, beginning with initial sessions which include supporting teachers with demo lessons, co-planning, and co-teaching. Training on the use of materials necessary for full implementation, including the pacing guides, assessments, and instructional strategies for effective instruction in mathematics. Training on best teaching practices that incorporate Gradual Release of Responsibility and Zone of Proximal Development research. |
| Training with Dr. Gail Thompson                   | -----     | -----     | \$7,200.00         | Dr. Gail Thompson, an Illuminate Education Equity and Professional Development Expert will be the guest presenter and trainer. During this professional development/workshop, teachers, parents and guardians will learn personal growth and skill-development strategies in order to empower their children.  |
| Totals  |           |           |                    |  |
| <b>Total Funding Amount</b>                       |           |           | <b>\$49,318.83</b> |  |
| <b>Expenditure Total</b>                          |           |           | <b>\$49,318.83</b> |  |
| <b>Balance</b>                                    |           |           | <b>-0-</b>         |  |

**Lewis Center for Educational Research  
STAFF REPORT**

Date: March 1, 2018  
 To: Board of Directors  
 From: Lisa Lamb  
 Re: Annual President/CEO Progress Report

**Goal 1: Improve the financial condition of the LCER, including key provisions for sustainability.**

**1.1 Objective: By 2021, increase total revenue by 5% (1% annually) through increases in new, alternative revenue sources and/or by increasing revenue from current sources (enrollment). These revenue increases would be in addition to state COLA increases.**

**Enrollment Increases**

AAE increased middle school enrollment by five students per grade level for an increase of approximately \$100,000 for 2017-2018 school year. The enrollment increases during the 2016-2017 at both schools have been maintained this school year. Both schools added a transitional kindergarten program with a total of 50 new students. The revenue from transitional kindergarten is approximately \$360,000 annually.

In future years, the enrollment at NSLA is projected to steadily increase in the middle grades and will grow substantially as the high school grades are introduced. It is important to note that at the outset of these enrollment increases at NSLA, the increased revenue will be absorbed by facilities, curriculum and staffing needs.

**Food Services**

Lunch application completion significantly improved this school year. As a result, the free and reduced lunch rates at NSLA have gone from 74-77% and at AAE have jumped from 26- 38%. This increase will allow AAE to become a Title I school for the 2018-2019 school year under a board-approved waiver. Title I status provides significant additional funding to support student learning (approximately \$250,000 annually). The application process will be part of the budget cycle for 2018-2019.

**Goldstone Apple Valley Radio Telescope (GAVRT) Project**

There has been an increased focus on our GAVRT Partnership. The website, campaigns, curriculum and training are being revised and aligned with current Next Generation Science Standards. There is a new training fee structure for the 2018 Summer Institutes that will offset trainer and travel costs so that they do not impact the LCER general fund.

GAVRT currently generates \$70,000 annually. With increased partnerships and offerings, additional revenue is being cultivated in order to provide a greater reach to our students and throughout the science education community. The GAVRT Management Team comprised of administration from LCER and NASA/JPL meets in person monthly and holds weekly telecons. A major topic of these meetings has been expanding our reach through NGSS-aligned curriculum and trainings, as well as strategizing ways to increase revenue through GAVRT.

We have continued active dialogue with NASA Headquarters Administration. The AAE Ambassadors have meetings scheduled at NASA Headquarters on March 22nd and two GAVRT Summer Institutes will be held at the Smithsonian Udvar Hazy Air and Space Museum in June.

**Projected Additional Revenues**

Additional revenues have been added for the 2017-2018 school year, including NSLA's After School Program (projected \$75,000), Medical Billing (projected \$45,000 for both schools), AAE Ramp Up Grant funding (\$86,000), NSLA Math Grant (\$29,700 over three years).

**Foundation Board Progress**

The Fall 2017 Mail Campaign raised \$5,750. Additionally, we have received \$10,000 in scholarship grants for the 2017-2018 school year. This school year, total general donations (including those specifically designated for AAE and NSLA) total \$75,658.95 through January 25, 2018.

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|  | <p>The Foundation Board is currently planning the 1<sup>st</sup> Annual Lewis Center Foundation Gala to commemorate the 10<sup>th</sup> Anniversary for Norton Science and Language Academy. This event will be held on May 18<sup>th</sup> at the Orange Show Renaissance Room. Tickets will be sold for \$100 each, and all proceeds will go into the NSLA Capital Campaign Fund to support the permanent campus expansion.</p> <p><b><u>Environmental Land Trust</u></b></p> <p>We continue to seek opportunities to monetize the Apple Valley property. Last May, the Finance Committee approved administration to proceed with Skip Moss from Natural Resource Group to pursue placing the wetlands on the Mojave River Campus into a land trust. We plan to move forward with this pursuit, but need \$22,000 to begin the process. We will need to determine whether it is best to utilize resources from the Foundation or fundraise separately through the Lewis Center Foundation for these start-up costs. Although it is not a quick process, it could lead to <i>\$1.5 million in unencumbered revenue</i> and provide outstanding authentic research opportunities for our students.</p>   |
| <p><b>1.2 Objective: By December 2017, the Board of Directors and staff will perceive the budget to be stable and understandable with progress toward sustainability.</b></p>          | <p>The LCER Administration prepared a balanced budget for the 2017-2018 school year. This budget included \$491,112 to be added to the existing reserves of \$1,757,640. In order to cover the increasing healthcare and retirement costs, as well as pay for the short-term Tetra lease, significant cuts were made in operational and staffing budgets throughout the organization. This was necessary to improve the financial condition and sustainability of the LCER for 2017-2018 and the out years.</p> <p>The LCER Executive Team continues to meet regularly to review and analyze all aspects of LCER’s finances. This work has included reviewing past projects and agreements, researching new revenue initiatives and analyzing the budget. By continuously working toward clarity of the financial status, the projected budget will yield greater understanding by stakeholders. Year-to-date revenue is consistent and expenditures are in line with the 2017-2018 approved budget. We expect to have a 3% reserve for economic uncertainty set aside at the end of this school year.</p> <p>The new board meeting structure is providing all stakeholders greater access to budget discussions. We will continue to encourage attendance at these meetings in order to improve understanding and perceptions.</p> <p>Principals sent a survey to staff to determine in which areas staff would like more information regarding the financial condition of the LCER. The administration will work with the new finance director to develop presentations for both schools to address these areas at the 2018 August All Staff Meetings.</p> <p>The LCER recently contracted with Charter School Management Corporation to conduct a feasibility study for the upcoming build out of the NSLA campus. The results of this independent look at LCER finances will allow the Board and administration to have clarity around what NSLA can afford in long-term facilities obligations and ensure stability for the organization.</p> <p>We recognize that while growth has been made in this area, it continues to be a need for the 2018-2019 school year and must continue to be a topic during annual strategic planning session.</p> |
| <p><b>1.3 Objective: By June 2021, the LCER will have no less than two months of total payroll and costs in reserves (defined as unencumbered savings) based on current needs.</b></p> | <p>Currently, monthly salary, benefits and payroll costs are approximately \$1,350,000 per month. With an addition of \$491,112 to reserves for the 2017-2018 school year, we are on track to meet this goal by 2021.</p>  |

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| <p><b>1.4 Objective: Starting immediately, partnerships will be defined as initiatives that are substantially beneficial to the LCER and its students. Further, the partnerships must be aligned to the current LCER mission and goals and/or the schools' LCAPs.</b></p> | <p><b>Apple Valley Center for Innovation (AVCI)</b><br/> AVCI held its Grand Opening in May 2017. The organizing committee of LCER and Apple Valley Unified School District staff has continued to meet on a regular basis. This ongoing collaboration has allowed our elementary students to participate in STEM nights which are led by high school Explainers from the three Apple Valley High Schools. Our AAE high school students participating in the Explainers Program have been involved in training, run the monthly STEM nights, and participate in field trips.</p> <p>AVCI continues to grow and expand its reach to our local students and teachers. We currently host monthly science nights for each of the elementary schools in Apple Valley. AAE 1<sup>st</sup> Grade and Phoenix Academy are also participating in STEM field trips this semester. These pilot events will provide the basis for the addition of grade level trips beginning in 2018-2019. As the Center is further developed, we are planning to provide summer programs projected to begin in Summer 2019. Through this partnership, LCER science teachers from both schools will be invited to participate in extensive professional development with AVUSD next year.</p> <p><b><u>Educational Partners</u></b><br/> There has been great effort made in the area of establishing or re-establishing partnerships that furthers our mission and goals to meet the needs of our students. We continue to work closely with our authorizers, Victor Valley College, NASA/JPL, local industries, local elected officials, CCSA, and others to begin new initiatives that will benefit our students, staff and schools.</p> <p>The AAE Administration has been working with Victor Valley College to develop a dual enrollment plan that would provide interested students with an opportunity to pursue a rigorous pathway that could allow them to graduate with a diploma and many of their general education units for transfer to the CSU/UC systems. This plan is still under development with the goal to begin with a Healthcare Pathway in Fall 2018.</p> <p><b><u>Math Partnerships</u></b><br/> NSLA has created two exciting partnerships centered on mathematic instruction. First, NSLA recently adopted the Swun Math Curriculum in grades TK-8. This curriculum is accompanied by extensive professional development for teachers and administrators as well as workshops for parents. The representatives of Swun have taken a particular interest in NSLA and are extremely encouraged by the quality of the implementation. Toni Preciado has been invited to present on "Moving the Math Needle" at the California Charter School Association Conference with Si Swun, author of Swun Math and Jack O'Connell, Former CA State Superintendent of Education. This is a testament to the leadership and teachers at NSLA.</p> <p>Additionally, NSLA is the sub-recipient of a grant through the Graduate School of Education at University of California, Riverside and University of New Mexico. The focus of the grant is "Math Problem Solving and Working Memory Growth in English Language Learners with Math Disabilities." This grant will be managed by Erin Mason with site administrative support.</p> <p><b><u>Chinese Partnerships</u></b><br/> The Lewis Center is 1 of 5 districts, and the only charter organization, in California currently participating in the <i>Shanghai-California Shadowing Principal/Teacher Program</i> with the highest achieving schools and teachers in the Pudong District in Shanghai, China. Their students repeatedly test the highest in the world on global comparisons. Their goal is to conduct field study by visiting California distinguished schools and state-of-the-art scientific research institutions, such as UCLA.</p> <p>This educational exchange program was initiated by the agreement, "Letter of Intent on Education Cooperation", signed in November 2005 between the California School Boards</p> |
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Association (CSBA) and the Shanghai Municipal Education Commission (SHMEC) to promote cooperation between California schools and schools in Shanghai.

In this school year alone, the Lewis Center has hosted two delegations of visiting Chinese teachers. Additionally, Ryan Dorcey and Lisa Lamb visited several STEM-focused and high performing schools in Shanghai in September. This ongoing partnership aligns with our organization and schools' missions of being globally minded.

Lewis Center got involved in the CA-SH Exchange program through its partnership with UCLA Confucius Institute (UCLACI). In 2008, Rick Piercy received grants from UCLACI for Norton. As a committee member of UCLACI, our current liaison, Jia Quan, visited Norton and met Rick. During the conversation, she introduced the CA-SH Exchange program which began our involvement. Throughout this time, we have signed 2 sister school agreements with Anji Road Experimental School in Hangzhou and AnShan Middle School in Shanghai.

### **GAVRT**

The GAVRT Management Team participated in Annual Strategic Planning on October 9-10<sup>th</sup>. A major focus of this program is establishing additional partnerships to benefit our students in all areas of STEM education.

The GAVRT team is collaborating with Smithsonian National Air and Space Museum educators. Lisa Lamb and Shannon McConnell (JPL) will be meeting with the education and NASA Headquarters team in March during the AAE Ambassadors visit to Washington DC. We are currently working on two projects:

1. A *STEM in 30* episode which will be based on observatories in which GAVRT will be highlighted. GAVRT Teacher and students will be performing a Black Hole track.
2. GAVRT will host Summer Institutes at the Columbia Memorial Space Center in Downey, CA and at the Smithsonian Udvar Hazy Air and Space Museum in Washington DC.

More about *STEM in 30*: This is a fast-paced webcast series engages middle school students in Science, Technology, Engineering, and Math (STEM) topics in just 30 minutes. The Smithsonian hosts bring in Museum curators, astronauts, and experts in the field to connect classrooms with real-world, relevant content. Shows combine animations, interviews with experts, and unique locations to show students that science extends beyond the walls of their school.

Link to *STEM in 30* website: <https://airandspace.si.edu/connect/stem-30>

Prompted by last summer's visit to NASA Headquarters, the GAVRT Team has begun working to re-energize our partnerships in Australia. Specifically, we have been invited to participate in a week-long STEM Conference at Macquarie University in Sydney where we will train teachers, meet with high school students and collaborate with partnering scientists. The goal is to set the foundation for GAVRT to become the global model education program for radio astronomy with strong presence at each of the three centers within the Deep Space Network (Goldstone, CA, Canberra, Australia and Madrid, Spain.)



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| <b>Goal 2: Renegotiate a mutually beneficial lease agreement with the City and County or secure an alternative campus.</b>   |   |
| <p><b>2.1 Objective:</b> By June 2018, a new lease will be executed that is long-range, affordable and allows for campus expansion.</p>  | <p>Board Members, LCER administration and NSLA teachers spoke during public comment at the San Bernardino County Board of Supervisors meeting on January 9, 2018. During that time, we were able to raise the Supervisors' awareness of County staff's responses to our negotiation efforts. A joint meeting of City, County, Preschool and LCER staff was held in February where a desire to work together toward a resolution was shared. However, the negotiations have also continued down a path of litigation. The goal is to settle the dispute within the next several weeks by carefully navigating these parallel paths.</p> <p>Per Board direction, the LCER has offered to cure the alleged breach by modernizing the current Head Start facilities within the specifications listed in the lease. Alternative courses of action are also being developed in conjunction with outside agencies. Each will be considered by the Board and administration to determine the best option for the resolution of the lease dispute and the most viable alternative for NSLA TK-12 facilities.</p>   |
| <p><b>2.2 Objective:</b> By June 2018, if a new, long-term lease is not a viable option, an alternative option for a permanent facility (either at the current site or at a new location) will be executed that is affordable and allows for campus expansion.</p> | <p>While we are working to resolve any lease disputes, we are also looking at various options for permanent facilities. These continue to include the desire to extend our lease at our current site, purchase our current site at an affordable rate, or looking within a ten-mile radius at other available properties.</p> <p>We have continued to seek out alternative locations in the case that remaining on our current site is not viable and/or best long-term option. This includes meeting with local land developers and a real estate agent to explore viable campus alternatives.</p> <p>We received a Prop 39 in-lieu proposal for the in-district students from San Bernardino City USD. We rejected this offer. As such, we should receive a facilities offer no later than March 9, 2018 in keeping with the requirements under the law.</p>  |
| <b>Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery.</b>  |   |
| <p><b>3.1 Objective:</b> By Fall 2018, both schools will demonstrate increases in student mastery in the areas of Mathematics in grades 5-8 as indicated on the Accountability Dashboard.</p>  | <p>Mastery in Mathematics continues to be the instructional focus at both schools.</p> <ol style="list-style-type: none"> <li>1. AAE has contracted with Carnegie Learning our textbook publisher to provide embedded professional development for teachers in grades 5-12. A math coach has observed our teachers and provided individual feedback, grade level lessons have been delivered in the teachers' classrooms, and collaboration time has been provided with the mathematics coach. This investment and professional development approach has been greatly appreciated by AAE teachers.</li> <li>2. NSLA has continued to implement Swun Math with its highly-effective integrated approach to professional development. The Swun math coach is on-site monthly and works directly with classroom teachers, site administration and parents. The next phase will be to use the math data collected to this point in the year to specifically inform instructional practices. This work will also be supported by the Swun coach. The assessments given to date show marked improvement on mastery in all grade levels.</li> </ol> <p>Principals presented the CAASPP results at the school board meetings in September 2017. In summary, grades 5-8 math continues to be the greatest area of need at both schools. Each school has developed a comprehensive plan to close the achievement gaps in these grade levels. New curriculum, structured teacher collaboration and professional development are the foundation of these plans.</p> <p><b><u>Teacher Collaboration Time</u></b></p> <p>AAE and NSLA use the weekly early release Wednesday schedule to: meet within the Professional Learning Communities (PLCs) to discuss student mastery, assessments, curriculum adoptions and schoolwide learning goals. Additionally, both schools provide weekly magnet time</p> |

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|   | <p>for elementary students while the teaching teams are able to collaborate around their grade level curriculum and instruction. Much of the work done in the PLC is guided by the administration and the Academic Leadership Teams, comprised of lead grade level and department teachers.</p> <p><b>Professional Development</b><br/>The professional development emphasis is focused on mathematics in the middle grades. Both schools are implementing curriculum-aligned and classroom-embedded training. This provides teachers with directed instructional coaching in their own classrooms using their adopted curriculum. Research proves that this approach is far more effective than attending outside workshops.</p>   |
| <p>3.2 <u>Objective:</u> By 2022, both schools will develop a Computer Science/STEM strand that builds upon itself in grades K-12.</p>  | <p>As of the 2017-2018 school year, the following Comp Science/STEM offerings are in place:</p> <p><b>AAE:</b></p> <ul style="list-style-type: none"> <li>• K-5- Weekly Coding Classes</li> <li>• 3-5- Weekly Keyboarding Classes</li> <li>• 6-8- MS Technology Explorative Wheel (Student take Technology Elective one quarter/year)</li> <li>• 9-12- Introduction to Computers and Computing with Robotics elective courses</li> </ul> <p><b>NSLA:</b></p> <ul style="list-style-type: none"> <li>• 6-8- Computer Science/Coding Elective Class</li> </ul> <p>Both schools continue to implement one-to-one devices (MacBook or iPad) in grades 4-12 with primary grades utilizing standing computer labs and iPad carts.</p> <p>All instructional staff at NSLA become Apple Certified last spring.</p>  |
| <p>3.2 <u>Objective:</u> By Fall 2018, AAE will demonstrate increases in AP passing rates in the area of Mathematics.</p>   | <p>In Spring 2017, the results are as follows:</p> <p>Calculus--14 students tested, 3 passed<br/>Statistics—10 students tested, 5 passed</p> <p>This data is the baseline for comparison and progress monitoring on the AAE LCAP.</p>   |
| <p>3.3 <u>Objective:</u> By Fall 2019, strengthen the Middle School program at Norton as indicated by multiple measures, including, but not limited to: CAASPP scores, decreased student attrition, parent and student surveys.</p> | <p>Measurable predictors such as: surveys, attendance, assessment scores and enrollment indicate an overall strengthening of the middle school program. Current middle school opportunities: ASB, Rockets Lifting our Community Club, math support, athletics, dances, field trips and 8<sup>th</sup> grade Science Camp. These opportunities continue to expand through parent and teacher support and collaboration.</p> <p><b>NSLA Priority 6</b><br/>In the fall of 2017, Norton Science and Language Academy Parents and students (grades 5-8) were given the opportunity to complete a school climate survey to inform Norton Science Language Academy’s parent and student perceptions of the current school climate.</p> <p>The following data was gathered from parent surveys:</p> <ul style="list-style-type: none"> <li>• NSLA has consciously and continuously built a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all over the years.</li> <li>• NSLA prepares and distributes electronically updated school handbooks that students and parents use throughout the school year.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Discipline and attendance policies are thoroughly outlined in these documents.</li> <li>• NSLA fosters student responsibility for learning in a variety of ways. Teachers actively encourage students to ask questions and are routinely available before school, during school and after school. NSLA provides different avenues for students to engage in their learning through, online class work. All students in grades 4-8 have access to a laptop or iPad to access their learning.</li> <li>• The professional staff regularly engages in a variety of professional efforts designed to improve student learning including professional discourse, resources outside of the school, formal time to implement professional development, and opportunities to apply the skills, practices and ideas gained to improve curriculum, instruction, and assessment.</li> <li>• Teachers exchange best practice ideas in the areas of common assessments, common core standards and pacing.</li> <li>• As a core value, the concept of parents as partners in the education of the children along with the concept of students as active participants in their education requires that teachers, students and parents are involved in meaningful and defined roles in decision making that promote responsibility and ownership.</li> <li>• Students, faculty, professional staff, and administrators collaborate daily at NSLA to maintain and further develop a school culture that is safe, positive, respectful, and supportive, with high expectations for all and a tradition of putting students first.</li> </ul> <p>Several themes arose from the gathered student and parent survey data. The data will be used to inform professional staff of the current school climate. Findings from survey data:</p> <ol style="list-style-type: none"> <li>1. Monitor school cleanliness is periodically throughout the day.</li> <li>2. Provide students with a forum to discuss concerns with school climate</li> <li>3. Provide character assemblies, bullying presentations and school wide campaigns throughout the school year.</li> <li>4. Create better awareness within the student body of the roles and functions of the Leadership team.</li> <li>5. Increase home-school communication to inform families of volunteer opportunities on campus.</li> <li>6. Develop discipline systems that are aligned to fairly and consistently address discipline issues.</li> <li>7. Establish strong, consistent connections with families.</li> </ol> <p>At NSLA, 2017 CAASPP middle school scores were fairly stable. English Language Arts scores showed a slight decline in grades 5-7 with an increase in 8<sup>th</sup> grade of 13%. 6<sup>th</sup> grade math showed a decline of 15%. All grades combined, Math scores showed a 2% overall increase.</p> |
| <p>3.4 <u>Objective:</u> Depending on available facilities, NSLA will begin adding one high school grade per academic year with a target of Fall 2019 for the first freshman class.</p> | <p>Lease negotiations are still underway. This timeline is dependent on securing adequate facilities to provide for expansion.</p>  |
| <p><b>Goal 4: The Lewis Center for Educational Research will be unified under a common vision, mission, goals and objectives.</b></p>   |   |
| <p>4.1 <u>Objective:</u> Staff and the Board of Directors will continue to engage in ongoing open, honest and constructive communication.</p>   | <p>This continues to be an area for growth. We had a Special Board meeting last April to discuss measures to improve communication between staff and board. Some items that have been implemented include: Parent Square, streaming meetings from both locations, and regular CEO memos. Additionally, the Personnel Committee was directed to review the bylaws and board</p>  |

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|   | <p>code of conduct. The Executive Team and Board have engaged in annual strategic planning sessions to continue this progress.</p> <p>The Principals actively work to engage their staff and students in ongoing, open communication. These efforts include: establishing Principal’s Cabinet, student/staff/parent surveys, Parents and Pastries meetings, Academic Leadership discussion and more. These discussions bring priorities to the forefront so that they can be addressed in the schools’ LCAPs. Currently, the greatest areas of priority stem around teacher training, student voice, cleanliness of facilities and fiscal transparency.</p> <p>The staff and Board participated in Annual Strategic Planning in September 2017. Throughout this session, the vision, mission, goals and objectives were reviewed and revised. The process was perceived by staff and Board to be open, honest and constructive. This workshop set a positive and collaborative tone for the year. The CEO and Board Chairman meet monthly to review progress toward meeting established goals and the board agenda. Board members are receiving regular school and program updates through Parent Square and CEO emails.</p>                                      |
| <p>4.2 <u>Objective:</u> Throughout the 2017-2018 school year, the Executive Team, as supported by the Board of Directors, will intentionally build a positive climate throughout the organization.</p> | <p>This is an ongoing effort that has become a lens for organizational decision-making. Growth in this area is evidenced by the increased presence of Board members at LCER events, collaborative planning sessions, increased fiscal transparency and planning, and increased stakeholder input.</p> <p>The climate has historically been positive at AAE, but last year’s cuts resulted in a setback. The cuts impacted the confidence of staff, students and parents in the stability of the school. Administration has taken specific steps to turn this around and is confident that healing and progress will continue.</p> <p>The climate at NSLA has continued to strengthen under Dr. Barragan and his team’s leadership. Student enrollment has increased, while staff and student attrition has decreased in the past year. Additionally, Human Resources has seen a marked decrease in personnel concerns.</p> <p>The positive climate within the GAVRT Program has increased over the past year. We have held weekly telecons, monthly management meetings, strategic planning sessions and other collaborative work sessions in order to expand our curriculum, training, summer institutes and to set goals for future growth and development.</p> |
| <p>4.3 <u>Objective:</u> The Board of Directors will actively participate in the establishment and review of LCER policies.</p>   | <p>Staff has been reviewing and revising policies. These policies are being aligned with our charters, WASC plans and LCAPs. When necessary, they will be additionally reviewed by legal counsel. Several policies have been brought forward to the Board for approval in the past year. This will be an ongoing process.</p>   |

**Lewis Center for Educational Research  
Human Resources Staff Report**

**Date:** February 26, 2018  
**To:** LCER Board of Directors  
**From:** Stacy Newman, Director of Human Resources

**AAE (9 Total)**

**New Hires: (3)**

| Last Name | First Name | Hire Date | Job Title                             | Position / Stipend # |
|-----------|------------|-----------|---------------------------------------|----------------------|
| Williams  | Lewis      | 2/26/2018 | Classified Substitute (pending certs) | Sub                  |
| Doman     | Ericka     | 2/22/2018 | Classified Substitute                 | Sub                  |
| Slone     | Jennifer   | 2/22/2018 | Classified Substitute                 | Sub                  |

**Reclassifications: (0)**

**Terminations: (3)**

| Last Name | First Name | Termination Date | Job Title                   | Reason              | Position / Stipend # |
|-----------|------------|------------------|-----------------------------|---------------------|----------------------|
| Foley     | James      | 2/9/2018         | Director of Fiscal Services | At-Will Termination | 00064                |
| Penton    | Yolanda    | 2/1/2018         | Education Specialist        | Cause               | 00153                |
| Tran      | Winston    | 1/29/2018        | 8th Grade Math Teacher      | Resignation         | 00230                |

**NSLA (7 Total)**

**New Hires: (1)**

| Last Name | First Name | Hire Date | Job Title        | Position / Stipend # |
|-----------|------------|-----------|------------------|----------------------|
| Robles    | Richard    | 2/5/2018  | Certificated Sub | sub                  |

**Reclassifications: (1)**

| Last Name | First Name | From           | Position / Stipend # | To                             | Position / Stipend # | Date      |
|-----------|------------|----------------|----------------------|--------------------------------|----------------------|-----------|
| Sagastume | Rachel     | Classified Sub | Sub                  | After School Program Assistant | 260                  | 1/30/2018 |

**Terminations: (5)**

| Last Name  | First Name       | Termination Date | Job Title                                | Reason (resignation, At Will, or For Cause) | Position / Stipend # |
|------------|------------------|------------------|--|---|----------------------|
| Villanueva | Teresa           | 3/1/2018         | Administrative Assistant Office Services | Resignation                                 | 00008                |
| Alvarez    | Mayra            | 2/28/2018        | Instructional Assistant 00107            | Resignation                                 | 00107                |
| Lord       | Christopher Eric | 2/28/2018        | Facilities Technician                    | Resignation                                 | 00089                |
| Robles     | Stephanie        | 2/28/2018        | Instructional Assistant 00112            | Resignation                                 | 00112                |
| Rush       | Ruthemma         | 2/20/2018        | Certificated Sub                         | resignation                                 | sub                  |



- Monitored labor law updates and blogs for compliance
- Reviewing the 2018 Cal Chamber Labor Law Digest
- Worked on updating HR board policy & procedures
- Reviewing wage and hour updates

#### **Personnel Items:**

- Processed workers' comp & student injury claims
- Processed FMLA applications and SDI benefit claims
- Responded to notice of claim filed for unemployment insurance
- Ongoing new teacher induction management
- Ongoing credential processing and monitoring
- Calculated pay reconciliations for finance department for employees' terminations, leaves, etc.
- Investigated and responded to UCP and internal complaints
- Updated forms and implemented procedure changes: meal break waivers, requests for time, etc.
- Web Timesheets: Worked with Finance Department to continue to train and implement organizational wide roll out of new web based timesheet system
- Tracked sick leave balances in HR Software
- Assisted finance department in training of exec team, all supervisors and applicable administrative assistants
- Worked with CEO on NSLA lease
- Worked jointly with Finance to review personnel budget items for 2018-19
- Led meetings with each director to review their personnel costs for 2018-19 in preparation for new Finance Director
- Worked with finance to create reports for exec team and Board
- Update draft salary calculations for the 2018-2019 school year for all regular classified and certificated staff
- Prepared for this semester's Employee of the Semester: nominations, meetings, selections, awards, presentations, etc.
- Worked on updating HR board policy & procedures
- Continual update of HR forms to include workers comp/student accident, family leave, employee handbook, hiring checklists, SOPs, etc.
- Track, log, and send reminders to supervisors for performance evaluations
- Worked with board designee and began CEO evaluation process

#### **Trainings/Meetings/Presentations:**

- Submitted a proposal to CCSA to present at the coming CCSA conference. The proposal was accepted. Continued work on drafting the PowerPoint for the conference
- CASBO conference on wage & hour
- Monthly HDEAC seminar/training, specifically unemployment and wage & hour
- Monthly HDEAC board meetings
- LCER Board & special Board meetings
- Regional credential meetings
- SBCSS Board meetings
- SBC Board of Supervisor meetings
- Monthly board meetings for High Desert Employer Advisory Council
- RCOE Center for Innovation Regional Induction Meeting
- Weekly LCER Executive Team meetings
- Weekly LCER General Administrative Team Meetings
- Met with human resources officer from Charter Safe to review LCER human resources practices

**Lewis Center for Educational Research**

**STAFF REPORT**

Date: February 28<sup>th</sup>, 2018  
To: Board of Directors  
From: Ryan Dorcey  
Re: Information Technology/GAVRT Report

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**Information Technology**

- Supported interim assessments which serve the dual purpose of testing student's technological ability to complete Smarter Balance Assessments in the Spring.
- Started E-Rate 2018 process for fiber optic services.
- Joined consortium for AB1584 compliance. Working on finalizing procedures for app and software adoption.
- Completing Sentinel program for Cybersecurity Education Program. Staff will receive training from TAPD, Technical Assistance & Professional Development, on Cybersecurity at no cost to the organization.
- 256 support tickets resolved during reporting period, 01/25/18-02/28/18.

**GAVRT**

- Ongoing work and support for JPL employees working to repair DSS-28.
- Ongoing work cleaning up archived radio astronomy data.
- Ongoing work in anticipation of 3 summer trainings in Downey, CA, Washington, D.C., and Macquarie University in Sydney Australia.
- Space Science students have been teaching the AAE Ambassadors SETI and Black Hole Patrol sessions in preparation for their visit to Washington D.C.
- Gave Mission Control tour to 40 students from France here as part of a foreign exchange student program.
- GAVRT supported 8 schools performing 19 sessions with 162 students.



**Lewis Center for Educational Research  
Staff Report**

Date: March 12, 2018  
To: LCER Board of Directors  
From: Valli Andreasen and Wes Kanawyer  
Re: Principal's Report

**School Operations**

- AVUSD Superintendent, Tom Hogerman, presented an active shooter training for AAE staff on March 6.
- Peepholes are being installed in classroom doors.
- AEDs donated by Desert Valley Medical Group have been installed in D-101, N-bldg, and E-bldg.

**Strategic Planning**

- The school's WASC Self-Study Report was completed, sent to the visiting team and uploaded to the ACS WASC website in preparation for the April 9-11 visit.
- The 2016-17 School Accountability Report Card (SARC) was uploaded to the California Department of Education and the AAE school website. We continue to analyze our performance on the indicators and plan for improvement.

**Student Achievement and Performance**

- AAE's 2018 Class Valedictorians and Salutatorians were announced.

**School Event Highlights**

- STREAM Quest was held March 1 for K-5 students to explore their interests in Science by conducting investigations in the categories of Scientific Inquiry, Environmental Innovation, Engineering Innovation, and Reverse Engineering. The school is sending five K-12 students to the SIM Science and Engineering Fair.
- The March Parents & Pastries meeting was held with principals the first Thursday of the month. In light of recent school shootings, the topics discussed were school safety, anti-bullying education, and student mental health services.
- School Counselor, Brenda Day, held a Juniors and Parents meeting on February 12 to help prepare students for graduation, college, and careers.
- MS ASB is working on the Middle School Evening of Elegance dance.
- HS ASB is busy working on various events including a first ever Color Run that will be held in conjunction with PTC.
- ASB applications for the 2018-2019 are currently being evaluated. There's been a significant interest in ASB, so we look forward to having an incredible group of student leaders.
- Varsity Girls Soccer made it all the way to the Quarter Finals of CIF where they lost 0-1.
- Varsity Boys Soccer made it the 1st round of CIF.

- Middle School Softball ended with an undefeated season.
- All Spring sports are currently practicing or getting ready to start tryouts.

**Media Coverage**

- “Apple Valley remembers beloved teacher, mentor Ken Cooper” *Daily Press* article on February 28, 2018. Community mourns unexpected death of AAE teacher Ken Cooper.
- “Prep Girls Soccer: AAE advances in PKs” *Daily Press* article on February 20, 2018. Girls soccer team headed to the quarterfinals after a shootout victory.

**Parent and Community Partnerships**

- AAE PTC President, Michelle Souter, is resigning in June after years of dedicated service to the school. Loyal Best is the approved candidate for the position.
- Mr. Kanawyer attended the Mountain Desert Middle School Partnership this month.

**Fiscal Considerations**

- The current AAE administrative structure of two principals will change in 2018-19 and will be included in next year’s proposed budget.

**Special Education**

Total- 120  
 Speech ONLY- 36  
 Pending referrals- 6 (4 SPED, 2 Speech)

**Registrar/Enrollment**

TK 23  
 K 100  
 1st 101  
 2nd 98  
 3rd 112  
 4th 111  
 5th 112  
 6th 125  
 7th 125  
 8th 124  
 9th 110  
 10th 92  
 11th 99  
 12th 96

**Total** 1428

| <b><u>Discipline</u></b> | <b><u>TK-5</u></b> | <b><u>6-8</u></b> | <b><u>9-12</u></b> |
|--------------------------|--------------------|-------------------|--------------------|
| In--house Suspension     | 1                  | 5                 | 4                  |
| Suspensions              | 17                 | 11                | 18                 |
| Expulsions               | 0                  | 0                 | 0                  |

# NSLA Board Report- February



## Updates:

Amazing to think March is here- as I write this we are deep into the school year. We celebrated the 100th day of school with a day filled with joy and math! We have had a very long few weeks of illness, it has had an effect on students and staff. These times make me think of how lucky I am to be a part of such an amazing community. The staff has adapted, developed and supported in any way possible. A great big shout out to all of the staff, they do amazing things every day- but times that by 100 these past weeks, and you have a small sense of their dedication! We look forward to the remainder of the school year and the great things that we have in store for the NSLA community.

- Fausto

Organized by Sharmeen Mahmud, students and staff participated Random Acts of Kindness (RAK)Week during the week of February 13-16. RAK week is a time when citizens all across the globe are challenged to do something kind for a friend or stranger for no reason at all. Originally started by Megan Singleton, Josh de Jong, and Marshall Gray, Random Acts of Kindness Week continues on thanks to the efforts of the Random Acts of Kindness Foundation, a nonprofit organization founded upon the powerful belief in kindness and dedicated to providing resources and tools that encourage acts of kindness.

Speaking and singing in both English and Mandarin, Norton students recently staged an hour-long show to celebrate the Chinese New Year, showing off their cultural knowledge in the process. Mrs. Jessica Hsieh, the Chinese teacher, organized the event and taught students a variety of dances, Mandarin songs, and speeches to celebrate Chinese culture and language.



NSLA’s annual Science Fair was held on February 6, 2018. Over 15 guest judges were in attendance to evaluate hundreds of science fair projects created by students in grades 3-8. Before the Science fair, students had the opportunity to attend Open Lab Nights where “scientists” were available to support students and families with preparation for the fair.

**Science Fair Winners:**

|                 | 1 <sup>st</sup> Place | 2 <sup>nd</sup> Place | 3 <sup>rd</sup> Place          |
|-----------------|-----------------------|-----------------------|--------------------------------|
| K-5             | Walworth              |                       |                                |
| 3 <sup>rd</sup> | Gael Lopez-Aran       | Oliver Lamb           | Elijah Dougherty & Axton Smith |
| 4 <sup>th</sup> | Owen Morris           | Emily Preciado        | Katherine Parti                |
| 5 <sup>th</sup> | Noah & Ethan Esquivel | Nicholas B.           | Josie Durazo                   |
| 6 <sup>th</sup> | Isabela Lopez-Davis   | Vivana Palos          | Serenity Carasco               |
| 7 <sup>th</sup> | Jayden West           | Felicia Perez         | Jesus Naranjo                  |
| 8 <sup>th</sup> | Seth Johnson          | Andrea Cruzado        | Liyah Belvins                  |

During the month of February, there were two break-ins at NSLA. Several items were taken from the storage sheds and custodial closet. San Bernardino City Schools Police Department was quick in their response to phone calls and thorough in their investigation of the thefts. We continue working with SBCSPD to support us in supporting us with many of the functions at Norton.

Our NSLA team has made tremendous strides to support our students and build their capacity. We all continue to grow and learn each day. Go Rockets!

Professional Development continues to be a strong focus at NSLA. The following Professional Development in ongoing at NSLA:

- GLAD
- SWUN Math Coaching
- Love and Logic
- Growth Mindset
- Special Education and General Education Collaboration
- Dr. Gayle Thompson

**Attendance (Weekly Attendance Report attached)**

Current enrollments at Norton remained steady during the month of February. Efforts to recruit for the current and upcoming school year are active.

| <b>GRADE LEVEL</b>    | <b>CURRENT ENROLLMENT</b>                     | <b>WAITING LIST</b> | <b>WAITING LIST 2018-2019</b> |
|-----------------------|---|---------------------|-------------------------------|
| <b>TK</b>             | 25  | 0                   | 6                             |
| <b>K</b>              | 110   | 18                  | 52                            |
| <b>1<sup>st</sup></b> | 111   | 9                   |                               |
| <b>2<sup>nd</sup></b> | 110   | 2                   |                               |
| <b>3<sup>rd</sup></b> | 97  | 6                   |                               |
| <b>4<sup>th</sup></b> | 80  | 2                   |                               |
| <b>5<sup>th</sup></b> | 66  | 7                   |                               |
| <b>6<sup>th</sup></b> | 66  | 9                   |                               |
| <b>7<sup>th</sup></b> | 52  | 3                   |                               |
| <b>8<sup>th</sup></b> | 59  | 3                   |                               |
| <b>ISAI TK-5</b>      | 10  | 0                   |                               |
| <b>ISAI 6-8</b>       | 4   | 0                   |                               |
| <b>TOTAL</b>          | <b>793</b> <b>99.82%</b><br><b>Attendance</b> | <b>59</b>           |                               |

**Staffing**

Interviews for the vacant Teacher on Assignment position were held on February 15, 2018. After careful consideration, the interview panel determined that the candidates were not the best fit for NSLA’s current needs. The position will be re-posted on Ed Join.

Effective March 1, 2018, the following staff members have resigned from NSLA:

- Christopher “Eric” Lord, Facilities Technician
- Teresa Villanueva, Administrative assistant to the Dean of Students
- Mayra Alvarez, Rocket Lab Instructional Aide
- Stephanie Robles, Rocket Lab Instructional Aide

**All positions have been posted on Ed Join and interviews will be scheduled for after spring break.**

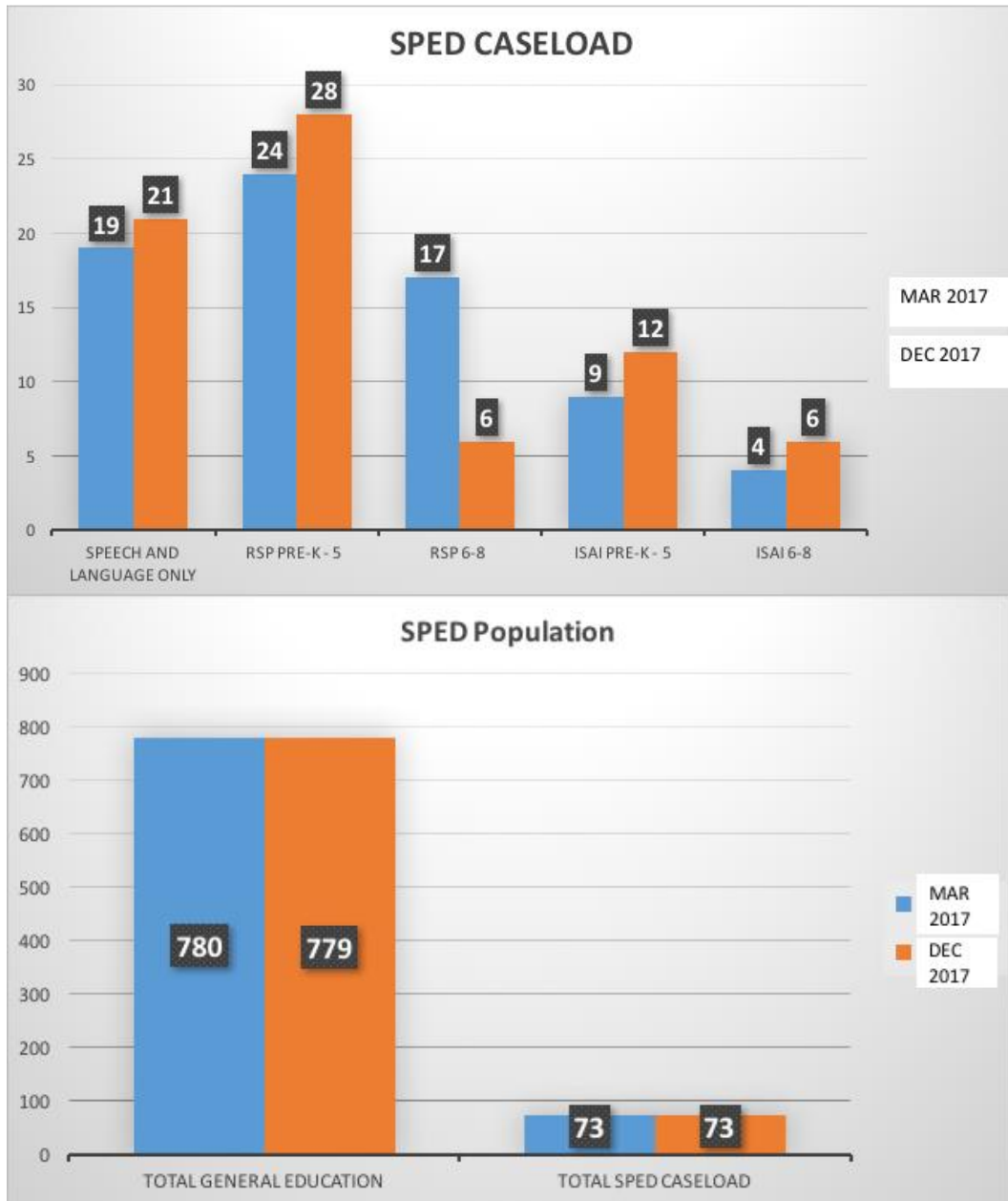
**IEPs**

Currently, we have 74 students receiving services and support in a variety of settings including RSP, Speech and Language and ISAI.

| Service                     | Students |
|-----------------------------|----------|
| Students Receiving Services | 74       |
| Speech Only                 | 23       |
| Pending Referrals           | 2        |

**Services are rendered by fully credentialed teachers, school psychologist and speech pathologist. Bilingual aides provide support during push-in and pull-out services. (Graph 1)**  
**Middle School RSP 6-8 experienced the most significant changes with a number of SPED students graduating over the summer. (Graph 2)**  
**Special Education population was 9% / 780 students in March, 2017. Overall SPED population remains at 9% / 779 as of December, 2017.**

|  |                                       |
|--|---------------------------------------|
| School Psychologist (Bilingual)                                  | Marcelo Congo                         |
| Speech and Language (Bilingual)                                  | Nancy Chavez                          |
| Intensive Specialized Academic Instruction (ISAI) Pre-K to 5     | Cari Walworth (Education Specialist)  |
| Specialized Academic Instruction (SAI) Pre-K to 5 (Bilingual)    | Marisa Caceres (Education Specialist) |
| Intensive and Specialized Academic Instruction 6 to 8            | Education Specialist)                 |
| Intensive Specialized Academic Instruction (ISAI) Pre-K to 5     | Georgina Flores (Instructional Aide)  |
| Specialized Academic Instruction (SAI) Pre-K to 5 (Bilingual)    | Angelica Lopez (Instructional Aide)   |
| Intensive and Specialized Academic Instruction (ISAI/SAI) 6 to 8 | Andre Humphrey (Instructional Aide)   |



Professional development (PD) to support collaboration between SpEd and GenEd is ongoing. The objectives of the current PD opportunities for SpEd and GenEd collaboration are the following:

1. To provide a comprehensive, seamless educational model to provide students with a least restrictive environment.
2. Maximize the percentage of time special education students are programmed into general education classes.
3. Maximize support general education teachers are receiving.
4. To provide supportive services available to students and families who exhibit academic and or social-emotional needs.

5. Maximizes collaboration between general education, special education, and support staff.
6. Creates a school community where all teachers assume responsibility for the education of all students.

## **We Invite you to the upcoming Events!**

### **Upcoming Events**

The following are upcoming events at NSLA. All members of the board are invited to join us.

#### **March**

**3/1**

- SST DAY

**3/2**

- End of 2<sup>nd</sup> Trimester
- Dr. Seuss Birthday (Student can wear a Dr. Seuss T-shirt with uniform bottoms)

**3/5**

- ALT Meeting
- NSLA Budget Meeting

**3/7**

- PTO General Meeting

**3/8**

- SMART Goals Due

#### **3/9 - 3/16 - Parent Conferences (12:30PM dismissals)**

**3/9**

- Annual NSLA Talent Show (Sturges Center for the Fine Arts)

**3/12**

- Kinder Awards Assembly (8:30-9:15am)
- 1<sup>st</sup> grade awards assembly (9:30-10:15am)

**3/13**

- 2<sup>nd</sup> grade awards assembly (8:30-9:15am)
- 3<sup>rd</sup> grade awards assembly (9:30-10:15am)

**3/14**

- 4<sup>th</sup> grade awards assembly (8:30am-9:15am)
- 5<sup>th</sup> grade awards assembly (9:30-10:15am)

**3/15**

- 6<sup>th</sup>-8<sup>th</sup> grades awards assembly (8:30-9:15am)

**3/16**

- TK awards assembly (8:30-9:00)

#### **3/19 – 3/30- SPRING BREAK**

#### **April**

4/2- NSLA Lottery (K5) 5:00-6:00pm

4/4- PTO General Meeting (8:30-9:30am)

4/6-Middle Grades Dance – “A Night in Paris” (5:30-8:30pm)



4/9 - 4/13-Scholastics Book Fair  
4/11- Read A Thon (PTO Fundraiser)  
4/25- Parents and Pastries (8:30-9:30am)  
4/30- Rockets in training (Kinder)



Creating Global Citizens

**ROCKET LAB**  
Tier 2 Intervention

“Striving for Excellence”

*Winter Rocket Report 2018*

|                 | <i>Goal</i>                               | <i>Students</i> | <i>Met Goal</i> | <i>Not Meet Goal</i> | <i>Percentage</i> |
|-----------------|---|-----------------|-----------------|----------------------|-------------------|
| K               | Recognize letter sounds & blend syllables | 18              | 17              | 1                    | 94%               |
| 1 <sup>ST</sup> | Spanish Phonics / Increase 1 EDL level    | 22              | 17              | 5                    | 82%               |
| 2 <sup>nd</sup> | Spanish Phonics / Increase 1 EDL level    | 19              | 15              | 4                    | 79%               |
| 3 <sup>rd</sup> | + and – with regrouping                   | 19              | 16              | 3                    | 84%               |
| 4 <sup>th</sup> | Multiply 2 digits by 2 digits             | 23              | 16              | 7                    | 70%               |
| 5 <sup>th</sup> | Multiplication Fluency                    | 24              | 24              | 0                    | 100%              |
| <b>Total</b>    | -   | <b>125</b>      | <b>105</b>      | <b>20</b>            | <b>84%</b>        |

*We are what we repeatedly do. Excellence, then, is not an act, but a habit.*  
-Aristotle

**LEWIS CENTER FOUNDATION  
COMBINED BALANCE SHEET AND INCOME STATEMENT  
January 1 - January 31, 2018**

**CHECKING (LEWIS CENTER FOUNDATION)**

|   |              |            |
|---|--------------|------------|
| <b>Beginning Balance</b>  |              | \$1,895.36 |
| <b>Revenue</b>  |              |            |
| Transfer from Savings - AAE Capital Campaign                                      | \$570.34     |            |
| Transfer from Savings - Unrestricted  | \$650.00     |            |
| Transfer from Savings - Scholarships  | \$2,500.00   |            |
| Donation - AAE Staff Scholarship  | \$10.00      |            |
| Donations - Unrestricted  | \$100.00     |            |
| <i>Total</i>  | \$3,830.34   |            |
| <b>Expenditures</b>   |              |            |
| Engraved Bricks - Brick order for sponsors  | \$570.34     |            |
| Victor Valley Chamber - Leadership Course - Lisa Lamb                             | \$650.00     |            |
| AAE Ambassadors - Educational Activity Grant                                      | \$2,500.00   |            |
| Transfer to Savings - \$10 AAE Staff Scholarship, \$100.00 Unrestricted Donations | \$110.00     |            |
| <i>Total</i>  | \$3,830.34   |            |
| <b>Ending Balance</b>   | <i>Total</i> | \$1,895.36 |

**SAVINGS (LEWIS CENTER FOUNDATION)**

|   |              |              |
|---|--------------|--------------|
| <b>Beginning Balance</b>                    |              |              |
| Restricted Funds - Capital Campaign         |              | \$153,198.86 |
| Restricted Funds - Davis Endowment          |              | \$10,954.63  |
| Restricted Funds - HiDAS Endowment          |              | \$64,431.58  |
| Restricted Funds - Scholarships             |              | \$43,353.17  |
| Unrestricted Funds                          |              | \$41,124.34  |
|   |              | \$313,062.58 |
| <b>Revenue</b>                              |              |              |
| Unrestricted Donations                      | \$100.00     |              |
| AAE Staff Scholarship Donations             | \$10.00      |              |
| Interest                                    | \$28.14      |              |
| <i>Total</i>                                | \$138.14     |              |
| <b>Expenditures</b>                         |              |              |
| Transfer to Checking - AAE Capital Campaign | \$570.34     |              |
| Transfer to Checking - Scholarships         | \$2,500.00   |              |
| Transfer to Checking - Unrestricted         | \$650.00     |              |
| <i>Total</i>                                | \$3,720.34   |              |
| <b>Ending Balance</b>                       |              |              |
| Restricted Funds - Capital Campaign         |              | \$152,644.84 |
| Restricted Funds - Davis Endowment          |              | \$10,955.47  |
| Restricted Funds - HiDAS Endowment          |              | \$64,437.21  |
| Restricted Funds - Scholarships             |              | \$40,866.83  |
| Unrestricted Funds                          |              | \$40,576.03  |
|   | <i>Total</i> | \$309,480.38 |

***Total Checking and Savings***

**\$311,375.74**

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 1/1/2018 Through 2/28/2018

| Effective D... | Check Nu... | Vendor Name               | Check Amount | Transaction Description                                     |
|----------------|-------------|---------------------------|--------------|---|
| 1/2/2018       | 336         |                           | 511,776.46   | Group: CERT; Pay Date: 1/2/2018                             |
| 1/4/2018       | 39991       | CharterSAFE               | 23,857.00    | Insurance premium pymt for December 2017                    |
| 1/4/2018       | 39997       | SBCSS                     | 19,494.40    | NSAA PERS contributions for December                        |
| 1/4/2018       |             | SBCSS                     | 43,828.31    | LCER/AAE - PERS contributions for December                  |
| 1/4/2018       | 39998       | SchoolsFirst Federal C... | 13,388.17    | Employee TSA contributions - December 2017                  |
| 1/4/2018       | 40001       | SBCSS                     | 56,304.42    | NSAA STRS contributions for December                        |
| 1/4/2018       |             | SBCSS                     | 114,377.64   | LCER/AAE - STRS contributions for December                  |
| 1/5/2018       | 40003       | Cooley Construction Co.   | 15,774.00    | Regrade Sports Field PO# 1718-0397-AAE                      |
| 1/8/2018       | 40015       | Z Space, Inc              | 13,355.00    | PO# 1718-0411-AAE - Z Space Computers for Ramp Up           |
| 1/10/2018      | 25589       | Lewis Center for Ed Re... | 157,000.00   | Transfer Funds from DCB Checking to Union Checking          |
| 1/16/2018      | 40049       | SISC                      | 187,218.95   | Health Coverage for January 2018                            |
| 1/18/2018      | 40052       | All American Fence Er...  | 11,800.00    | PO# 1718-0450-AAE - Install Fence for Softball Field        |
| 1/18/2018      | 40094       | Wells Fargo Vendor Fi...  | 10,492.35    | Acct# 90136527942 15-903-IT-O Phase 13                      |
| 1/30/2018      | 40112       | Disney Destinations LLC   | 14,043.00    | 5th Grade to Disneyland                                     |
| 1/30/2018      | 40133       | SBCSS                     | 15,350.91    | SBCSS NSAA Sub Costs for 10/11/17-1/9/18                    |
| 1/31/2018      | 338         |                           | 175,547.19   | Group: CLASS; Pay Date: 1/31/2018                           |
| 2/1/2018       | 340         |                           | 497,391.50   | Group: CERT; Pay Date: 2/1/2018                             |
| 2/3/2018       | 40159       | Gaumard                   | 18,920.30    | PO# 1718-0385-AAE - Ramp Up Newborn & 5 yearl old Simulator |
| 2/5/2018       | 40151       | CharterSAFE               | 23,857.00    | Insurance premium pymt for Februay 2018                     |
| 2/5/2018       | 40155       | SBCSS                     | 54,666.77    | NSAA STRS contributions for January                         |
| 2/5/2018       |             | SBCSS                     | 111,831.54   | LCER/AAE - STRS contributions for January                   |
| 2/5/2018       | 40156       | SchoolsFirst Federal C... | 13,388.17    | Employee TSA contributions - January 2018                   |
| 2/5/2018       | 40158       | SBCSS                     | 18,899.34    | NSAA PERS contributions for January                         |
| 2/5/2018       |             | SBCSS                     | 42,517.28    | LCER/AAE - PERS contributions for January                   |
| 2/8/2018       | 40161       | Casa Ramona Academy       | 12,950.00    | PO#18-811-IT-H Epson Projectors, Elmo Tablets, Computers    |
| 2/22/2018      | 40206       | Renaissance Learning,...  | 13,791.21    | PO# 18-706-IT-S Final Payment                               |
| 2/22/2018      | 40214       | SHI International Corp    | 11,043.70    | PO# 18-710-IT-S MS Office 365                               |
| 2/22/2018      | 40215       | SISC                      | 185,646.10   | Health Coverage for February 2018                           |
| 2/22/2018      | 40227       | Wells Fargo Vendor Fi...  | 10,492.35    | Phase 13 Account # 7712277-013                              |
| Report Total   |             |                           | 2,399,003.06 |   |

**All Funds - Budget Comparison 2016/17 to 2017/18**

| 2016-2017   |                           |                    |                  |                   | 2017-2018   |                            |                    |                  |                   |
|---|---------------------------|--------------------|------------------|-------------------|---|----------------------------|--------------------|------------------|-------------------|
| Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period            |                    |                  |                   | Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period             |                    |                  |                   |
|   | Total Budget \$ - Revised | Actual thru August | Remaining Budget | Percent Remaining |   | Total Budget \$ - Original | Actual thru August | Remaining Budget | Percent Remaining |
| Revenue   | Annual Budgeted Revenue   |                    |                  |                   | Revenue   | Annual Budgeted Revenue    |                    |                  |                   |
| Revenue   | 21,616,684                | 12,609,732         | 9,006,952        | 41.67%            | Revenue   | 21,766,039                 | 12,696,856         | 9,069,183        | 41.67%            |
| Expense   |                           |                    |                  |                   | Expense   |                            |                    |                  |                   |
| Certificated Salaries                                   | 8,925,066                 | 5,114,439          | 3,810,627        | 42.70%            | Certificated Salaries                                   | 9,168,312                  | 5,145,086          | 4,023,226        | 43.88%            |
| Classified Salaries                                     | 3,527,341                 | 2,073,699          | 1,453,642        | 41.21%            | Classified Salaries                                     | 3,260,238                  | 1,877,084          | 1,383,154        | 42.42%            |
| Benefits  | 3,790,169                 | 2,313,014          | 1,477,155        | 38.97%            | Benefits  | 4,394,559                  | 2,433,240          | 1,961,319        | 44.63%            |
| Books and Supplies                                      | 1,450,443                 | 1,053,550          | 396,893          | 27.36%            | Books and Supplies                                      | 964,500                    | 592,630            | 371,870          | 38.56%            |
| Services & Other  | 2,290,074                 | 1,129,473          | 1,160,601        | 50.68%            | Services & Other  | 2,177,272                  | 1,232,405          | 944,867          | 43.40%            |
| Capital Outlay  | 458,000                   | 350,083            | 107,917          | 23.56%            | Capital Outlay  | 150,000                    | 75,640             | 74,360           | 49.57%            |
| Other Outgo   | 1,175,040                 | 719,896            | 455,144          | 38.73%            | Other Outgo   | 1,160,040                  | 705,691            | 454,349          | 39.17%            |
| Share of LCER   | 0                         | 0                  | 0                | N/A               | Share of LCER   | 0                          | 0                  | 0                | N/A               |
| Total Expense   | 21,616,133                | 12,754,154         | 8,861,979        | 41.00%            | Total Expense   | 21,274,921                 | 12,061,776         | 9,213,145        | 43.31%            |
| Add (Subtract) to Reserves                              | 551                       | (144,422)          | 144,973          |                   | Add (Subtract) to Reserves                              | 491,118                    | 635,080            | (143,962)        |                   |
| Total Revenue   | 21,616,684                | 12,609,732         | 9,006,952        | 58.33%            | Total Revenue   | 21,766,039                 | 12,696,856         | 9,069,183        | 58.33%            |
| Total Expense   | 21,616,133                | 12,754,154         | 8,861,979        | 59.00%            | Total Expense   | 21,274,921                 | 12,061,776         | 9,213,145        | 56.69%            |
| Add (Subtract) to Reserves                              | 551                       | -144,422           | 144,973          |                   | Add (Subtract) to Reserves                              | 491,118                    | 635,080            | -143,962         |                   |

**AAE - Budget Comparison 2016/17 to 2017/18**

| 2016-2017   |                           |                    |                  |                   | 2017-2018   |                            |                    |                  |                   |
|---|---------------------------|--------------------|------------------|-------------------|---|----------------------------|--------------------|------------------|-------------------|
| Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period            |                    |                  |                   | Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period             |                    |                  |                   |
|   | Total Budget \$ - Revised | Actual thru August | Remaining Budget | Percent Remaining |   | Total Budget \$ - Original | Actual thru August | Remaining Budget | Percent Remaining |
| Revenue   | Annual Budgeted Revenue   |                    |                  |                   | Revenue   | Annual Budgeted Revenue    |                    |                  |                   |
| Revenue   | 13,138,740                | 7,664,265          | 5,474,475        | 41.67%            | Revenue   | 13,208,142                 | 7,704,750          | 5,503,393        | 41.67%            |
| Expense   |                           |                    |                  |                   | Expense   |                            |                    |                  |                   |
| Certificated Salaries                                   | 5,370,873                 | 3,147,895          | 2,222,978        | 41.39%            | Certificated Salaries                                   | 5,478,833                  | 3,140,826          | 2,338,007        | 42.67%            |
| Classified Salaries                                     | 1,432,221                 | 803,741            | 628,480          | 43.88%            | Classified Salaries                                     | 1,076,788                  | 637,514            | 439,274          | 40.79%            |
| Benefits  | 2,171,985                 | 1,287,275          | 884,710          | 40.73%            | Benefits  | 2,259,794                  | 1,307,855          | 951,939          | 42.13%            |
| Books and Supplies                                      | 587,932                   | 456,167            | 131,765          | 22.41%            | Books and Supplies                                      | 438,420                    | 328,858            | 109,562          | 24.99%            |
| Services & Other  | 1,102,831                 | 456,122            | 646,709          | 58.64%            | Services & Other  | 1,023,562                  | 448,304            | 575,258          | 56.20%            |
| Capital Outlay  | 340,000                   | 328,942            | 11,058           | 3.25%             | Capital Outlay  | 120,000                    | 44,834             | 75,166           | 62.64%            |
| Other Outgo   | 1,175,040                 | 714,201            | 460,839          | 39.22%            | Other Outgo   | 1,160,040                  | 700,266            | 459,774          | 39.63%            |
| Share of LCER   | 1,579,514                 | 1,083,412          | 496,102          | 31.41%            | Share of LCER   | 1,346,185                  | 861,911            | 484,274          | 35.97%            |
| Total Expense   | 13,760,396                | 8,277,755          | 5,482,641        | 39.84%            | Total Expense   | 12,903,622                 | 7,470,368          | 5,433,254        | 42.11%            |
| Add (Subtract) to Reserves                              | (621,656)                 | (613,490)          | (8,166)          |                   | Add (Subtract) to Reserves                              | 304,520                    | 234,382            | 70,139           |                   |
| Total Revenue   | 13,138,740                | 7,664,265          | 5,474,475        | 58.33%            | Total Revenue   | 13,208,142                 | 7,704,750          | 5,503,393        | 58.33%            |
| Total Expense   | 13,760,396                | 8,277,755          | 5,482,641        | 60.16%            | Total Expense   | 12,903,622                 | 7,470,368          | 5,433,254        | 57.89%            |
| Add (Subtract) to Reserves                              | -621,656                  | -613,490           | -8,166           |                   | Add (Subtract) to Reserves                              | 304,520                    | 234,382            | 70,139           |                   |

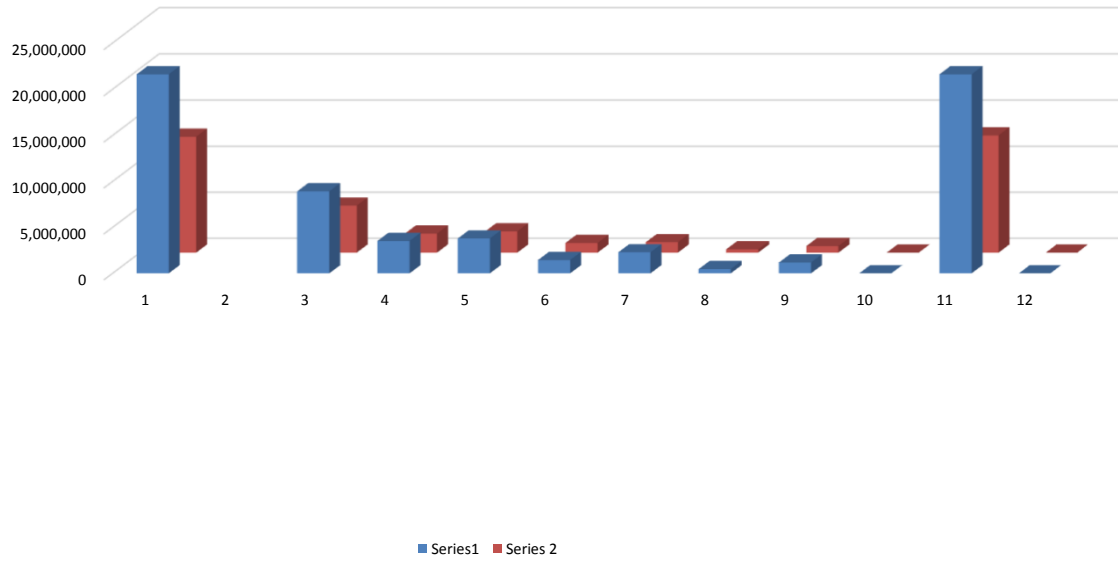
**NSLA - Budget Comparison 2016/17 to 2017/18**

| 2016-2017   |                           |                    |                  |                   | 2017-2018   |                            |                    |                  |                   |
|---|---------------------------|--------------------|------------------|-------------------|---|----------------------------|--------------------|------------------|-------------------|
| Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period            |                    |                  |                   | Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period             |                    |                  |                   |
|   | Total Budget \$ - Revised | Actual thru August | Remaining Budget | Percent Remaining |   | Total Budget \$ - Original | Actual thru August | Remaining Budget | Percent Remaining |
| Revenue   | Annual Budgeted Revenue   |                    |                  |                   | Revenue   | Annual Budgeted Revenue    |                    |                  |                   |
| Revenue   | 8,372,944                 | 4,884,217          | 3,488,727        | 41.67%            | Revenue   | 8,557,897                  | 4,992,107          | 3,565,790        | 41.67%            |
| Expense   |                           |                    |                  |                   | Expense   |                            |                    |                  |                   |
| Certificated Salaries                                   | 3,185,094                 | 1,688,371          | 1,496,723        | 46.99%            | Certificated Salaries                                   | 3,261,362                  | 1,759,623          | 1,501,739        | 46.05%            |
| Classified Salaries                                     | 841,088                   | 523,289            | 317,799          | 37.78%            | Classified Salaries                                     | 869,553                    | 513,539            | 356,014          | 40.94%            |
| Benefits  | 1,031,409                 | 658,158            | 373,251          | 36.19%            | Benefits  | 1,348,317                  | 722,317            | 626,000          | 46.43%            |
| Books and Supplies                                      | 668,011                   | 513,911            | 154,100          | 23.07%            | Books and Supplies                                      | 514,205                    | 213,011            | 301,194          | 58.57%            |
| Services & Other  | 959,127                   | 349,576            | 609,551          | 63.55%            | Services & Other  | 1,001,677                  | 492,686            | 508,991          | 50.81%            |
| Capital Outlay  | 118,000                   | 20,822             | 97,178           | 82.35%            | Capital Outlay  | 30,000                     | 28,321             | 1,679            | 5.60%             |
| Other Outgo   | 0                         | 0                  | 0                | N/A               | Other Outgo   | 0                          | 0                  | 0                | N/A               |
| Share of LCER   | 1,053,009                 | 722,274            | 330,735          | 31.41%            | Share of LCER   | 1,346,185                  | 861,911            | 484,274          | 35.97%            |
| Total Expense   | 7,855,738                 | 4,476,401          | 3,379,337        | 43.02%            | Total Expense   | 8,371,299                  | 4,591,408          | 3,779,891        | 45.15%            |
| Add (Subtract) to Reserves                              | 517,206                   | 407,816            | 109,390          |                   | Add (Subtract) to Reserves                              | 186,598                    | 400,699            | (214,101)        |                   |
| Total Revenue   | 8,372,944                 | 4,884,217          | 3,488,727        | 58.33%            | Total Revenue   | 8,557,897                  | 4,992,107          | 3,565,790        | 58.33%            |
| Total Expense   | 7,855,738                 | 4,476,401          | 3,379,337        | 56.98%            | Total Expense   | 8,371,299                  | 4,591,408          | 3,779,891        | 54.85%            |
| Add (Subtract) to Reserves                              | 517,206                   | 407,816            | 109,390          |                   | Add (Subtract) to Reserves                              | 186,598                    | 400,699            | -214,101         |                   |

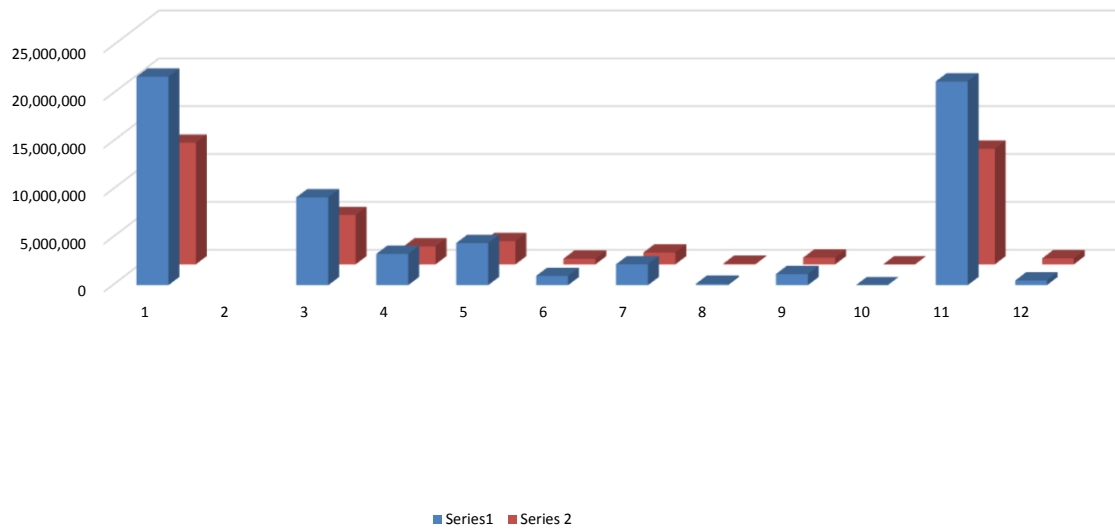
**LCER - Budget Comparison 2016/17 to 2017/18**

| 2016-2017   |                           |                    |                  |                   | 2017-2018   |                            |                    |                  |                   |
|---|---------------------------|--------------------|------------------|-------------------|---|----------------------------|--------------------|------------------|-------------------|
| Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period            |                    |                  |                   | Note - Revenue Reported is % of Budgeted Revenue Earned | Current Period             |                    |                  |                   |
|   | Total Budget \$ - Revised | Actual thru August | Remaining Budget | Percent Remaining |   | Total Budget \$ - Original | Actual thru August | Remaining Budget | Percent Remaining |
| Revenue   | Annual Budgeted Revenue   |                    |                  |                   | Revenue   | Annual Budgeted Revenue    |                    |                  |                   |
| Revenue   | 0                         | 0                  | 0                | N/A               | Revenue   | 0                          | 0                  | 0                | N/A               |
| Expense   |                           |                    |                  |                   | Expense   |                            |                    |                  |                   |
| Certificated Salaries                                   | 369,099                   | 278,174            | 90,925           | 24.63%            | Certificated Salaries                                   | 428,117                    | 244,636            | 183,481          | 42.86%            |
| Classified Salaries                                     | 1,254,033                 | 746,669            | 507,364          | 40.46%            | Classified Salaries                                     | 1,313,897                  | 726,032            | 587,865          | 44.74%            |
| Benefits  | 586,775                   | 367,581            | 219,194          | 37.36%            | Benefits  | 786,448                    | 403,068            | 383,380          | 48.75%            |
| Books and Supplies                                      | 194,500                   | 83,473             | 111,027          | 57.08%            | Books and Supplies                                      | 11,875                     | 50,761             | (38,886)         | -327.46%          |
| Services & Other  | 228,116                   | 323,775            | (95,659)         | -41.93%           | Services & Other  | 152,033                    | 291,415            | (139,382)        | -91.68%           |
| Capital Outlay  | 0                         | 319                | (319)            | N/A               | Capital Outlay  | 0                          | 2,485              | (2,485)          | N/A               |
| Other Outgo   | 0                         | 5,695              | (5,695)          | N/A               | Other Outgo   | 0                          | 5,425              | (5,425)          | N/A               |
| Share of LCER   | (2,632,523)               | (1,805,686)        | 0                | N/A               | Share of LCER   | (2,692,370)                | (1,723,822)        | (968,548)        | 35.97%            |
| Total Expense   | 0                         | 0                  | 826,837          | #DIV/0!           | Total Expense   | 0                          | 0                  | 0                | #DIV/0!           |
| Add (Subtract) to Reserves                              | 0                         | 0                  | (826,837)        |                   | Add (Subtract) to Reserves                              | 0                          | 0                  | 0                |                   |
| Total Revenue   | 0                         | 0                  | 0                | N/A               | Total Revenue   | 0                          | 0                  | 0                | N/A               |
| Total Expense   | 0                         | 0                  | 826,837          | N/A               | Total Expense   | 0                          | 0                  | 0                | N/A               |
| Add (Subtract) to Reserves                              | 0                         | 0                  | -826,837         |                   | Add (Subtract) to Reserves                              | 0                          | 0                  | 0                |                   |

2016-17



2017-18



**LCER Board Meetings  
Attendance Log 2018**

|                 | February<br>Regular | March<br>Regular | April<br>Regular | May<br>Regular | June<br>Regular | August<br>Regular | Sept.<br>Regular | Oct<br>Regular | Nov<br>Regular | Dec<br>Regular | TOTAL<br>REGULAR | Jan 8<br>Spec. | Feb 26<br>Spec. | TOTAL<br>SPECIAL |
|-----------------|---------------------|------------------|------------------|----------------|-----------------|-------------------|------------------|----------------|----------------|----------------|------------------|----------------|-----------------|------------------|
|                 |                     |                  |                  |                |                 |                   |                  |                |                |                |                  |                |                 |                  |
| Rick Wolf       | Present             |                  |                  |                |                 |                   |                  |                |                |                | 100%             | Present        | Present         | 100%             |
| Duberly Beck    | Present             |                  |                  |                |                 |                   |                  |                |                |                | 100%             | Present        | Present         | 100%             |
| Kevin Porter    | Present             |                  |                  |                |                 |                   |                  |                |                |                | 100%             | Present        | Present         | 100%             |
| Kirtland Malhum | Absent              |                  |                  |                |                 |                   |                  |                |                |                | 0%               | Present        | Present         | 100%             |
| Jim Morris      | Present             |                  |                  |                |                 |                   |                  |                |                |                | 100%             | Present        | Present         | 100%             |
| Marcia Vargas   | Present             |                  |                  |                |                 |                   |                  |                |                |                | 100%             | Present        | Present         | 100%             |

**LCER Board Give and Get**

| Member                   | Current Fiscal Year 2017 /2018 |                 |             |                 | Previous Fiscal Year 2016 /2017 |                 |             |                 |
|--------------------------|--------------------------------|-----------------|-------------|-----------------|---------------------------------|-----------------|-------------|-----------------|
|                          | Give                           | Get             | In-kind     | Total           | Give                            | Get             | In-kind     | Total           |
| Andy Jaramillo           | \$ 150                         |                 |             | \$ 150          | \$ 100                          |                 |             | \$ 100          |
| Buck Goodspeed           |                                |                 |             | \$ -            | \$ 1,000                        |                 |             | \$ 1,000        |
| Bud Biggs                |                                | \$ 7,851        |             | \$ 7,851        | \$ 100                          | \$ 6,025        |             | \$ 6,125        |
| David Bains              |                                |                 |             | \$ -            | \$ 100                          |                 |             | \$ 100          |
| Donna Siegel             |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Duberly Beck             |                                |                 |             | \$ -            | \$ 100                          |                 |             | \$ 100          |
| Jose Palafox             |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Kevin Porter             |                                |                 |             | \$ -            |                                 | \$ 100          |             | \$ 100          |
| Kirtland Mahlum          |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Marcia Vargas            | \$ 826                         |                 |             | \$ 826          | \$ 917                          |                 |             | \$ 917          |
| Peter Torres             |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Regina Weatherspoon-Bell |                                |                 |             | \$ -            | \$ 100                          |                 |             | \$ 100          |
| Rick Wolf                |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Robert Lovingood         | \$ 500                         |                 |             | \$ 500          | \$ 100                          |                 |             | \$ 100          |
| Russ Stringham           |                                |                 |             | \$ -            | \$ 100                          |                 |             | \$ 100          |
| Scott Johnson            |                                |                 |             | \$ -            |                                 |                 |             | \$ -            |
| Tom Rosenbaum            |                                |                 |             | \$ -            | \$ 500                          |                 |             | \$ 500          |
|                          |                                |                 |             |                 |                                 |                 |             |                 |
|                          |                                |                 |             |                 |                                 |                 |             |                 |
|                          |                                |                 |             |                 |                                 |                 |             |                 |
|                          |                                |                 |             |                 |                                 |                 |             |                 |
| <b>Total</b>             | <b>\$ 1,476</b>                | <b>\$ 7,851</b> | <b>\$ -</b> | <b>\$ 9,327</b> | <b>\$ 3,117</b>                 | <b>\$ 6,125</b> | <b>\$ -</b> | <b>\$ 9,242</b> |