

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

Agenda for Regular Meeting of the Lewis Center for Educational Research Board September 9, 2019 - Public Meeting – 4:00 p.m.

Meeting at 17500 Mana Rd., Apple Valley, CA, Gym Conference Room

Additional Location: Norton Science and Language Academy
503 E. Central Ave., San Bernardino, CA 92408, K5

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Duberly Beck
2. **ROLL CALL:** Duberly Beck
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 AAE Ambassadors – Brielle DeLaHoussaye and Alex North
 - .02 NSLA WASC Accreditation Report – Heather Juarez – Pg 3-69
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of August 12, 2019 Regular Meeting – Pg 70-73
 - .02 Approve Minutes of August 9, 2019 Special Meeting – Pg 74-75
 - .03 Approve Updated 2019 LCER Board Calendar – Pg 76
 - .04 Approve AAE European Field Trip March 21 – April 3, 2020 – Pg 77-82
6. **DISCUSSION/ACTION ITEMS:**
 - .01 Approve Urban Futures Engagement Letters for AAE and NSLA – Lisa Lamb – Pg 83-98
 - .02 Approve Charter School Property Solutions Development Consultant Services Agreement – Lisa Lamb – Pg 99-113
 - .03 Approve Resolution NO. 2019-02 – Declaring an Official Intent to Reimburse Itself From the Proceeds of a Future Borrowing for Capital Expenditures and Providing Certain Other Matters in Connection Therewith – John Phan – Pg 114-116
 - .04 Discuss AAE Bond Refinancing and Capital Improvement Needs – John Phan/David Gruber – Pg 117-118
 - .05 Discuss Bond Financing Update and Tefra Notice for AAE and NSLA Including Timeline Projections – John Phan
 - .06 Discuss NSLA Expansion Executive Committee Update – Lisa Lamb
 - .07 Discuss Strategic Plan Revision Update – Lisa Lamb
 - .08 Discuss Succession Plan Update – Personnel Task Force
 - .09 Discuss AAE Charter Renewal Update and Timeline – Lisa Lamb
 - .10 Discuss Lewis Center Foundation Update – Matthew Cabe
7. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 President/CEO – Lisa Lamb – Pg 119-128
 - .02 LCER Financial Reports
 - Checks Over \$10K – Pg 129
 - Budget Comparisons – Pg 130-131

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

.03 Lewis Center Foundation Financial Report

- July 2019 – Pg 132

.04 LCER Board Attendance Log – Pg 133

.05 LCER Board Give and Get – Pg 134

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:** Duberly Beck

.01 Public Employment: President/Chief Executive Officer

.02 Public Employee Performance: President/Chief Executive Officer

10. **ADJOURNMENT:** Duberly Beck

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

**NORTON SCIENCE AND LANGUAGE
ACADEMY**

**503 E. Central Avenue, Suite B
San Bernardino, CA 92408
San Bernardino County Office of Education**

April 8-10, 2019

Visiting Committee Members

Mrs. Traci Lewin, Chairperson
Math Coach, Magnolia Public Schools

Ms. Maria Gennaro
Director of Administrative Services, Ivy Academia Charter School

Dr. David Sciarretta
Executive Director, Albert Einstein Academies

Ms. Gaylene Van Zijl
English Teacher/WASC Coordinator/Retired Principal, Academies of the Antelope Valley

Preface

- Include a copy of the school's schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

The Norton Science and Language Academy (NSLA) WASC Leadership Team along with the Self-Study coordinator was identified in the 2017-18 school year along with selecting Focus Group (Criterion) Leaders. Meeting regularly this group provided direction and guidance to the process including planning tasks and activities to ensure input from parents and students. Staff members provided input to the Focus Groups, through researching the criterion, providing data and documents, analyzing the information and writing. To incorporate student voices into the self-study report, student surveys and perception data were used, in addition to conversations with the student advisory panel. Families were given a voice at Parent and Pastries meeting, in addition to being invited to the school to give feedback. The Board was kept abreast of the progress through presentations to the School Board. Dialogue occurred between the Leadership Team and the Focus Groups so that the Self-Study developed as a reflection of input provided by stakeholders. Throughout the process, the Self-Study Coordinator ensured communication and consensus on the Self-Study along with an understanding of the various tasks. She also finalized the report to provide consistency in the final product. The Schoolwide Action Plan was developed by the Vice Principal and WASC Coordinator and refined based on input of the stakeholders.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).

During the Self-Study process, the Administration led the review, revision and refinement of the SLOs through whole staff meetings. This resulted in the creation of new SLOs that align more closely with the new mission and vision of the school. The SLOs are overall represented in the acronym, "CLASE".

C: Community

L: Language

A: Academic Achievement

S: Science

E: Empowerment

Community

- Demonstrate an internalized set of three personal standards; show respect, make good decisions, solve problems

- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and biliterate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community and global causes
- Foster a growth mindset when faced with challenges

3. The gathering and analyzing of data about students and student achievement.

NSLA's Professional Learning Communities (PLC) were the major focus for the distributing, collecting and analyzing of achievement data. This data was then taken to Focus Groups. Additionally, the PLC analyzed the perception data from parent and student surveys which was also discussed in Focus Groups. Through the collection and analysis of data and writing of focus area criterion, the identification of the growth areas evolved:

1. Increase the percentage of students meeting Math and ELA achievement standards.
2. Increase STEAM implementation across all grade levels.
3. Increase the percentage of students who meet the biliteracy achievement criteria by the end of 8th grade.

These areas became the priority of the Schoolwide Action Plan.

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

The stakeholders reviewed the school's program in relation to the SLOs, instructional practices, academic standards and achievement, curriculum, accountability, LCAP areas and goals, and to the WASC/CDE criteria. Overall, the stakeholders were informed and knowledgeable of the Self-Study process as a method to identify school improvement focus areas and to review and revise improvement efforts already underway at the school.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The WASC action plan is aligned to the LCAP goals for NSLA and the critical needs identified in Chapter 3 and 4 of the Self-Study. It is the result from the reflection of the school's progress, data analysis, questions that were identified, and needs. The LCAP plan is monitored throughout the year by the executive team which is comprised of the CEO and Directors of the Lewis Center and the Principal. This team is responsible for assuring that the plan is being followed and effectively implemented. Furthermore, the LCAP/WASC Action Plan incorporates a system of accountability for all and is monitored by NSLA Board.

Chapter I: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Since NSLA's last Accreditation Visit in Spring of 2013, the school has experienced significant changes that have impacted the school's operation. NSLA has addressed and made progress on the recommendations provided by the WASC Visiting Committee which were addressed in the Schoolwide Action Plan/LCAP Plan.

Significant Developments

- Professional Learning Community were established to assist with the focus on increasing student outcomes.
- NSLA has developed a new mission, vision, and SLOs to better represent the school community and drive the learning.
- Data-driven decision making has been a focus to make instructional decisions based on students' needs, using Illuminate as platform to collect and analyze data.
- An annual assessment calendar was created to guide the assessment cycle, incorporating the use of benchmarks.
- SWUN Math has been adopted as the TK-8th grade mathematics curriculum and implemented in the classrooms. Professional development to support the curriculum is ongoing.
- Benchmark Advance and Benchmark Adelante has been adopted as the ELA and SLA in grades TK-6th. Ongoing professional development is provided to support the implementation of the curriculum.

- Amplify has been adopted as the ELA and Science curriculum at the middle school level. Professional development for the implementation of the curriculum began in 2017.
- NSLA is in the beginning stages of expanding the grade levels taught to include TK-12. With the expanding of the grade levels into high school, NSLA will be moving to a new facility about one mile from the current campus that they are currently in the process of building. The new campus is scheduled to be opened in the Fall of 2021.

Follow up Process

Annual follow-up for NSLA’s critical areas of need take place when updating other accountability plans, such as LCAP. The allows for the alignment in the analysis of progress, action plans, and LCAP areas of improvement. During this process, programs, data, and budget are considered. This review process drives the following year’s schoolwide goals and funding.

Progress on Past Recommendations

1. *Maximize student learning through the use of data collection and analysis as a vehicle to help target students schoolwide in need of intervention, to create flexible groupings, and to maximize standards-based instruction, curriculum, and assessment in order to meet all national, state, and district growth targets.*

Growth target: Increase the percent of all students scoring at or above proficient on trimester benchmark assessment by 6% annually.

Progress: Since the last self-study in 2013, Illuminate Education software was implemented as a Data and Analysis (DnA) tool, as well as, Illuminate Student Information (ISI) system to centralize student information and allow for the collection and assessment of student data.

Through the use of PLCs, grade level teams use the Illuminate tools and reports to analyze student data and plan for instruction. This allows teachers to identify and target the diverse needs of students.

The data below shows the percentage of students that demonstrated proficiency in Spanish Language Arts (SLA), English Language Arts (ELA), and Math based on the 3rd trimester benchmarks.

SLA	2015-2016	2016-2017	2017-2018
Kinder	-	-	77%
1st Grade	65%	66%	62%
2nd Grade	48%	61%	61%
3rd Grade	21%	31%	5%
4th Grade	0%	2%	20%
5th Grade	0%	5%	4%
6th Grade	39%	4%	2%
7th Grade	21%	31%	39%
8th Grade	47%	64%	50%

NSLA's SLA Percentage of Students Proficient 2015-2018

ELA	2015-2016	2016-2017	2017-2018
Kinder			
1st Grade			
2nd Grade			
3rd Grade	28%	25%	18%
4th Grade	0%	2%	15%
5th Grade	0%	4%	4%
6th Grade	9%	2%	44%
7th Grade	0%	8%	4%
8th Grade	-	2%	48%

NSLA's ELA Percentage of Students Proficient 2015-2018

MATH	2015-2016	2016-2017	2017-2018
Kinder	-	-	84%
1st Grade	68%	58%	69%
2nd Grade	59%	53%	38%
3rd Grade	23%	37%	46%
4th Grade	15%	7%	47%
5th Grade	0%	20%	13%
6th Grade	31%	6%	12%
7th Grade	31%	13%	4%
8th Grade	23%	13%	6%

NSLA's Math Percentage of Students Proficient 2015-2018

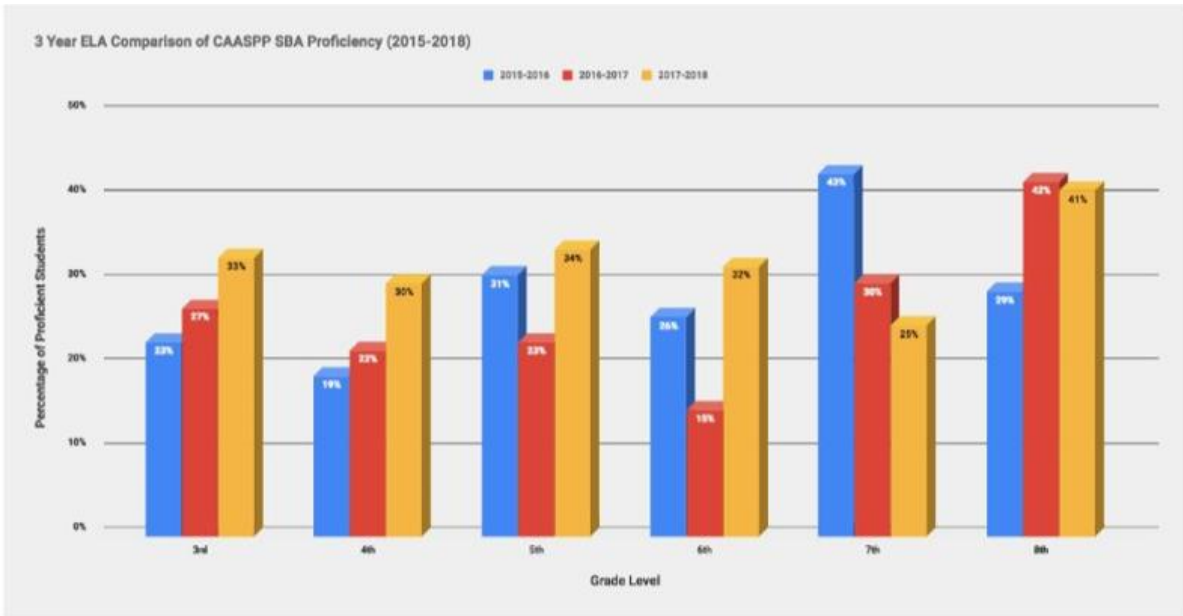
2. *Maximize standards-based instruction, curriculum, and assessments to meet all national, state, and site achievement targets.*

Growth Target: The number of students, including all focus groups, scoring at or above proficient on the Smarter Balanced Assessments (SBA) will increase by 6% annually.

Progress: CCSS-aligned curriculum was adopted and implemented in both English and Spanish. The curriculum was carefully selected through the curriculum adoption process to meet the needs of the students and support the dual immersion program. Ongoing professional development was provided in the form of Guided Language Acquisition Design (GLAD) training and *SWUN Math* coaching.

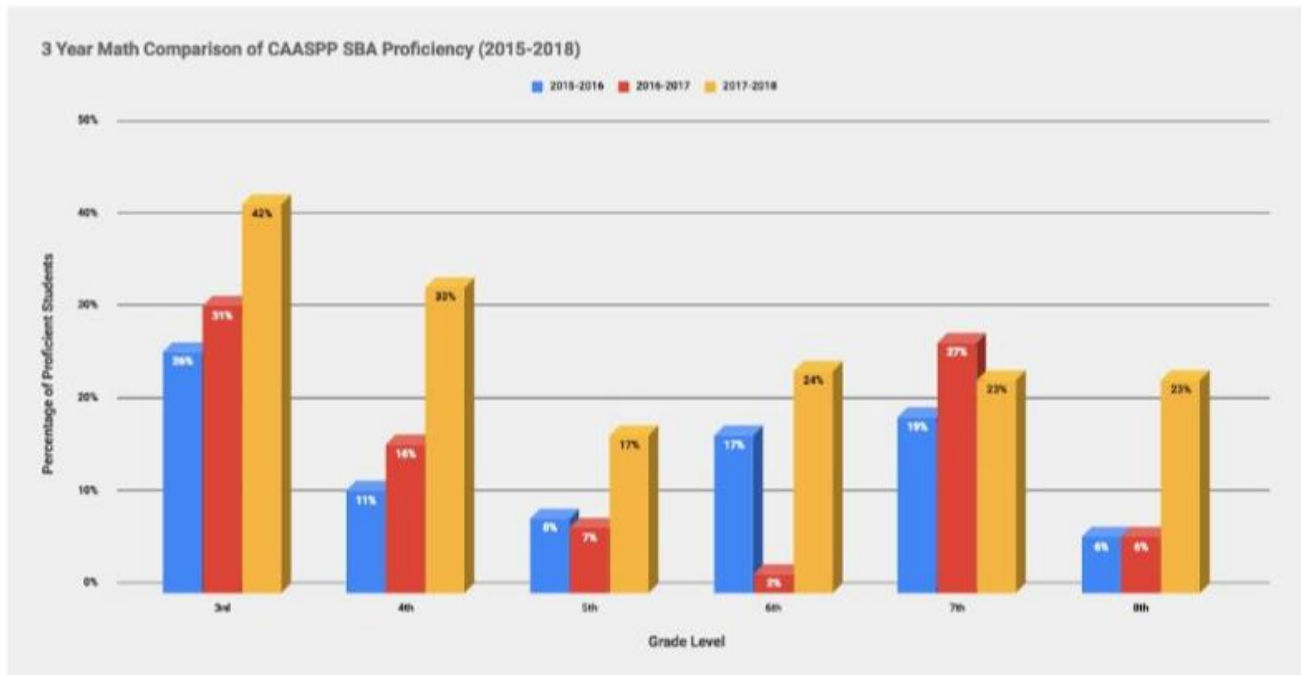
The Rocket Lab was introduced as a tier II intervention to provide further support to students. The results of the interventions are documented on Illuminate and monitored by the Multi-Tiered Systems of Support Team (MTSS).

Benchmark Advance and *Benchmark Adelante* was adopted to support TK-5 ELA and SLA, and has assisted in increasing the ELA CAASPP scores.



NSLA's 3 Year CAASPP SBA Comparison of ELA Proficiency

Math scores have increased 12% in the first year of implementing *SWUN Math*. The curriculum allows students to access the rigor required for CCSS. Ongoing professional development allows teachers to further learn the instructional practices to facilitate the curriculum.



NSLA's 3 Year CAASPP SBA Comparison of Math Proficiency

Student group CAASPP SBA data shows growth in both ELA and math, with the largest gains belonging to students with disabilities.

ELA Proficiency Percentage Subgroups - Grades 3-8			
Subgroup	2015-2016	2016-2017	2017-2018
Black/African American	28%	24%	26%
Hispanic/Latino	23%	23%	30%
White	48%	43%	50%
Students with Disability	12%	5%	17%

NSLA's ELA 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8)

Math Proficiency Percentage Subgroups - Grades 3-8			
Subgroup	2015-2016	2016-2017	2017-2018
Black/African American	9%	18%	17%
Hispanic/Latino	13%	13%	24%
White	44%	43%	53%
Students with Disability	0%	5%	28%

NSLA's Math 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8)

3. *Maximize ELD for ELL students using standards-based instruction, curriculum, and assessments to meet all national, state, and school site achievement targets.*

Growth Target: English Language Learners will progress one proficiency level per academic year as measured by the CELDT exam.

Progress: NSLA provides English Language Development (ELD) instruction in their classrooms for English Learners during integrated and designated ELD. NSLA teachers have received training in best practices for ELs, as well as, the new English Language Proficiency Assessments for California (ELPAC). GLAD strategies and training from the Benchmark publishing team regarding to the designated and integrated ELD curriculum within the *Benchmark Advance* curriculum has been completed.

With the change from CELDT to ELPAC, NSLA has not been able to meet this growth target. The charts below summarize the progress of English Learners, as well as, shows the changing demographics among ELs from year to year.

CELDT PERFORMANCE LEVEL	2016-17	2015-16	2014-15
Advanced	4	12	12
Early Advanced	49	79	75
Intermediate	113	106	93
Early Intermediate	53	44	48
Beginning	46	31	32
TOTAL TESTED	265	272	260

SOURCE/COMMENTS: All data from CDE Dataquest.

NSLA's 3 Year CELDT Performance Levels 2014-2017

ELPAC PERFORMANCE LEVEL	2017-18
Level 4 (Well-Developed)	67 (24.63%)
Level 3 (Moderately Developed)	122 (44.85%)
Level 2 (Somewhat Developed)	59 (21.69%)
Level 1 (Beginning Stage)	24 (8.82%)
TOTAL TESTED	272

SOURCE/COMMENTS: All data from CDE ELPAC site.

NSLA's ELPAC Initial Implementation Results 2017-18

ENGLISH LEARNERS	2017-18	2016-17	2015-16
School Enrollment	782	785	744
EL	229 (29.3%)	261 (14.9%)	266 (35.8%)
FEP	112 (14.3%)	117 (14.9%)	82 (11.0%)
R-FEP	24 (9.2%)	56 (21.1%)	25 (9.2%)

SOURCE/COMMENTS: All data from CDE Dataquest. School enrollment is based on students enrolled on Census (CBEDS) Day.

NSLA's 3 Year EL Reclassifications 2015-2018

4. *Maximize standards-based instruction, curriculum, and assessment in writing across different genres to meet all national, state, and school site achievement targets.*

Growth Target: The number of students, including all focus groups, scoring at or above proficient will increase by 6% annually on trimester writing benchmarks.

Progress: During Fall of 2013, NSLA adopted the WRITE Institute as a writing program in TK-8th grade. Training was conducted on the genre-specific writing for qall grade levels. Continued professional development has occurred so teachers can incorporate a variety of writing opportunities throughout the trimester. A variety of writing structures are utilized in the classroom, such as; journal writing, quick writes, writer's workshop, and on-demand writing prompts. The chart below shows the students who have demonstrated writing proficiency on the 3rd trimester benchmark.

Spanish Writing	2015-2016	2016-2017	2017-2018
Kinder	-	-	-
1st Grade	65%	74%	66%
2nd Grade	21%	63%	52%
3rd Grade	38%	43%	53%
4th Grade	32%	26%	54%
5th Grade	65%	78%	42%
6th Grade	13%	60%	67%
7th Grade	67%	61%	74%
8th Grade	53%	57%	53%

NSLA's Spanish Writing Benchmark Percentage of Proficient Students, T3 from 2015-2018

English Writing	2015-2016	2016-2017	2017-2018
Kinder			
1st Grade			
2nd Grade			
3rd Grade	45%	48%	48%
4th Grade	56%	40%	45%
5th Grade	53%	64%	59%
6th Grade	50%	64%	25%
7th Grade	67%	50%	36%
8th Grade	88% ¹¹	35%	72%

NSLA's English Writing Benchmark Percentage of Proficient Students, T3 from 2015-2018

5. *Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.*

Growth Target: The number of students, including all focus groups, scoring at or above proficient will increase by 6% annually on the SBA.

Progress: In NSLA’s review of the growth target, they have determined it does not support the goal. However, all students have access to technology, and it is facilitated into the instruction at NSLA. The chart below shows the CCSS-aligned curricula that implements technology.

CCSS Aligned Curriculum Integrating Technology			
Grade Span	Curriculum	CCSS Subject Area	Technology Use
TK-8	<i>SWUN</i>	Math	<ul style="list-style-type: none"> All components of curriculum are available online Online videos accessible to parents to guide parents to help their children with math standards Grades 3-8 have online assessments for each unit with Smarter Balanced type questions Online reteaching videos for students to access
TK-6	<i>Benchmark Advance Benchmark Adelante</i>	English language arts Spanish language arts	<ul style="list-style-type: none"> All components of curriculum are available online Online assessments for each unit are available for online implementation Students can be assigned leveled books for online reading
7-8	<i>Amplify</i>	English language arts	<ul style="list-style-type: none"> All components—readings, assessments, writing— only accessible online
7-8	<i>Amplify</i>	Science	<ul style="list-style-type: none"> All components—readings, assessments, writing— only accessible online

NSLA’s Current Technology Integration Embedded Into Adopted Curricula

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Description of School and Community

Norton Language and Science Academy (NSLA) is a Spanish Dual Language Charter School located in San Bernardino, California and authorized by the San Bernardino County Office of Education. The school is currently located in a transitioning, urban neighborhood, and is surrounded by businesses and industry, including several new Amazon distribution centers. The mission of NSLA is to ensure learning for a diverse and often underserved population of students spanning from Transitional Kindergarten to eighth grade who will be college and career ready as a result of the safe and rigorous bilingual, biliterate, and multicultural education.

NSLA attracts students from over twenty surrounding school districts. The majority of students attending NSLA are residents of the City of San Bernardino. The City of San Bernardino was incorporated on August 10, 1869 and as of 2017 the population was 218,604. The city is located in the San Bernardino-Riverside metropolitan area and serves as the county seat of San Bernardino County, California. As one of the Inland Empire anchor cities, San Bernardino spans 81 square miles on the floor of San Bernardino Valley. San Bernardino is the 17th largest city in California and the 102nd largest city in the United States. The median household income is \$40,276. Out of the 60,948 households in San Bernardino, 50.4% of families own their home. The median age is 30.2, and the average household size is 3.5 persons. 66.8% of residents, age 25 and older, have completed high school, while 10.8% have completed a bachelor's degree or higher.

In 2008, NSLA opened its doors at 503 East Central Avenue, the former site of Mill Center School. The Mill Center School was originally founded in the early 1900's to serve a predominately African-American population of neighborhood children. It was the only school in a one-school district (Mill District), governed and supported by local business owners and community members. For several decades, the school was a one-room structure located adjacent to its current site. Lacking adequate space and amenities, students often needed candles to complete their work, a new facility was constructed in its present location. Opened in the fall of 1951, the new school offered modern facilities with ample lighting. Mill School continued to operate independently at the current campus for ten years. Of important historical note, in 1941 the school hired the first African-American teacher in California, Dorothy Inghram, who later also became the first African-American administrator when she took over leadership of the school in 1951.

Community Served

Norton Science and Language Academy serves Transitional Kindergarten through eighth grade. 75% of the student body is socioeconomically disadvantaged. The ethnic composition of the student population for 2017-2018 is as follows:

ETHNICITY	2017-18	2016-17	2015-16	2014-15
African American	52 (6.6%)	59 (7.5%)	58 (7.8%)	58 (8.1%)
American Indian or Alaska Native	0	0	0	0
Asian	11 (1.4%)	14 (1.8%)	17 (2.3%)	14 (2.0%)
Filipino	0	0	0	0
Hispanic or Latino	647 (82.7%)	629 (80%)	584 (78.4%)	559 (78.3%)
Pacific Islander	1 (.1%)	1 (.1%)	1 (.1%)	1 (.1%)
White	59 (7.5%)	64 (8.2%)	66 (8.9%)	61 (8.5%)
Two or More Races	12 (1.5%)	18 (2.3%)	16 (2.2%)	20 (2.8%)
Not Reported	0	0	2 (.3%)	1 (.1%)
TOTAL	782	785	744	714

SOURCE/COMMENTS: All data from CDE Dataquest.
 NSLA's Ethnicity Percentage Breakdown 2014-2018

Parent and Community Organizations

NSLA believes that parental involvement is critical to the success of students. As a result, families are offered numerous ways to participate in school activities and events. The on-site governance boards include; English Language Learner Advisory Council (ELAC) and the School Site Council (SSC). Both include the Principal and other Administrators, parents elected by peers, teachers, and student leaders. ELAC works to advocate for English Learners and the SSC provides suggestions and recommendations to the Principal and Administration on issues including, but not limited to, LCAP, budgeting, curriculum, school policies, school/community participation, and the general direction of NSLA.

School and Business Relationships

NSLA collaborates with numerous organizations to bring added enrichment and services to students to assist them in understanding what lies beyond school and how to access outside opportunities. Extensive partnerships bring community resources into the school community and allow the school to serve as a resource to the community.

NSLA's business partnerships include: California Charter School Association, Inland Empire Charter Collaborative, San Bernardino Chamber of Commerce, Young, Minney & Corr Law

Firm, San Bernardino County Office of Education, CharterSAFE, California Association of School Business Officials, and Charter School Management Corporation. The collaboration and support services offered through these various organizations ensure that NSLA implements best practices in regard to fiscal management, human resources, and site administration. Additionally, these partnerships enable staff to remain up-to-date on current legislation and mandates to stay in compliance in all areas.

Academic partnerships include California Association for Bilingual Education (CABE), SWUN Math, San Bernardino Superintendent of Schools, Quest for Space Institute, NASA/JPL, University of California (UCR), Riverside, University of New Mexico, and Universidad de Concepción (Chile). These collaborations support dual immersion, global citizenship, STEM education, and instructional practices for students and staff. The collaborations with CABE, San Bernardino Superintendent of Schools, NASA/JPL, UCR and University of New Mexico have been fundamental to the academic program development since NSLA opened its doors and remain integral to the program. Newer partnerships such as those with SWUN Math and Quest for Space are supporting a focus on STEAM education. The most recent collaboration with the Universidad de Concepcion is focused on student exchanges between NSLA Space Science students and students in Chile. This new program brings NSLA’s vision of creating global learners into practice.

Staff Description

NSLA currently employs 39 certificated staff and 43 classified staff members. Student support services are met through the administrative department comprised of a Principal, Vice Principal, Dean of Students, Counselor, School Psychologist, and Speech Pathologist.

NSLA Staff by Gender and Ethnicity 2017-18										
	Hispanic/Latino		White		Black		American Indian		Asian	
Gender	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Classified Staff	6	27	2	4	1	1	1			1
Certificated Staff	3	24	1	7	1		1	1		1
Totals	9	51	3	11	2	1	2	1		2
Percentage of Staff	12.5%	70.8%	4.1%	15.3%	2.8%	1.4%	2.8%	1.4%	0%	2.8%

NSLA Staff by Gender and Ethnicity 2017-18

ASC WASC Accreditation History for NSLA

ACS WASC Accreditation History for NSLA	
September 2009	NSLA submitted its initial application to WASC
February 2010	Initial visit by WASC review team
June 2010	3 year accreditation through June 2013
September 2013	6 year WASC accreditation with two-day mid-cycle review
January 2016	Mid-Cycle Review
April 2019	2nd Full-Study

NSLA's ACS WASC Accreditation History

NSLA initially received accreditation from the Western Association of Schools and Colleges (WASC) in 2010. NSLA has participated in one full self-study, earning a 6-year accreditation with a two-day mid-cycle visit. This is the second full self-study for NSLA.

LCAP Identified Needs and Description of Goals

Since NSLA is an independent Local Education Agency (LEA), the Local Control Accountability Plan (LCAP) identifies the needs of only NSLA. The LCAP is developed to align with the current WASC critical areas of need to ensure adequate funding is tied to student learning outcomes. Through the Academic Leadership Team (ALT) and Professional Learning Communities (PLC), staff members work to analyze school needs and current action plan goals. Student and Parent survey results are part of the needs analysis process. Parents and Pastries, a forum for NSLA parents, meet monthly with administration to review current school progress and express concerns. The information gathered in these meetings help inform the LCAP, WASC and other accountability reporting.

Current LCAP goals are as follows:

1. All school community members, administrators, teachers, paraprofessionals, parents, students, will work together to improve student achievement in all content areas.
2. Provide safe and well-maintained facilities with positive learning climates and instructional practices that are culturally responsive, and support the academic, social, emotional, and physical needs of all students.
3. Actively engage parents in meaningful collaboration and shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including all learners.

School Program Data

NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice, and to be self-

motivated, competent, lifelong learners. NSLA believes an educated person in the 21st century is someone who:

- Has been educated in a nurturing and intellectually stimulating environment as they participate in experiential learning aligned with the CCSS and Next Generation Science Standards (NGSS) and actively utilize that knowledge in real-world applications. NSLA students participate in a rigorous, yet relevant, curriculum that focuses on applying knowledge, not just being passive recipients of knowledge. This curriculum also features programs to meet the needs of all students, and includes students with special needs, both gifted and at-risk.
- Has been provided with opportunities for equal educational access, no matter their background or educational needs. All students have the opportunity to participate in activities that both remediate and enrich the educational experience.
- Has the opportunity to experience real-life science and technology through partnerships with public and private businesses. The strong partnership with NASA/JPL through the Goldstone-Apple Valley Radio Telescope (GAVRT) program is one example of this. As the secondary program builds at NSLA, students will become increasingly more involved in data analysis that is collected from a current NASA campaigns such as the: Juno/Jupiter Quest, SETI, Black Hole Patrol and Solar Patrol. Additionally, in line with NASA's vision of global science and engineering collaborations, NSLA is developing an intentional partnership with the native Spanish speaking students in Chile who also are participants in GAVRT. This involvement would actively engage students with the premier scientists in a global collaboration initiative and provide exchange opportunities for students from both countries.
- Has the opportunity to become fluent and proficient in more than one language. At NSLA, students are enrolled in a dual language immersion program.

The goals of the academic program at NSLA are as follows:

- **Bilingualism:** High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language.
Biliteracy: High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students, as well as in the target language.
- **Multicultural Proficiency:** All participants will understand different cultures and develop a level of high self-esteem, appreciate the value of their own culture, as well as other cultures in our society, and access to instructional tools to succeed in the 21st Century. Through a variety of educational experiences, including higher levels of collaboration, NSLA students learn how to apply knowledge and develop the tools necessary to be lifelong learners. Along with NSLA emphasis in science, mathematics and technology, students' education is centered on dual language immersion model to provide students

with the opportunity to become fully bilingual and biliterate in English and Spanish. The education model is also enhanced with a balance of visual and performing arts and Mandarin Chinese.

NSLA is a Dual Immersion Program School which supports the approved charter's educational goals, including the daily teaching of Science beginning in TK. NSLA's goal is for all students to speak, read, and write in Spanish and English in all academic content areas after continued attendance in the program for five years.

NSLA's mission, vision, and SLOs reinforce the school's educational philosophy. Students graduating from NSLA will be effective bilingual communicators, with the ability to analyze and use critical thinking skills and be responsible global citizens in the school and community. NSLA believes that high academic and behavioral standards are needed. A cornerstone of the NSLA philosophy is maintaining and deepening a connectedness between parents, students, and the school.

In order to provide a rigorous program, NSLA focuses on a culture of excellence, which is achieved through collaboration and teamwork while using best practices and assessment data analysis to guide instruction. NSLA prepares students to be fully educated, contributing citizens, with the knowledge and skills to pursue higher education and/or the career of their choice. To accomplish this NSLA has implemented the following:

- A nurturing environment that allows students to participate in experiential learning and is aligned with the Common Core State Standards
- Opportunities for equal educational access for all students
- A dual language model in English and Spanish that allows students to become fully biliterate and bilingual
- Science and technology experiences
- Enrichment opportunities through weekly classes of music, art, PE, and Mandarin Chinese
- Athletic programs at the Middle School level

NSLA's Special Education Program includes two separate but collaborative programs; Resource Specialist Program and Intensive Specialized Academic Instruction. Added collaboration between general education and special education has been introduced and is being monitored.

The dual language program at NSLA is research-based and follows proven guidelines by field experts. Dual Immersion guiding principles include the implementation of quality curriculum that is aligned to CCSS and provides students with opportunities to access authentic literature in both English and Spanish. Instruction and staff quality are additional guiding principles that are a constant focus for NSLA. Through Guided Language Acquisition Design (GLAD) strategies, quality instruction is ensured while maintaining compliance regarding teachers' credentialing.

The content of NSLA curricula is aligned with the CCSS, the Next Generation Science Standards, and other California Content Standards, and when applicable, with national content

standards. As a dual language immersion program, curriculum is provided in both English and Spanish.

NSLA offers a full range of courses including: Language Arts, Mathematics, Science, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health. Courses stress the application of content knowledge to solve real-life problems.

This is accomplished by:

- Focusing on the essential skills of reading, written, and oral communication, mathematics, science, and history in English and Spanish.
- Emphasizing experiential learning through hands-on projects, oral presentations, and technology integration in core subjects.
- A focus on information literacy, giving students the tools necessary to access relevant information and apply it to specific situations in English and Spanish
- Providing state of the art technology and other resources through educational partners such as: NASA/JPL, Apple Education, code.org and the San Bernardino County Superintendent of Schools.
- Offering research-based designed strategies that provide students with opportunities to implement projects.

Teachers use a variety of instructional strategies and classroom activities, from simulations, labs, cooperative learning, and the Socratic Method, to guest speakers, manipulatives, GLAD strategies, and role-playing to actively engage students in their learning. Students are immersed daily in a variety of activities that emphasize higher level thinking skills: presenting information, collaborating with others, applying skills, and thinking critically. Students also have the opportunity to use resources other than textbooks in class.

NSLA has a strong emphasis in the integration of technology. Students in grades TK-3 have a dedicated stationary computer lab, mobile Apple MacBook computer lab, student computers in each classroom, and access to iPad tablets. Students are introduced to technology beginning in TK and experience compounding instruction introducing new topics as they progress through grade levels. Each classroom is augmented with a projector and document camera. Document cameras allow teachers to digitally project their content and record their lessons for students. Students have access to a large array of software offerings across numerous subjects. NSLA is always evaluating new pieces of software to add to the current offering of Renaissance Learning, IXL, BrainPOP, TimezAttack, Discovery Education, Typing Ace, and many others.

Students in grades 3rd-8th participate in a One-to-One Laptop program, with MacBook Air laptops and iPads, in which students use them daily at school and for homework assignments and projects. Such technology implementation and strong support from the LCER IT Department

proved to be integral to the administration of the first Smarter Balanced Assessment Consortium (SBAC) field test in the Spring of 2014, and then the following school year to establish a baseline. Students had practice with the devices and the school had enough access points. This school year, NSLA continues to prepare its students to take the Smarter Balanced Assessment (SBA) from the California Assessment of Student Performance and Progress (CAASPP), by allowing for two Interim Assessments Block practices in the year and by exploring the integration of the assistive technology. NSLA continues to follow the assessment course set out by the California State Board of Education.

Demographic Data

Parent education levels of NSLA families is indicative of a parent choice school. 27% of NSLA parents are college-educated, compared to the overall population of San Bernardino where 10.8% are college-educated. NSLA parent education levels have remained consistent since 2014.

PARENT EDUCATION LEVEL	2017-18	2016-17	2015-16	2014-15
Post-Graduate	92	96	73	75
College Graduate	117	113	113	119
Some College	204	203	186	194
High School Graduate	144	154	139	174
Not High School Graduate	84	73	68	77
Declined to State	140	146	164	78

SOURCE/COMMENTS: All data from the NSLA's information system, Illuminate ISI.

The number of students qualifying for free-reduced lunch remains constant annually and directly correlates to the education levels of NSLA families.

FREE-REDUCED LUNCH	2017-18	2016-17	2015-16	2014-15
School Enrollment	782	785	744	714
Free & Reduced Lunch Students	586 (74.9%)	584 (74.4%)	566 (76.1%)	494 (69.2%)

SOURCE/COMMENTS: All data from CDE Dataquest. School enrollment is based on students enrolled on Census (CBEDS) Day.

In the 2016/2017 school year, one class of Transitional Kindergarten was added, increasing total enrollment. NSLA holds a lottery three times a year for students desiring to enroll.

GRADE LEVEL	2017-18	2016-17	2015-16	2014-15
Kindergarten	128 (16.4%)	144 (18.3%)	123 (16.5%)	119 (16.7%)
1 st Grade	114 (14.6%)	116 (14.8%)	114 (15.3%)	114 (16.0%)
2 nd Grade	108 (13.8%)	105 (13.4%)	100 (13.4%)	106 (14.8%)
3 rd Grade	99 (12.7%)	89 (11.3%)	92 (12.4%)	99 (13.9%)
4 th Grade	84 (10.7%)	79 (10.1%)	92 (12.4%)	88 (12.3%)
5 th Grade	66 (8.4%)	79 (10.1%)	75 (10.1%)	77 (10.8%)
6 th Grade	72 (9.2%)	61 (7.8%)	76 (10.2%)	68 (9.5%)
7 th Grade	54 (6.9%)	62 (7.9%)	54 (7.3%)	22 (3.1%)
8 th Grade	57 (7.3%)	50 (6.4%)	18 (2.4%)	21 (2.9%)
TOTAL	782	785	744	714

SOURCE/COMMENTS: All data from CDE Dataquest
 NSLA's Student Enrollment by Grade Level 2014-2018

According to enrollment data, the student body continues to be balanced between males and females, with the latter only slightly lower annually. The majority of students are Hispanic/Latino at 82.7% in 2017/18, increasing each year. This aligns with the ethnic population of San Bernardino with Hispanic/Latino residents comprising 65%, White 15.8%, and Black 12.7%.

GENDER	2017-18		2016-17		2015-16		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten	55	73	65	79	72	51	59	60
1 st Grade	51	63	71	45	63	51	65	49
2 nd Grade	63	45	57	48	57	43	52	54
3 rd Grade	57	42	54	35	47	45	50	49
4 th Grade	48	36	40	39	47	45	43	45
5 th Grade	36	30	39	40	35	40	39	38
6 th Grade	34	38	28	33	35	41	33	35
7 th Grade	24	30	32	30	26	28	12	10
8 th Grade	28	29	23	27	12	6	11	10
TOTAL	396	386	409	376	394	350	364	350

ETHNICITY	2017-18	2016-17	2015-16	2014-15
African American	52 (6.6%)	59 (7.5%)	58 (7.8%)	58 (8.1%)
American Indian or Alaska Native	0	0	0	0
Asian	11 (1.4%)	14 (1.8%)	17 (2.3%)	14 (2.0%)
Filipino	0	0	0	0
Hispanic or Latino	647 (82.7%)	629 (80%)	584 (78.4%)	559 (78.3%)
Pacific Islander	1 (.1%)	1 (.1%)	1 (.1%)	1 (.1%)
White	59 (7.5%)	64 (8.2%)	66 (8.9%)	61 (8.5%)
Two or More Races	12 (1.5%)	18 (2.3%)	16 (2.2%)	20 (2.8%)
Not Reported	0	0	2 (.3%)	1 (.1%)
TOTAL	782	785	744	714

SOURCE/COMMENTS: All data from CDE Dataquest.

NSLA's Ethnicity Percentage Breakdown 2014-2018

Both English and Spanish have remained consistent for primary language in the last four years with slight increases in Spanish speakers annually. As a dual immersion school, it is imperative staff are able to speak to families and instruct students accordingly. Of the school staff, 84% are bilingual with the majority speaking English and Spanish. 69% of teachers hold a BCLAD or comparable authorization and 31% hold a CLAD authorization to meet the needs of English Learners.

PRIMARY LANGUAGE	2017-18	2016-17	2015-16	2014-15
00 – English	396	407	396	407
01 – Spanish	377	365	335	333
05 – Filipino/Tagalog	*	1	2	2
07 – Mandarin	1	1	1	1
08 – Japanese	1	2	*	1
09 - Cambodian		2	2	1
11 – Arabic	3	2	2	1
26 - Indonesian	3	4	5	3
30 - Samoan	1	1	1	1
TOTAL	782	785	744	714

SOURCE/COMMENTS: All data from CALPADS Fall 1 Certified Extract Reports.

NSLA's Primary Language Breakdown 2014-2018

When students enroll at NSLA, parents complete a home-language survey which enables the NSLA team to identify if the student is required to take the English Language Proficiency Assessment for California (ELPAC). Mandatory administration of the ELPAC occurred during the Spring of 2018. Prior to ELPAC, students identified as English Learners took the California English Language Development test (CELDT). The table below displays the NSLA EL Identification data from 2014-2018.

ENGLISH LEARNERS	2017-18	2016-17	2015-16	2014-15
School Enrollment	782	785	744	714
EL	229 (29.3%)	261 (14.9%)	266 (35.8%)	273 (38.2%)
FEP	112 (14.3%)	117 (14.9%)	82 (11.0%)	45 (6.3%)
R-FEP	24 (9.2%)	56 (21.1%)	25 (9.2%)	0 (0.0%)

SOURCE/COMMENTS: All data from CDE Dataquest
NSLA's EL Identification 2014-2018

LCFF Priority 1- Basics

Of the current certificated employees, 97% are fully credentialed with 3% on an emergency teaching permit. There are no misassignments of English Learners. In the ten years since NSLA's inception, close to 2% of staff has remained at NSLA. The majority of teachers have been in education for six years or more.

Teacher Additional Qualifications	
Number of National Board Certified Teachers	0
Percent of teachers instructing outside credentialed areas	0%
Number of teachers with Short Term Staff Permits and Provisional Instructional Permits	2
Number of teachers enrolled and progressing successfully in an intern program	0
Number with advanced degrees	13
Number and assignment of paraprofessionals who meet the requirements of ESSA	6 As a Title I school, NSLA is required to have all Instructional Assistants working in SPED assignments to have an AA or have passed a local assessment. All of the 6 current IA's meet the ESSA requirements.

NSLA's Additional Qualifications Certificated Staff 2017-18

Number of Years in Educational Service (Certificated Staff)					
Years of Service	0-2	3-5	6-10	11-15	16-20
Teacher Count	4	8	17	5	1

NSLA's Years in Education Certificated Staff 2017-18

Number of Years at NSLA (Certificated Staff)					
Years of Service	0-2	3-4	5-6	7-8	9-10
Teacher Count	11	12	3	3	6

Years At NSLA Certificated Staff 2017-18

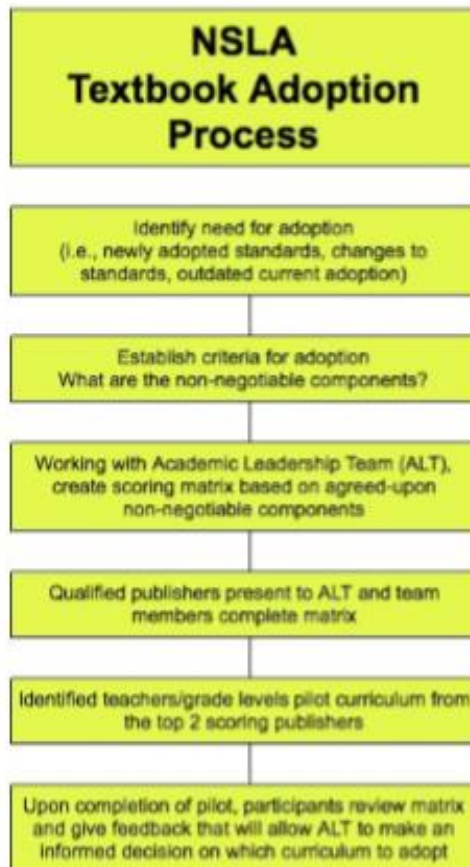
NSLA Staff by Gender and Ethnicity 2017-18										
	Hispanic/Latino		White		Black		American Indian		Asian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Classified Staff	6	27	2	4	1	1	1			1
Certificated Staff	3	24	1	7	1		1	1		1
Totals	9	51	3	11	2	1	2	1		2
Percentage of Staff	12.5%	70.8%	4.1%	15.3%	2.8%	1.4%	2.8%	1.4%	0%	2.8%

NSLA's Staff and Ethnicity 2017-18

An annual inspection of facilities is administered at the beginning of each school year. The most recent report noted two areas in need of corrective action. Due to recent land development in the area, it is common to have some vermin/pest issues. To address this need, a local pest control company has been contracted. School grounds have issues with unevenness due to normal wear and tear as well as rodent-created holes. The school facilities team is working to repair both play areas for students.

Professional Development is ongoing and embedded into the culture at NSLA. Teacher have received ongoing GLAD training to support the large population of EL students. In the past two years, NSLA has adopted a CCSS-aligned curriculum for math, Spanish, and English. Included in these adoptions is embedded professional development, working directly with teachers, sharing best practices in curriculum implementation. Along with these academic trainings, NSLA is focusing on the whole child. In partnership with Illuminate Education, Dr. Gail Thompson worked with staff, parents, and students in the 2017/18 school year with a training titled *Equity in Action Multi-Year Plan*. Dr Thompson conducted several meetings, observations, and surveys to formulate a plan for NSLA to achieve equity for all students.

All students have access to standards-based instructional materials. For textbook adoptions, NSLA staff are all involved in the process from the initial introduction of the curriculum to evaluating each component using a rubric. Various components such as assessment, vocabulary, and leveled readers are included in the evaluation process. NSLA has the following textbook adoption process in place:



LCFF Priority 2- Implementation of Academic Standards

NSLA has fully implemented Common Core State Standards for English Language Arts and Math courses. The need for CCSS aligned curriculum arose from the state's adoption of the CCSS and administration of the Smarter Balanced Assessments (SBA). Review of performance data from SBA also led to the adoption of CCSS curriculum. With NSLA being a dual immersion school, it was imperative that both ELA and math curriculum was available in both English and Spanish, which limited curriculum options. In grades TK-6, *Benchmark Advance* was adopted for ELA and *Benchmark Adelante* was adopted for SLA. *SWUN Math* was adopted for TK-8 grade. *Amplify* was adopted for middle school ELA. Seventh and eighth grade SLA incorporates novel studies aligned to SLA standards.

In response to the state adoption of NGSS, NSLA has adopted *Benchmark Adelante* and *Benchmark Advance*, which integrates both CCSS and NGSS standards. Middle school adopted *Amplify Science* and *ELA* curriculum which is both NGSS and CCSS aligned.

LCFF Priority 3- Parent Engagement

The culture of NSLA believes for students to be successful, it requires a team effort; parents, teacher, student, and administration. Informing parents of student progress and school decisions ensues in several different ways. Information gained from various forms of communication becomes a piece of the decision-making process.

Website: <http://nsla.lewiscenter.org/>

NSLA's website provides up-to-date information for families. Some of the most used features are the calendar of events, Illuminate Home Connect link, and counseling. The school's website was redesigned in 2017 to allow for easier navigation to the information.

Parent Square

Parent Square provides a solution to send mass communication to parents including email, text messages, and phone calls. The service has been in place for over a year and has been well received by all stakeholders. Announcements are the most common form of communication through Parent Square.

Illuminate Home Connect

Illuminate Home Connect provides student updates for both parents and students. Class schedule, current grades, assignments, assessment results, behavior, and attendance are all accessible.

Facebook: Norton Science and Language Academy

Facebook is an online forum NSLA uses to keep parents informed of events at NSLA, as well as, immediate announcements. Video communications can be posted to keep stakeholders informed. Award ceremonies and student achievements are other examples for the use of Facebook. Parents even have the option to ask questions and receive responses from administrators.

Instagram

Instagram provides the school community with snapshots of student activities and events.

Twitter

Twitter provides the school community with information about activities and events students are involved in and local tweets regarding education or community events.

My Mentor/Google Classroom

Both learning management systems provide students and parents with classroom tools such as syllabus, assignments, online links, communication, and other teacher materials. This also allows students to communicate with each other.

Parents and Pastries

This monthly forum is attended by parents and facilitated by the principal. Agenda items are created from items previously brought forward by parents as well as discussing items parents bring up during the meeting. In addition, it allows the principal to discuss upcoming events and receive input from parents. These meetings are on the school calendar and announced on Parent Square. Both the meeting and reminders are available in Spanish.

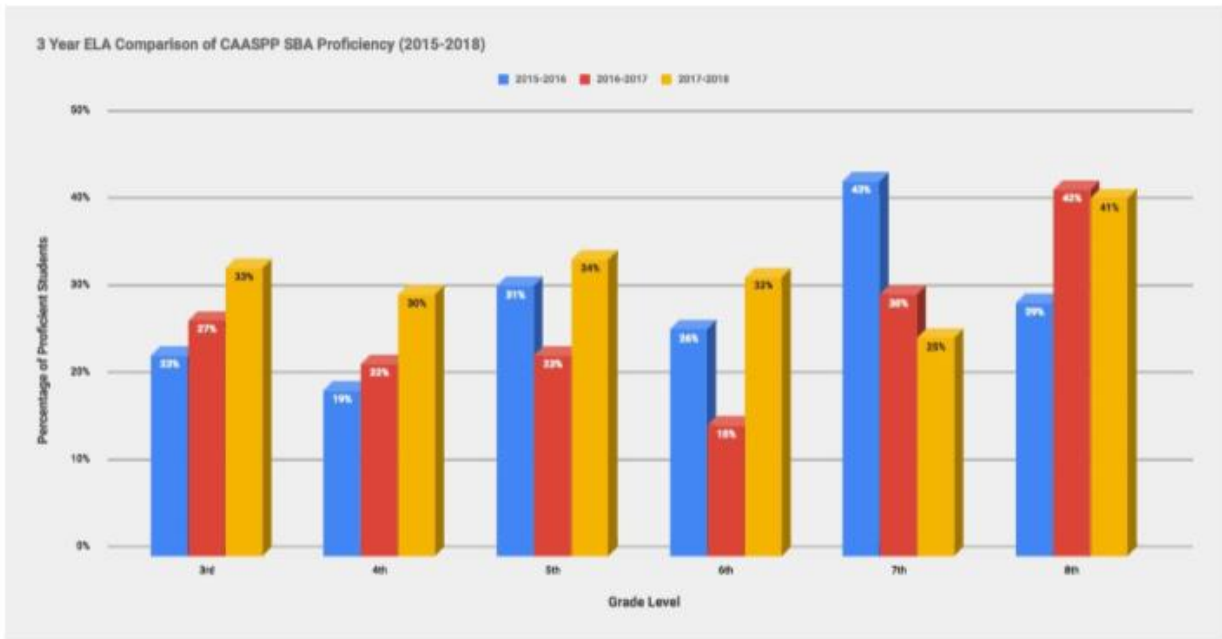
Classroom Newsletters

All classrooms continue to use newsletter to inform parents of classroom and grade level activities and school news on a weekly basis.

LCFF Priority 4- Performance on Standardized Tests

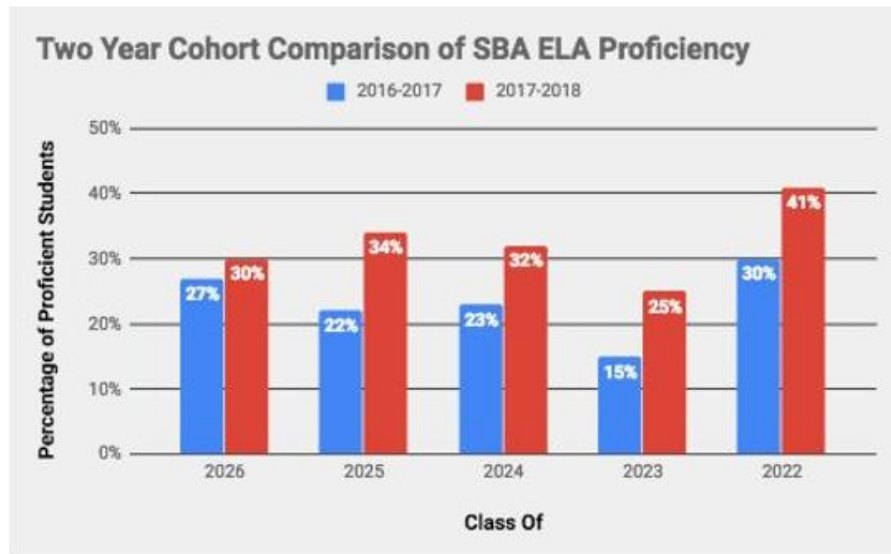
NSLA has participated in the CAASPP SBA testing for the past four years. Analysis of both instruction and curriculum aligned to the CCSS has brought forth improvement in math and ELA.

With the adoption of Benchmark Advance and Benchmark Adelante, significant improvements have been made in ELA CAASPP scores. Beginning in 3rd grade where students are taught in English 40% of the day and in Spanish 60% of the day, there was a 10% increase in ELA proficiency. This trend continues in both 4th grade and 5th grade where students are taught 50% of the day in English and 50% of the day in Spanish. In 4th grade, there was an 11% increase and a 3% increase in 5th grade proficiency. In middle school, students are taught 33% of the day in Spanish including a SLA period and an ELA period. Over the last three years, 6th grade has improved 6% and 8th grade by 12% while 7th grade saw a decline of 18%. Standards-aligned curriculum, schoolwide support, and instructional planning have all contributed to these increases in CAASPP ELA scores.



NSLA's 3 Year SBA ELA Results by Grade Level, Percentage of Proficient Students

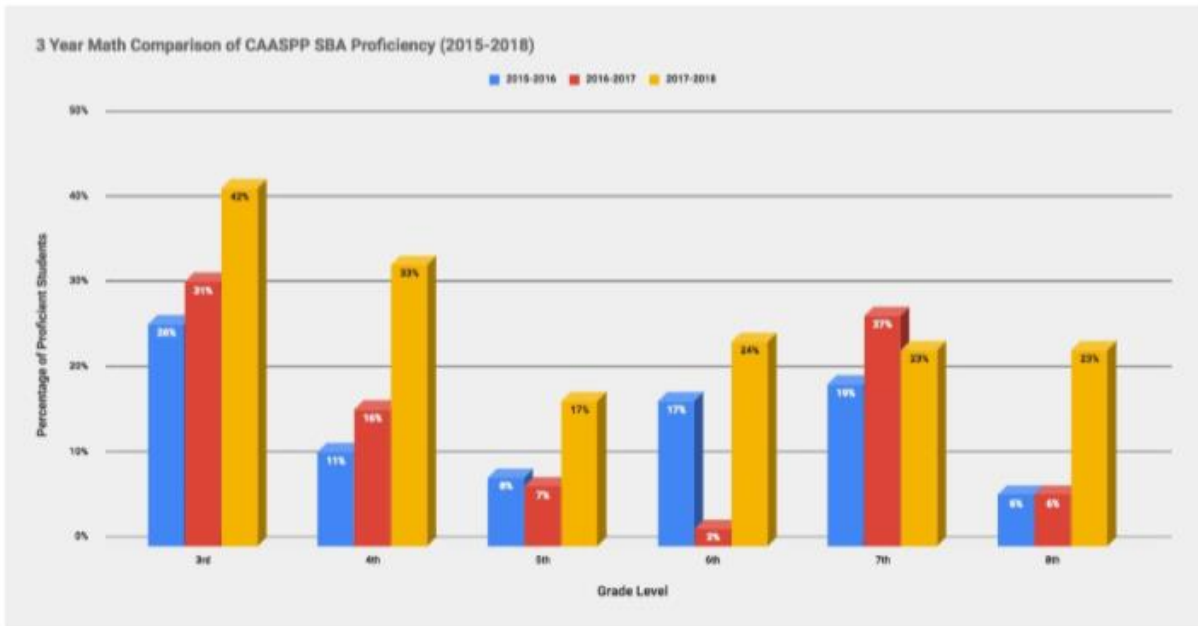
In reviewing cohort data, cohort groups have shown increased growth in proficiency of ELA standards when looking at the last two years. The overall average percentage increase was 9%.



NSLA's 2 Year SBA ELA Results by Cohort, Percentage of Proficient Students

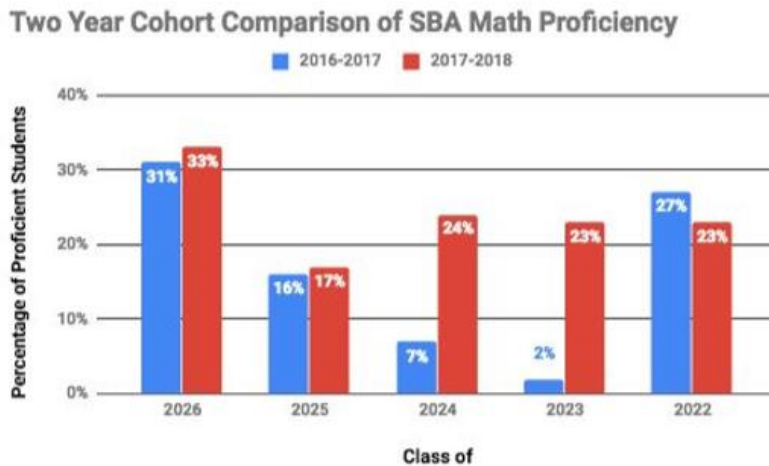
Curriculum adoption and increased professional development in the area of mathematics has produced a substantial increase in proficiency across grade levels. In the first year of the *SWUN Math* implementation, SBA scores of 3rd through 8th graders have grown overall by 12%. It is evident that previous curriculum was not consistent with the rigor of the CCSS and professional development was lacking. With *SWUN Math*, students are exposed to the rigor of the CCSS, provided ongoing professional development, and assessed through a variety of measures all

facilitating growth. It is expected with the second year of implementation that proficiency will continue to grow.



NSLA's 2 Year SBA Math Results by Grade Level, Percentage of Proficient Students

In reviewing cohort data for math for the last two years, all cohorts showed growth except for the class of 2022. Overall, the average increase was 7%.



NSLA's 2 Year SBA Math Results by Cohort, Percentage of Proficient Students

Student group CAASPP SBA data shows growth in both ELA and math, with the largest gain for Students with Disabilities. NSLA attributes this growth to the ELA and math curricula incorporating intervention components within the grade level materials. Education Specialists work closely with classroom teachers to ensure special education students practice the appropriate accommodations through the school year.

ELA Proficiency Percentage Subgroups - Grades 3-8

Subgroup	2015-2016	2016-2017	2017-2018
Black/African American	28%	24%	26%
Hispanic/Latino	23%	23%	30%
White	48%	43%	50%
Students with Disability	12%	5%	17%

NSLA's ELA 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8)

Math Proficiency Percentage Subgroups - Grades 3-8

Subgroup	2015-2016	2016-2017	2017-2018
Black/African American	9%	18%	17%
Hispanic/Latino	13%	13%	24%
White	44%	43%	53%
Students with Disability	0%	5%	28%

NSLA's Math 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8)

LCFF Priority 5- Pupil Engagement

NSLA's chronic absenteeism rate for 2017-18 was 8.6%, lower than the county, city, and state results. However, it has increased by 1.7% from the prior year. Seasonal allergies, chronic illnesses, and immunizations all contributed to the higher rate. NSLA staff implements a variety of measures to decrease absences. First and foremost is the relationship-building culture at NSLA where all stakeholders work together to meet the student needs. School Attendance Review Team (SART), daily phone calls, emails, and texts from the attendance office all work together to ensure students are in the classroom. In January of 2019, attendance contracts will be introduced. If students do not fulfill the contract, they will be asked to return to their school of residence.

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Norton Science and Language Academy	854	840	72	8.6%
San Bernardino County Office of Education	5,578	4,303	1,504	35.0%
San Bernardino	429,373	420,150	53,059	12.6%
Statewide	6,384,919	6,315,131	702,531	11.1%

NSLA's Chronic Absenteeism Comparison 2017-18

Tardiness rates for NSLA have declined .9% from 2016-17 to 2017-18 on average. Hiring a dean of students helped to oversee attendance issues with the assistance of the registrar. The school implemented a process of sending attendance letters #1, #2, #3 and setting up SART meetings initially. As of last year, the school began using Parent Square daily with the Smart messaging system with daily calls. The Smart messaging system sends out phone calls, texts, and emails. These are set up daily to bring awareness and a partnership with parents. The last resource that was implemented was to refer them to the District Attorney's office for prosecution.

There continues to be a large disparity between grades K-5 and 6-8 in the tardiness rate annually. There is some discussion of adjusting the middle school start time earlier to help facilitate streamlining drop off procedures especially for those families with both elementary and middle school children. While most families reside in the San Bernardino and its surrounding areas, many are 15 to 20 miles away in which traffic can play a part in drop off time.

TARDINESS RATE	2017-18	2016-17	2015-16	2014-15
# of Tardies Recorded	8,311	9,843	8,218	6,924
# of Sections Enrolled	328,421	291,014	261,630	253,363
Tardiness Rate	2.5%	3.4%	3.1%	2.7%

SOURCE/COMMENTS: All data from NSLA's student information system, Illuminate.

NSLA's Tardiness Rates 2014-2018

TARDINESS RATE for K-5	2017-18	2016-17	2015-16	2014-15
Cumulative Enrollment	645	629	615	633
# of Tardies Recorded	5,124	6,730	6,377	5,247
# of Sections Enrolled	107,755	108,991	106,005	106,699
Tardiness Rate	4.6%	6.2%	6.0%	4.9%

SOURCE/COMMENTS: All data from NSLA's student information system, Illuminate. Cumulative enrollment includes all students enrolled during the academic year.

NSLA's Tardiness Rates for K-5 2014-18

TARDINESS RATE for 6-8	2017-18	2016-17	2015-16	2014-15
Cumulative Enrollment	194	174	150	143
# of Tardies Recorded	3,187	3,113	1,841	1,677
# of Sections Enrolled	220,666	182,023	155,625	146,664
Tardiness Rate	1.4%	1.7%	1.2%	1.1%

SOURCE/COMMENTS: All data from NSLA's student information system, Illuminate. Cumulative enrollment includes all students enrolled during the academic year.

NSLA's Tardiness Rates for 6-8 2014-18

The Average Daily Rate of Attendance (ADA) stays consistent from year to year as enrollment stays consistent. As the school builds out to high school in the next three years, the ADA will increase with the increase in enrollment.

Average Daily Rate of Attendance 2014-2017			
Grade Band	2017-18	2016-17	2015-16
TK-2	\$332.36	\$345.49	\$316.87
3-5	\$230.36	\$227.92	\$239.69
6-8	\$187.28	\$173.72	\$146.51
Total ADA	\$750.00	\$747.13	\$703.07

NSLA ADA 2015-2018

LCFF Priority 6- School Culture

NSLA offers a dual immersion program in addition to enrichment courses that all middle school students have the opportunity to participate in. Course offerings are expected to grow in correlation with student enrollment and school expansion.

CO- & EXTRA-CURRICULAR ACTIVITES	2017-2018	2016-17	2015-16
Chinese	68	86	*
Art	78	86	*
Music	74	80	*
Technology	75	86	24
Yearbook	74	85	43
Study Skills	42	85	*
Teachers Assistant	64	*	*
Academic Support	32	*	*
Student Council	*	*	56

SOURCE/COMMENTS: All data from NSLA's student information system, Illuminate.

NSLA Co- & Extra-Curricular Activities 2015-2018

Students in grades K-5 participate in weekly enrichment rotation classes that include Chinese, music, PE, and art. Students in K-8 participate in an Art Festival to display their artwork. Some of the art is included in an art auction coordinated by NSLA's Parent Teacher Organization (PTO) to support fundraising efforts.

LCFF Priority 7- Access to a Broad course of Study

NSLA tracks progress in meeting Priority 7 standards through annual review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies.

For the 2017-18 school year, 100% of students at NSLA, TK-8, had full access to a broad course of studies. All students in K-5 attend enrichment courses during the school day that include Chinese, Art, P.E., and Music. Middle school students have an elective period that rotates three times during the school year. These electives are open to all students in grades 6-8 and include courses in Chinese, Music, Art, Health and Fitness, Space Science, Teacher’s Assistant, Academic Support, ASB, Junior Achievement, and Robotics. Middle school offers Destination Imagination during zero period. All students have access to this course and is only limited by space. No barriers exist to prevent students access to a broad course of studies in all grades, TK-8. Regular analysis of course offerings, class schedules, and school schedules continues to inform administration of student enrollment in a broad course of studies.

LCFF Priority 8- Other Pupil Outcomes

For the 2017/2018 school year the per pupil expenditures was \$10,775.61. Other funding sources include donations, student activities, and grants.

NSLA’s Schoolwide Learner Outcomes	
CLASE	
Community	<ul style="list-style-type: none"> ● Demonstrate an internalized set of 3 personal standards; Show Respect, Make Good Decisions, Solve Problems. ● Build relationships by working collaboratively with peers, staff, families and the community
Language	<ul style="list-style-type: none"> ● Recognize and celebrate the value of multiculturalism ● Become global citizens by applying bilingual and biliterate skills
Academic Achievement	<ul style="list-style-type: none"> ● Use acquired knowledge and skills to be college and career ready ● Create data-driven goals and implement action plans to ensure success
Science	<ul style="list-style-type: none"> ● Apply knowledge of science, technology and math across the learning disciplines ● Be proficient in the use of technology to support learning
Empowerment	<ul style="list-style-type: none"> ● Foster a growth mindset when faced with challenges ● Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community and global causes

Perception Data

In the fall of 2017, NSLA conducted a student climate survey to all students in grades 5 through 8 to measure the school’s progress on state Priority 6. Overall, students enjoy the school and teachers. Teacher-student relationships scored the highest with over 75% of students agreeing that their teachers are supportive and encouraging both academically and emotionally. While over 60% of students believe that their school is safe and enjoyable, one overwhelming concern was the overall cleanliness of the campus. To rectify this, the school reviewed the facilities schedule to make sure that common areas were cleaned regularly. Additionally, the school administrative staff spoke with students about their responsibility and ownership of the campus and how they can help with keeping the campus clean.

Several negative student comments were about the quality of food provided for school lunches. The administration began a search for outside vendors meeting the health guidelines for schools to bring a variety of choices for school lunch. With the help of a student testing panel, two well-known outside vendors were contracted for the 2018-19 school year. Continuous feedback from students is being collected by administrative staff to measure satisfaction with cafeteria lunches.

51% of students felt that harassment, intimidation, and bullying are a problem. To clarify student perception, administrative staff met individually with all classrooms, grades 4-8. Staff discovered from these meetings that students were unclear of what harassment, intimidation, and bullying meant and went on to clarify this with students. A new survey was sent out to these grades focusing only on these three topics. The results showed these were not schoolwide concerns but rather individual or isolated events mainly during recess or lunch periods. Classified staff supporting students during these periods received SB1626 training, Love & Logic strategies training, and weekly meetings with the Dean of Students. Additionally, counseling provided anti-bullying sessions in individual classrooms for grades 4-5. All middle school students attended an anti-bullying event provided by Kaiser Permanente. Progress is being monitored through office referrals and continued student feedback.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
 - B. Standards-based Student Learning: Curriculum
 - C. Standards-based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

The NSLA WASC Self Study Report indicates that in 2015 the Lewis Center retained the services of a consultant to guide their non-profit board through a strategic planning process, something that had not occurred previously. The strategic planning took place against the

backdrop of a board reorganization, a significant reduction in number of trustees, and significant leadership turnover at NSLA, five principals in since the school’s inception, a CEO in her third year. This process has become an annual process and includes items such as refining the mission and vision of the Lewis Center, long-range planning, growth and expansion and fiscal sustainability. The Visiting Committee found evidence of this process, especially in conversations with a Lewis Center Board member, the Lewis Center CEO, and school administration. The school leadership was able to provide context to the strategic planning goals, in particular, those related to fiscal sustainability, with a goal of 4% reserves at all times and being cautious about how personnel funds are re-allocated when staff leave NSLA.

As a result of the 2016 strategic planning process, the following Lewis Center mission was adopted:

“The mission of the Lewis Center for Educational Research is to ensure our schools and programs prepare students for success in a global society through data-driven, innovative and research-proven practices in a safe and inclusive culture.”

This mission then in turn helps drive the NSLA-specific mission that, according to the NSLA WASC report, (p. 48) was developed by the site Professional Learning Communities (PLCs) which grew out of a two-year training in this model. Vision alignment between the Lewis Center and NSLA is supported by the site principal participating as part of the Lewis Center executive team and, the Visiting Committee learned, but his attendance at all Lewis Center board meetings either virtually or in person.

The NSLA WASC Self Study Report indicates broad-based input from various stakeholders into the Lewis Center mission/vision. After conversations with various staff and leadership personnel, including a board member, the Visiting Committee did not see evidence of broad community input into the mission/vision development, for example, mention is made in the report of business relationships and partnerships, but this input is not evident in the strategic planning process.

The NSLA WASC report indicates (p. 54) that the mission, vision and learner outcome goals were established and monitored by the Academic Leadership Team (ALT) through input from the entire PLC. The ALT meets twice a month, and the PLCs meet weekly. Furthermore, the report points to the use of several relevant professional research-based texts during the PLC work.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

The NSLA WASC report includes an extensive strategic plan with multiple goals. The report also indicates that the CEO is responsible for monitoring progress towards these goals, as well as “ensuring that staff work in accordance with the mission and vision (p. 57).” The Visiting Committee found in conversations with the CEO and board member that the former’s performance evaluation is based on the strategic planning goals and that her monthly reports to the board are based on recent progress towards these goals. The Visiting Committee found evidence in Lewis Center board agendas that the CEO presents monthly reports to the board detailing progress toward the strategic planning goals.

The NSLA WASC report indicates the board’s commitment to the goal of streamlining the organization by reducing the total number of board members, changing meeting times to better suit the community, and clarifying the relationship between the board and staff. The report cites these changes as the cause of “increased board member engagement and visibility.” The Visiting Committee found in conversations with staff and a board member that there was general agreement about the board’s commitment to the needs of the school and an increase in board members spending time on campus. Partial evidence of this was the fact that a board member who was interviewed by the Visiting Committee subsequently stayed for the parent interview session and provided thoughtful input and elicited questions. Having just one member from a nine-member board significantly limited the Visiting Committee’s ability to gain a broader perspective on board leadership.

Through reviewing Lewis Center board documents the Visiting Committee found evidence to corroborate the above claims in the NSLA self-study report.

The NSLA WASC report indicates (p. 57) the board’s renewed commitment to more clearly delineating the role of the board as well as that of staff. According to the report, this was prompted by a board training and resulted in a comprehensive review of the board’s policies, conflict of interest policies and code of ethics. The Visiting Committee found evidence to support these claims through conversations with a board member. Additionally, the Visiting Committee found a depository of the Lewis board policies, code of ethics, etc. on their website.

Additionally, the report references the board’s evaluation of the CEO. This item was also mentioned in the Visiting Committee’s conversation with the CEO and a board member, within the context of the CEO’s evaluation being tied to the strategic planning goals. The Visiting Committee found evidence to substantiate the CEO’s monthly report to the board that are aligned to the strategic planning goals.

The NSLA WASC report indicates multiple stakeholder participation in the development of the LCAP and cites this as an example of community participation in the school's governance. The Visiting Committee found in interviews with leadership and staff that while the LCAP document was written primarily by one staff member who serves both Lewis Center schools, there was input from the Academic Leadership Team (ALT) as well as the school's leadership staff. The Visiting Committee learned of limited input from parents into the LCAP (primarily through the Principals and Pastries meetings). Student input into LCAP creation was not evident.

The Visiting Committee witnessed first-hand the livestreaming of a board meeting from the NSLA site, which complies with new legal requirements for organizational transparency and underscores the organization's commitment to community input in governance. Conversations with site leadership indicate, however, that parents and community members seldom attend board meetings unless invited by administration to present or be recognized.

The NSLA WASC report indicates in numerous areas a systemic commitment to the use of data, and the Visiting Committee learned in interviews that Illuminate is used broadly within the school to identify student needs and create supports. Conversations with the CEO and board member revealed that the CEO has regular reports to the Lewis Center board. The Visiting Committee did not see evidence of the Lewis Center board monitoring data that the school collected nor did the Visiting Committee find a unified protocol across the school to guide data collection, analysis and usage.

The NSLA WASC report indicates a commitment to addressing all complaints that arise within the community and point to a Uniform Complaint Policy available on the Lewis Center website. The Visiting Committee found a CDE flyer on uniform complaints on the website, as well as a board-adopted Uniform Complaint Procedures policy (B_ 1312.3, adopted June 11, 2012). The Visiting Committee found in interviews with the leadership team that at the school site the Dean of Students addresses majority of the parent complaints as well as some of the staff complaints, while the Vice Principal and Principal address the remainders of staff complaints. Additionally, the aforementioned policy is not school-site specific, is not available on the school's website, and does not include any site personnel but instead includes six Lewis Center staff.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

The NSLA WASC report indicates a commitment to collaboration and resolving differences, as well as an alignment between the SPSA and LCAP. The Visiting Committee learned in multiple conversations that the NSLA staff collaborates extensively, through various team meetings, SSTs, IEPs, ATM, ALT, etc.

The report references the plethora of communication methods that the school uses internally and externally to communicate with stakeholders; staff email, social media, Parent Square, Google Docs, NSLA Hub, face-to-face planning meetings, ATM, ALT, Parents and Pastries, Student Advisory Panel, staff meetings, board meetings, etc. (p. 61). The Visiting Committee was able to corroborate these various forms of communication through conversations with staff, leadership and parents.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

The NSLA WASC report indicates (p. 62) a commitment to recruiting, hiring, supporting and evaluating personnel in alignment with the Lewis Center hiring policies. The report cites the site leadership's work to provide professional development opportunities, leadership and mentoring.

The Visiting Committee heard repeatedly from a range of stakeholders about NSLA's challenges with retaining personnel. Teachers and staff cited pay scale discrepancies between NSLA and competing districts, administration cited the need to stay fiscally 'responsible' given the impending \$36 million facility development, and parents stated that they wanted the teachers "to get a raise." An analysis of the NSLA pay scale shows a difference in starting teacher compensation at NSLA and competing school districts of up to \$20,000 annually. Additionally, the CEO cited the challenges of recruiting staff who live in close proximity to the school given quality of life issues, with the result that many staff commute 30 minutes or more each way on a daily basis.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the district's LCAP, and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

The NSLA WASC report indicates that the site principal has significant input into spending priorities and the budgeting process. On p. 66 the report states, "Budgeting is a collaborative process at LCER that coincides with the development of the LCAP. The principal works closely with ALT to determine resource allocation priorities necessary and desired to meet academic and LCAP goals. This input is then shared with the Executive Team (CE), Director of HR, Director of Finance, Director of IT, Director of Special Education and School Principals."

The Visiting Committee learned in the interview process that while the site principal and ALT have a role in budget planning, the Lewis Center Director of Finance plays a prominent role in budget planning. Conversations with the Director of Finance indicated that he holds significant decision-making influence in determining compensation decisions. For example, he spoke of negotiations with health benefits providers, the decision whether to pass on a Cost of Living Allowance to employees, the need to be fiscally prudent with the impending building project.

The Visiting Committee requested a budget from the Lewis Center in response to committee questions about how the 13% fee from NSLA is used to benefit students. This budget was not

provided. The Lewis Center CEO indicated to the Visiting Committee that the Center's 14 international programs benefit the NSLA students and that some of them "bring in revenue."

However, the Visiting Committee's conversation with NSLA staff revealed that this is the first year that the school has benefited from the Lewis Center's science-based activities, in fact, the school has historically taken a range of science-related field trips, at considerable cost, to non-Lewis Center destinations. NSLA staff and leadership express a desire to increase the services from the Lewis Center especially as they relate to serving student needs.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

The NSLA WASC Self Study report indicates a strategic approach to financial responsibility, responsible growth and expansion, and the development and review of policies and procedures. The Visiting Committee discovered through conversations with staff and board, as well as, by a review of Lewis Center board documents that there is a standing annual agenda item for policy review, as well as a stipulation on the strategic plan that aims for a minimum financial reserve of 4%. As indicated in the report, the Visiting Committee also found evidence of annual independent financial audits. Additionally, the school appears to be fiscally sound, though the Visiting Committee questions the school's strategy for balancing significant and increasing costs, a \$36 million building project, a 13% annual fee to the Lewis Center, a high staff: student ratio, with the school's stated "family feel" and ability to meet the academic and socio-emotional needs of students.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The school and Lewis Center are engaged in an ongoing process of clarifying and defining roles, responsibilities and lines of authority at all levels of the organization (from Board to CEO to staff).
- The school and Lewis Center have identified the need for fiscal responsibility (especially in light of an impending growth and expansion) and have incorporated measures into the board strategic plan to meet these goals.
- The Lewis Center and CEO have initiated a range of internal audits (most prominently related to Human Resources) with the goal of reducing redundancies, increasing efficiencies, and maximizing use of funds.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Continue the process to determine more delineation of responsibilities between school site and the Lewis center with clear financial transparency.
- There is a need for a clearly define financial sustainability plan considering the growth and expansion into a TK-12, approximately \$36 million facilities cost, persistent concerns about low teacher and administration compensation in comparison to surrounding districts, redundancy of positions, and adult to student staffing ratios.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- NSLA Website
- Lewis Center Website
- NSLA SLOs
- NSLA HUB
- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLC agendas
- NSLA PD
- Digital communication
- Collaborative Groups

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Congruence: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

NSLA provides evidence of the use of current educational research to provide students an educational program that is both viable and sustainable in grades TK-5 including CCSS-aligned curriculum, *SWUN math* coaching and curriculum. The middle school grade teachers have been trained in the CCSS-aligned *SWUN math* curriculum and its implementation is evident in some middle school math classes. CCSS curriculum is evident in some middle school classes on an individual teacher basis. As a dual language immersion program, curriculum is provided in both English and Spanish at all levels. All teachers are trained to use the database *Illuminate* to analyze data. TK-5 teachers meet regularly with administration to analyze data and use findings to drive instruction.

NSLA states that the staff is provided an hour of early release time each Wednesday for PLCs as well as time during enrichment classes for collaboration. ALT and LCER Coordinator of Assessment and Program Evaluation determine calendar and topics for these meetings and facilitate all meetings. In addition, TK-5 teachers have weekly grade level meetings facilitated by administration. All teachers are required to attend annual individual support meetings where all administration and support team members review and evaluate individual teacher data to determine progress of students. Many TK-5 teachers use these findings to establish new goals for students. The report indicates that some teachers saw an overall improvement in student learning.

NSLA states the individual departments and grade levels developed SMART goals that are revised annually in order to align with LCAP/WASC action plan. However, the goals observed by the Visiting Committee were actually by grade level and subject for the purpose of referring students to intervention support in the Rocket Lab.

The curricular leadership team (ALT) began a pilot of CCSS-aligned SLA and ELA curriculum in 2015-2016 and adopted textbooks for the 2016-2017 school year based on the benchmark data available in *Illuminate* as well as teacher feedback. Many teachers were trained over the summer and the new curriculum was fully implemented in TK-5th grade in 2016-2017.

This is the third year of implementation and the report states and the Visiting Committee concurs that TK-5 teachers develop CCSS lesson plans that demonstrate rigor and use a variety of scaffolding methods, including GLAD (Guided Language Acquisition Design) and *SWUN math* coaching. This curriculum is implemented in some middle school math classes, but there was limited rigor evident in observations by the Visiting Committee in any of the middle school math classes.

ELA, SLA and math scores have shown improvement on CAASPP since the implementation of the new curriculum, as evidenced by CAASPP results.

NSLA adopted The WRITE Institute as the TK-8 Spanish and English writing program in the fall of 2013 and some staff participated in a multiple day training during the summer.

The report states that all students at NSLA have access to technology and integrate it daily to facilitate the instruction of the CCSS. The committee observed technology in all classrooms however there was limited evidence of integration to facilitate instruction.

NSLA provides support for students who do not meet the grade level goals in the Rocket Lab. The Rocket Lab provides primarily math intervention to students and results are documented in *Illuminate*. The report states that the Rocket Lab instruction is standards based but the Visiting Committee did not observe this, instead much of what was observed by the VC was remediation and basic fact fluency. The Administrative Team indicated that classroom teachers were providing curriculum to Rocket Lab students for support, but during focus group conversations, the teachers indicated that this did not happen. Teachers told the visiting committee that they provided goals to the Rocket lab teacher and aides who then created curriculum to meet those goals. The report indicated that Rocket Lab is monitored by the MTSS but the MTSS indicated that the Assistant Principal oversees the Rocket Lab by meeting with the teachers weekly. The Visiting Committee observed that students are working only on pre-requisite skills to support skill building.

NSLA states that English Learners received English Language Development (ELD) instruction in the classroom. The visiting committee observed limited ELD practices in classrooms and no written ELD plan has been developed.

At this time, NSLA does not have full-inclusion plan for Special Education students. Instead Special Education services are provided through both push-in and pull-out services.

B1.3 There is congruence between actual concepts and skills taught, the academic standards, the college and career readiness standards and the SLOs

The visiting committee observed that course content at level TK-5 is developed in alignment with CCSS and they are beginning to align with NGSS and will pilot an NGSS-aligned text next year. In addition, summative assessments in grades TK – 5 are developed with questions tied to specific standards.

The current middle school curriculum, including science, lacks rigor in the implementation of the curriculum and the visiting committee found little evidence of middle school teachers aligning curriculum to CCSS. TK-5 teachers meet with administration by grade level to analyze data on *Illuminate*.

The current digital curriculum, *Amplify*, adopted at the middle school level lacks rigor in the implementation of the curriculum. Students were observed self-teaching science and English on iPads in many classes. The *SWUN math* curriculum was observed being implemented in some middle school math classes. The visiting committee observed no congruence between curriculum and College and Career Readiness standards at the middle school level.

B1.4 There is integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability and security are maintained.

The visiting committee observed evidence of reading, writing and language used to acquire knowledge in all content areas TK – 5. Teachers in elementary classrooms make connections between multiple subjects with their students.

The middle school teachers use *Amplify* ELA and *Amplify* Science online curriculum which does integrate ELA, social studies and science but lacks the rigor expected and needed at the middle school level. There is limited evidence of the curriculum being NGSS or CCSS aligned as it is currently being implemented in the Middle School classrooms.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

NSLA offers a full range of courses including: Language Arts, Mathematics, Science, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health.

NSLA states and the committee concurs that all students are provided opportunities for Biliteracy and Multicultural Proficiency through education that is centered on dual language immersion in order to provide students with the opportunity to become fully bilingual and biliterate in English and Spanish

NSLA students TK-5 are offered up to four electives including: Art, Chinese, music and PE. Students in grades 6-8 are offered elective classes including: ASB, Rocket Lab remediation and Space Science. However, many middle school students are assigned as TA's for their elective.

The committee did not observe evidence of an ELD plan or a Special Education program that includes full inclusion. The committee concurred that without these plans in place, it could appear that NSLA underserves both Special Education and ELD students in providing equal access to the curriculum. In conversations with teachers and staff, while it was apparent services were being provided to English Learners and Students in Special Education, some of the specifics of these services were not clear.

Monthly Parents & Pastry meetings include updates on school events, testing data, program changes, and other schoolwide information.

Financial and program information is reviewed and voted on at School Site Council meetings.

NSLA has an English Language Advisory Committee (ELAC) which meets monthly to provide updates on programs for the English Learner population, however NSLA lacks an ELD plan at this time.

NSLA has a Back to School Night (BTSN) at the beginning of each school year and parents are kept informed through weekly classroom newsletters and the Illuminate Parent Portal allows parents access to their child's academic progress.

Progress reports are given to families mid-trimester and parent teacher conferences are attended twice a year to inform and plan student learning. Teachers are also available email, phone, and in person to plan student learning and review progress with parents.

NSLA is a TK-8 campus and does not provide transitional plans into postsecondary options. The school does focus on college and career through field trips to colleges and teacher bulletin boards.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Teachers are provided a variety of opportunities for collaboration and professional development on a weekly, monthly and annual basis.
- All teachers have been trained in *Illuminate* and many use it to inform their instruction.
- Teachers in TK-5 demonstrated a commitment to aligning curriculum to CCSS through PLC's and Grade level meetings.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Evaluate the efficacy of possibly redundant group and individual meetings and allow teachers to meet independently of administration in PLCs and/or grade level meetings in order to allow true curricular collaboration as well as personal growth and reflection.
- Increase rigor at the middle school level across the curriculum and align with middle school Common Core/NGSS Standards
- Develop and implement a full inclusion curricular plan for all SpEd students K-8
- Develop and implement a school specific locally-approved EL master plan for all ELD students TK-8.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- NSLA Website
- NSLA SLOs
- NSLA HUB
- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLC agendas
- NSLA PD agendas
- Classroom observations
- Assessment data
- Digital communication
- Student work/ Student Projects
- Collaborative Groups

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Students are exposed to a wide variety of instructional practices such as whole group, cooperative group, and small group learning, as evidenced in classroom walkthroughs by the visiting committee. The school has a dual language immersion program (Spanish/English) that guides the instructional practices schoolwide. This was evident in classroom observations by the Visiting Committee.

Teachers implement GLAD strategies in core subjects. These strategies are designed to help students understand language through the use of pictorials and vocabulary instruction. These visuals, in conjunction with the anchor charts and leveled questioning enable scaffolding during whole group lessons. Evidence of GLAD strategies such as anchor charts, pictorials, and total physical response were observed by the Visiting Committee during classroom observations.

Students in TK-5 report they are provided a challenging learning experience in the classroom, which allows them to collaborate and engage in dialogues with one another. In addition, they state they are given homework assignments to allow them to continue their learning at home. Parents confirmed this during the parent meeting. Middle school students report they do not have assigned homework. They also reported they wish their classes would provide more a more challenging educational experience. The difference in the level of rigor between the TK-5 and Middle School classrooms was evident during classroom observations by the Visiting Committee.

The visiting committee was able to observe teachers conducting checks for understanding using thumbs up, thumbs down, turn and talk, and partnering of students. During the Instruction Focus group, numerous teachers reported using exit tickets, math journals, whiteboards, and online surveys to provide formative feedback to guide instruction. Summative data is collected via weekly quizzes and unit assessments. This was observed in classroom walkthroughs in conversations with teachers. During conversations with teachers, they were able to provide examples of quizzes and assessments used in their classrooms. On a weekly basis, grade level teams in TK-5 meet to review student data. This is done with the assistance of the Vice Principal. Monthly, TK-8 teachers meet with the *SWUN Math Coach* to evaluate data, work on instructional strategies, and adjust pacing, as evidenced in conversations with teachers and through agendas and minutes.

Amplify is used in middle school ELA, SLA, and Science. The program allows the middle school students to access the material at their individual levels. Students take a diagnostic assessment and

then Amplify Science assists in differentiating instruction, modifying instruction delivery, and work assigned depending on the students' ability level. Teachers were able to discuss how they utilize the program in their individual classrooms. The Visiting Committee was able to observe some elements of the *Amplify* program, such as a virtual lab.

In order to provide parents information on how his/her child(ren) are progressing, standards-based progress reports and report cards are each sent home to three times a year to students in TK-5. Middle school progress is reported using letter grades and reported by department. In addition, current grades are updated weekly by teachers and can be accessed by parents through the Student Information System, Illuminate. This was confirmed by conversations with the parents.

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

According to the self-study report, the learning objective and standards are clearly posted on the board in the front of class or on the assignment they are working on as a schoolwide practice. Teachers write the objective or key concepts in student friendly language to assist in student comprehension. The Visiting Committee was able to observe this in some classrooms.

The report stated, at the beginning of the SWUN Math lessons, students write the lesson expectations, purpose, and outcomes in their math journals, however this was not observed by the Visiting Committee. Classroom observations did confirm lesson objectives are written on teacher created posters and anchor charts at the beginning of GLAD units and SWUN Math lessons to guide student understanding of key concepts and essential questions.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Universal Access (UA) time occurs in grades TK-5 and is designed to meet the needs of all learners. During UA, teachers establish centers with learning activities that students are able to complete independently. The teacher can then work with small groups on students and deliver differentiated instruction. Universal Access time is scheduled to occur 4 days per week. According to survey data, flexible groupings (83%), student choice (81%), and peer helpers (81%) top the list of most utilized forms of differentiated instruction. Progress in UA is monitored and analyzed during grade level meetings. The Visiting Committee was able to see evidence of Universal Access time in some classrooms during the visit.

For students who required more intensive interventions, NSLA offers Rocket Lab as a tier II intervention. Rocket Lab operates on a six-week basis. According to the report, grade level teams in K-5 analyze recent assessment data to determine the students who need further interventions. These students are then provided more intensive interventions during Universal Access time. The Rocket Lab is operated by a certificated teacher with the support of 3-5 instructional assistants. Student

progress is evaluated daily and monitored by documenting the progress on the student information system. A pre- and post-assessment is conducted to analyze summative progress. For middle school students Rocket Lab is assigned as a trimester elective for students needing intervention. Middle school students are limited to one trimester of Rocket Lab so they can participate in other electives throughout the year.

Literacy

Benchmark Advance and Benchmark Adelante provide embedded differentiated instructional tools that are implemented during small group instruction. Activities, such as, word studies, guided reading, and Reader's Theater are differentiated based on students' individual levels. Students are able to access leveled reading material electronically both at school and at home. Evidence of the use of Benchmark Advance and Benchmark Adelante were observed by the Visiting Committee during the visit.

The middle school curriculum utilizes *Amplify* for English Language Arts and Spanish Language Arts. *Amplify* provides differentiated groups and scaffolding through its online platform, as well as, create groups for independent and group assignments. Teachers report they have control over the groupings, and they can make changes should needs arise. The work generated by Amplify is similar for each group of students, however, it will provide level questioning, various methods of asking a question, and leveled guidance and help for students. Examples of the differentiation include more detailed directions and sentence starters for a struggling student, whereas, an answer for a student requiring a challenge would require more details and sources.

Teachers use the *WRITE* curriculum to introduce genre and model writing instruction. Students will continue the writing process independently in small groups and also work with the teacher on elements that need further development. This was evident in the classroom by anchor charts, graphic organizers, and student work samples.

GLAD instructional strategies are used to further student understanding. To support reading, vocabulary is introduced before beginning a unit. Utilization of visuals, anchor charts, and leveled questioning helps scaffold during whole group instruction. Coop-strip paragraphs helps support writing by assisting students build paragraphs and learn how to edit and identify parts of speech. Evidence of GLAD strategies could be observed in classroom walkthroughs and anchor charts found on classroom walls.

Math

Final checks for understanding are provided in the *SWUN Math* lessons. Teachers then use the information from the final checks to identify flexible small groups. Teachers then use a variety of strategies, such as pictorials, charts, groupings, and graphic organizers to meet the needs of students. Teachers will meet with groups to reteach identified skills, while other students use independent online tools. *SWUN Math* has an embedded program, *Beyond the Basic Facts*, that allows for the targeting of basic facts and computations.

Special Education Program

The Special Education program is supported by a staff of full-time Special Education professionals such as a School Psychologist, a Speech and Language Pathologist, School Counselor, SPED Teachers, and SPED Aides. The program includes both RSP and SDC programs. Grades TK-5 have an SDC class for 11 students. The RSP program supports the other students that are part of the Special Education program. The classroom is staffed by one Special Education teacher and one Special Education Aide. In middle school, there is an SDC class for 3 students, staffed by one Special Education Teacher and one Special Education Aide. Students move between the SDC classes and grade level classes based on student needs. Students are entitled to grade and curriculum modifications and accommodations based on needs according to the student's individual IEP or 504 plans to ensure equitable learning. Teachers are informed of student's IEP via a folder which contains the full IEP for the student as well as an "IEP at a Glance" that summarizes the IEP for the teachers. Special Education staff plans with the teachers to assist in making accommodations and modifications. Adaptive Physical Education is available, as needed, to differentiate for the physical needs of students participating in the program.

Evaluation of learning occurs in a variety of manners, such as, daily progress monitoring in small groups, summative assessments, diagnostic assessments, student produced work/portfolios, analytics from online programs, and observations of students.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers at NSLA understand for students to be successful and be prepared for life outside the classroom, it is imperative to stay current in instructional pedagogy. Every Wednesday is scheduled as an early release day to allow for professional development (PD) and professional learning communities (PLC) to take place from 2:00pm-4:00pm. Weekly grade level meetings occur in grades TK-5. The middle school teachers meet as grade levels once a month and in departments weekly. During these meetings, professional development, student work analysis, grade level planning, analysis of student data, sharing of resources and instructional strategies, and schoolwide trainings

occur. Agendas and minutes for these professional development opportunities were provide to the Visiting Committee as evidence.

All professional development is designed to support instruction. *SWUN Math* provides monthly training for teachers to review pacing, analyze data, share best practices, and model lessons to assist students in implementing this new curriculum. *Benchmark Advance* and *Benchmark Adelante* continue to provide on-site training to support curriculum implementation. The PD is developed based on the needs of the teachers as evidenced by student progress. GLAD continues to provide trainings to support language acquisition for all students. In conversations with teachers, it was reported they find value in these ongoing trainings. They feel the professional development is relevant and is differentiated to meet their individual needs.

To provide more individualized support for teachers they meet for Support Talks twice a year with the Multi-Tiers System of Supports (MTSS) team. During these sessions, the MTSS team shares student information such as attendance, academic performance, behavior, supports and counseling. The MTSS team provides support as needed, shares best practices, and identifies the needs of the teacher. The teachers collaborate with the MTSS Team to establish goals and create an action plan around how to achieve those goals. Progress on personal goals are noted within Digi-Coach as weekly walkthroughs by the vice principal and principal are conducted, as well as in annual performance evaluations. The information is given to the teachers to use to maintain or improve current instructional practices. Teachers then participate in Learning Walks to observe other teachers and focus on their identified need. Evidence of the Support talks was apparent to the Visiting Committee.

Grade levels collaborate as a team to analyze data and share best practices on a weekly basis with the vice principal and education specialist, as needed. Minutes and agendas provided show evidence of this process.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Leading students through the learning process is a fundamental methodology of teaching. Through continued PD and standards-based curriculum, teachers employ several strategies to coach students through the learning process. In classroom observations the Visiting Committee was able to observe students working in groups and the teachers guiding them through the process through questioning techniques. This was mostly apparent in the TK-5 classrooms.

Technology provides a strong platform for student learning in middle school. Coaching videos, such as those found in *SWUN Math*, and links provided by teachers in Google Classroom allow students to access videos and learn at their own pace. Students were observed using *SWUN math*, *Illuminate*, and *Amplify* during Visiting Committee classroom walkthroughs.

Teachers lead students in learning through differentiated instruction and scaffolding for small groups. Continued progress monitoring and constructive feedback are in place to support student learning. There are opportunities for collaborative learning, which is facilitated by the teachers. Students are allowed to demonstrate learning in various manners, such as Reader's Theater, oral presentations, debates, and demonstrations. Small groups, peer discussions, and peer teaching are used to get students to verbalize what they are learning. This was observed by the Visiting Committee mostly in the TK-5 classrooms.

Project-based learning happens in small group and individualized settings across grade levels. *Amplify Science* curriculum embeds inquiry-based learning through the units to allow students to learn science through the textbook and hands-on activities. In addition, cross-age learning opportunities occur. One example provided by teachers during Focus Group conversations was middle school students created children's book about a topic they learned and read those books to the elementary students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

The self-study reports that students engage in higher cognitive levels in inquiry-based projects in science and math. All third through eighth grade students participate in the annual Science Fair. Students in 3rd grade work collaboratively to complete to complete group projects during school. 4th graders have time in class to bring their projects in to get teacher feedback. In 5th grade, the teachers teach the Scientific Method and research is conducted to develop questions. The teacher then meets with the student to develop the question further. The experiment and presentation are then completed at home. Middle school students complete the research and project development in class and the experiment and final project is completed at home. All students are interviewed by a science fair judge to demonstrate their knowledge. There was some evidence of this process, however it was reported by parents this is an area the school could improve upon.

Each trimester, middle school students have the opportunity to select an extended learning activity. These activities facilitate inquiry-based learning and apply standards to real world applications. Middle school electives include: Associated Student Body, Health, Teacher Assistant, and Space Science. Students were able to describe these electives and what they learn during their electives. According to students, Makerspace is available as an after-school club and Destination Imagination and Robotics is provided as an option to participate in before school.

As a 1:1 device school, students have access to technology most of the instructional day via iPads and Apple MacBooks. In 2016, a team of teachers attended training with Apple to learn more about integrating technology in the classroom and all teachers on staff during the 2016-17 school year completed Apple Teacher Certification. The SAMR (substitution, augmentation, modification,

redefinition) model has been introduced. At this time substitution is most often used in the classrooms, followed by modification. Apple Classroom is used as a classroom management tool. In addition, teachers report Google Classroom is used to enhance learning and work flow for students. This was observed by the Visiting Committee in some classrooms.

Real World Experiences: All students have access to and are engaged in career preparation activities.

All grade levels, TK-8, participate in at least one field trip per year. Field trips include; Gymnasium Inland Empire, The Living Desert, Los Angeles Zoo, California Space and Science Center, LA County Fair, La Brea Tar Pits, UCR Botanical Gardens and Entomology Department, San Bernardino County Museum, Palm Springs Aerial Tramway, Olvera Street, Oak Glen Preserve, iFly, UC Irvine, Yucaipa Regional Park, Cal Poly Pomona, Ocean Institute, UC Riverside, Pali Science Camp, and JPL. All field trips are planned with grade level standards in mind and have objectives for learning. There was evidence of the field trip planning process and all stakeholders reported field trips were part of the school culture.

Teachers at NSLA adopt a college to represent in their classroom, usually the college they personally graduated from. Classrooms have a bulletin board dedicated to the representation of their college. This was evident in classroom observations by the Visiting Committee. In addition, middle school students participate in annual college trips. In conversations with students they were able to provide ample examples of the colleges they have been able to visit.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- NSLA provides rigorous Dual Immersion instruction in TK-5 that allows students to engage in a high-quality, bilingual education.
- Data and Progress monitoring system in place to support student learning.
- Real world experiences for all students through field trips
- Differentiated instruction supports learning for students
- Continual and ongoing professional development to support student learning

Key issues for Standards-Based Student Learning: Instruction (if any):

- Work to strengthen use of Lewis Center programs to provide meaningful, real-world science learning experiences for students and to heighten NGSS alignment and increase inquiry-based and experiential learning.
- There is a need for increased rigor in middle school to continue the high-quality education provided in TK-5.
- Expand upon clear schoolwide instruction practices, not based on curriculum choices, to ensure a high-quality education for all students and to support the increase in ELA and Math achievement.
- There is a need to refine and improve the Special Education and English Learner program quality, including an EL Master Plan and a clear plan for the SPED program regarding inclusion, SDC, and provider supports.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- NSLA Website
- NSLA SLOs
- NSLA HUB
- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLC agendas
- NSLA PD
- Classroom observations
- Assessment data
- Digital communication
- Student work/ Student Projects
- Collaborative Groups

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

NSLA reports and the Visiting Committee affirms that the school uses an array of data to analyze student performance throughout the school year. Because NSLA is a dual immersion school, the ELPAC (English Language Proficiency Assessments for California), as well as the SOLOM (Student Oral Language Observation Matrix) are assessments used to measure the growth of both English and Spanish language development through the student population. ELPAC is used for determining English language development and SOLOM is used to measure and analyze Spanish language development. CAASPP SBAC data is used annually for grades 3-8 and is disaggregated by student, performance level, and area achievement levels. In addition, NSLA utilizes the CAASPP IAB twice before the SBAC administration. Teachers assess writing in both English and Spanish using the Renaissance STAR system. CAASPP results and instructional effect is communicated to stakeholders through public forums and Parents & Pastries. Unit and trimester data from *Benchmark Adelante*, *Benchmark Advance*, and *Swun Math* and teacher created assessments is reviewed regularly by teachers and administrators during weekly PLCs.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

NSLA reports and the Visiting Committee confirms that the school has a system for determining performance levels of students. NSLA uses standards-based grading to communicate subject mastery to elementary students and parents. The elementary grades (TK-5) use performance bands of 3, 2, 1 while the middle school grades (6-8) use a five-level performance band system. Both grade spans show student performance by standard and standard cluster rather than just a category in order for students and parents to identify low-performing standards. NSLA uses Illuminate Education as their platform for a Student Information System (SIS) and Data and Assessment (DnA); Illuminate has a Home Connect component which communicates current grades and assessment data to parents and students. Community members are informed of school progress through the California Accountability Dashboard, CAASPP data in local newspapers, Great School, social media, school website, Back-to-School night and School Orientation.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

NSLA teachers report that the staff monitors student progress through Illuminate which contains the following data: attendance, behavior, health, support programs, assessment results, and current grades. Parents and students are able to access this information through Illuminate Home Connect. Grade level teachers and administration collaborate during PLCs to make data-driven changes in instruction. Tier II support is delivered to students through Rocket Lab (a pull-out intervention system run by a certificated teacher and instructional aides designed to address a specific learning goal). The Rocket Lab groups meet daily for a period of six weeks in order to improve student achievement and student growth is monitored through Rocket Lab IAs. Teachers collaborate to create standard-specific goals for students attending Rocket Lab. Articulation cards are also used to monitor student growth. Administration and teachers meet twice a year through a method called Support Talks regarding attendance, behavior, emotional, and assessment data. NSLA incorporates the SST and IEP process to support identified students. Trimester progress reports and report cards are the most common method of informing students, parents and school staff about student progress. Parent teacher conferences are held in grades TK-5 at the end of trimester 1 and trimester 2. The Visiting Committee confirms through discussions with teachers and administration that staff continually monitors student academic growth.

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

NSLA School administrators meet weekly in Administrative Team Meetings (ATMs) using multiple data points to discuss schoolwide decisions and implement necessary change. Every grade level is also represented and is able to make suggestions to administration through a monthly meeting of the Academic Leadership Team (ALT). Multi-Tiered Systems of Support (MTSS) meetings occur on a weekly basis to review data both academia and social/emotional to determine the best support for students. All stakeholders are also included in data-driven discussions at monthly public Board meetings, English Learner Advisory Committee (ELAC) meetings, and School Site Council (SSC) meetings. The Visiting Committee recommends allowing teachers to meet independently in PLCs and/or grade-level meetings in order to allow true curriculum collaboration and data-driven instruction

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

NSLA reports and the Visiting Committee confirms that teachers and administration use a collection of student data, both formal and informal, to guide decision-making when it comes to the adoption or implementation of any curriculum. NSLA has modified the previous schoolwide system of using *Engage NY* and implemented *SWUN Math. Adelante Benchmark SLA/Benchmark Advance ELA* was adopted in 2015 to align to the new Common Core Language Art standards. English Development Language (EDL) and Developmental Reading Assessment (DRA) are used in combination to monitor students' reading proficiency. Project GLAD (Guided Language Acquisition Design) and

WRITE Institute were chosen as a schoolwide model for Professional Development. Using DigiCoach, administrators report on specific skills and leave feedback on weekly visits for each teacher.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

NSLA teachers report the use of variety of assessment strategies including both formative assessments (whiteboards, exit tickets, and observation) and summative assessments (project-based learning, oral presentations, cooperative grouping, writing assessments, essays, portfolios, and electronic presentations) to measure students' progress and guide classroom instruction. The Visiting Committee observes the use of a variety of assessment strategies listed in the TK-5th grade classrooms and teachers reported the use of these strategies in the 6th-8th grade classrooms. Progress reports and report cards are sent home six times a school year. Common assessments are present in all elementary grade levels. Grade level teachers meet on a weekly basis to analyze both formative and summative data, and to ensure students are moving toward mastery.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

NSLA reports that staff meets monthly as a PLC to provide a forum to analyze and discuss student progress. Grade levels TK-5 meet on a weekly basis, while grade 6-8 meet monthly. Middle school departments meet on a weekly basis. Students who are struggling to meet CCSS are the focus of the conversation and the team attempts to find reasons for the struggle, as well as come up with intervention strategies that can help these students better meet their goals. Teachers use PLCs to review formative, summative, diagnostic, and state data. The Visiting Committee has confirmed through teacher discussion that there is a collaborative approach to data analysis.

Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Daily objectives are posted in some classrooms and the NSLA teachers report collaboration with Rocket Lab to monitor student goal achievement. Teachers utilize Illuminate to review assessments and their results with students after they are given.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- All grade levels have a variety of standards-based assessments to accurately report student achievement
- Clear communication of student achievement data
- A strong support of teachers, administrators, and parents reviewing student results and plans for improvements

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Strengthen teacher-led data talks and systematic response to data-driven decisions, especially in the middle school.
- Align school performance bands and state performance bands ensure congruence
- Continue to identify and implement PD to improve student results
- Explore and implement SEL assessments to best identify student social/emotional needs

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- NSLA Website
- NSLA SLOs
- NSLA HUB
- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLC agendas
- NSLA PD
- Classroom observations
- Assessment data
- Digital communication
- Student work/ Student Projects
- Collaborative Groups

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking parents, special needs, and online students.

NSLA reports and the Visiting Committee confirms that the staff seeks input from all parents and engages them as partners in decision making. On a bimonthly basis, NSLA site administration holds School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. NSLA's principal holds a bimonthly Parents & Pastries meeting where parents are provided the opportunity to interact with the principal. The site administration also works collaboratively with the NSLA Parent Teacher Organization (PTO). The Parenting with Love & Logic 10-week course is being provided to parents twice a year. Parents are provided access in both English and Spanish through Parent Square (email communication), social media, auto-dialer, and printed flyers. Parents have opportunities to volunteer in classrooms, field trips, fundraisers, and other school-sponsored events.

Use of Community Resources: The school uses community resources to support student learning.

Through counseling and mental health services, NSLA is interconnected with local and state agencies. NSLA annually uses community resources to provide safety and security trainings. NSLA has partnered with the Desert Mountain Special Education Local Plan Area (SELPA) to provide trainings for school staff members throughout the year to support students with a variety of academic and social/emotional needs. NSLA has developed important connections with local universities in the Inland Empire and Los Angeles area through various Memorandums of Understandings (MOUs). The Visiting Committee confirms these connections through discussions with staff members.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

NSLA reports and the Visiting Committee observes that NSLA provides a safe space and clean environment to nurture learning, provide Internet safety, and promote high expectations for students. To ensure Internet safety, the Information Technology (IT) department has created and enforced Internet safety contracts with students and parents. NSLA has adopted a comprehensive crisis intervention protocol (Nonviolent Crisis Prevention Intervention- CPI) to ensure incidents involving students and staff members. NSLA incorporates anti-bullying assemblies sponsored by Kaiser Permanente, an Undercover Bullying team, Restorative Justice Intervention Program, and Red Ribbon Week.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

NSLA is a Love and Logic school which promotes universal social/emotional learning strategies for students, parents, and teachers. Certain Positive Behavior Intervention Strategies (PBIS) are utilized to support special education students in SDC/ISAI classrooms. Anti-Bullying Undercover Team and Character Count programs are implemented by counseling department. The Visiting Committee commends the dedication of the CDOs (Character Development Officers) for the daily interactions with students, staff and parents. Students are given several choices when sent to the office or when being discipline in the classroom by the teacher. NSLA has cultural celebrations throughout the year (such as Dia de los Muertes and Chinese New Year) and then hosts a culminating Multi-Cultural Fair, at the end of the school year which were not observed by the Visiting Committee due to timing but was confirmed through discussions with staff and students.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

NSLA promotes and supports an atmosphere of trust, respect, and professionalism which is evident in their Safe Schools' trainings, LCAP, SPSA, Parents & Pastries, and SARC. Teachers and staff utilize Love and Logic strategies in the classroom and around the campus. The staff at NSLA utilize a caught-being-good system where students are rewarded with Rocket Tickets. The Visiting Committee has confirmed this atmosphere through daily observations and staff, parent and student conversations.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's academic and personal needs.

The SpEd department at NSLA works in conjunction with general education programs (SST, MTSS, ATM, ALT) to implement information systems for parents, staff, and students. County of San Bernardino agencies work closely with NSLA staff to ensure that mental health services and SpEd services are delivered consistently per IEP or Educationally Related Mental Health Services (ERMHS). There is a need for NSLA to refine and improve the improve the SpEd and EL program quality, including an EL Master Plan and a clear plan for the SpEd program regarding inclusion, SDC, and provider supports.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

NSLA has two administrative teams (ATM and MTSS) that continually oversee student progress and programs. Administration meets with teachers twice a year to discuss students through a method called Support Talks. NSLA utilizes the SST and IEP process to identify and monitor special populations. Weekly grade level PLC meetings review current assessment data and facilitate changes in instructional strategies and further intervention services. Character Development Officers (CDO) support the students by providing educational activities and team activities, giving them the opportunity to make good choices.

Support Services — Multi-Tiered Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

NSLA supports students, parents and staff through the MRSS RTI process, SSTs, IEP and 504 meetings and support, mental health program (counseling), speech and language therapy, and Rocket Lab. There is a need for NSLA to refine and improve the improve the SpEd and EL program quality, including an EL Master Plan and a clear plan for the SpEd program regarding inclusion, SDC, and provider supports.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

All of the elementary curriculum at NSLA is aligned to the CCSS, NGSS or other State Standards and includes appropriate levels of rigor. An annual tutoring fair, Supplemental Education Services (SES) occurs in which parents of identified students meet with a variety of tutoring agencies to sign-up for after school tutoring. Increase rigor at the middle school level by heightening alignment with CCSS, NGSS and other State Standards.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

NSLA provides TK-5 grade students with a rotating option of enrichment classes including Music, Chinese, PE, and Art. Middle School students are able to enroll in the following elective courses: Associated Student Body, Destination Imagination, Health, Junior Achievement, Makerspace, Robotics, and Space Science. Students also attend at least one field trip during the school year that supports the academic standards and/or college and career readiness. The Visiting Committee recommends increasing rigor at the middle school level and increase NGSS alignment by strengthening collaboration with the Lewis Center programs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Small community feeling where students and staff feel safe and supported
- Communication with parents, staff and community
- Academic and social/emotional support in the classroom and around the campus

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Increase parental involvement in school committees
- Ensure school's website is kept up-to-date with current information and clear delineation of branding of NSLA and its association with the Lewis Center and its programs
- Continue implementation of SEL curriculum and assess growth

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- NSLA Website
- NSLA SLOs
- NSLA HUB
- Focus Group Meetings
- Leadership Team Meetings

- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLC agendas
- NSLA PD
- Classroom observations
- Assessment data
- Digital communication
- Student work/ Student Projects
- Collaborative Groups

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The culture of the school fosters a familial environment that is supportive and nurtures the growth of the whole child. This is evident with interactions with all stakeholders.
2. The Principal is highly qualified and has the specialized skill set and growth mindset needed to guide the growth of the school while maintaining the positive culture and the dual language immersion program.
3. The Spanish Language Arts implementation is consistently rigorous and effective in TK-8.
4. School resources have been allocated to provide ample opportunities for teachers to participate in collaboration and professional development.
5. All stakeholders are dedicated and supportive to the school in a variety of ways and are valued as vital members of the school community.
6. Teachers are dedicated to support students beyond the classroom and students feel the impact of this commitment.

Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

Schoolwide Critical Areas for Follow-Up

(list numerically; include who, what, why, and the impact on student learning)

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below with changes in italics:

1. Increase the percentage of students, *including all student groups*, meeting math and ELA achievement standards. *Continue with the implementation of the new CCSS-aligned curriculum in addition to defining clear schoolwide instruction practices, not based on curriculum choices, to ensure a high-quality education for all students and sustained rigor at the middle school level.*
2. Increase in STEAM implementation across all grade levels. *Strengthen the use of Lewis Center programs to provide meaningful, real-world science learning experiences for students and to heighten NGSS-alignment, in addition to increasing inquiry-based and experiential learning.*
3. Increase the percentage of students who meet the biliteracy achievement criteria by the end of 8th grade.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. To support the increase in the percentage of all students meeting math and ELA achievement standards, there is a need to refine and improve the Special Education and English Learner program quality, including an EL Master Plan and a clear plan for the SPED program regarding inclusion, SDC, and provider supports.
2. Continue the process to determine more delineation of responsibilities between school site and the Lewis center with clear financial transparency.
3. There is a need for a clearly define financial sustainability plan considering the growth and expansion into a TK-12, approximately \$36 million facilities cost, persistent concerns about low teacher and administration compensation in comparison to surrounding districts, redundancy of positions, and adult to student staffing ratios.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

Visiting Committee generally concurs with the LCAP/Action Plan goals as presented that addressed NSLA’s identified Critical Learner Needs and Growth Areas. The Visiting Committee recommends revision to clearly incorporate the recommended changes to Schoolwide Critical Areas for Follow-up as these changes are a natural outgrowth of the school’s plan and discussions during the accreditation visit:

1. Increase the percentage of students, *including all student groups*, meeting math and ELA achievement standards. *Continue with the implementation of the new CCSS-aligned curriculum in addition to defining clear schoolwide instruction practices, not based on curriculum choices, to ensure a high-quality education for all students and sustained rigor at the middle school level.*
2. Increase in STEAM implementation across all grade levels. *Strengthen the use of Lewis Center programs to provide meaningful, real-world science learning experiences for students and to heighten NGSS-alignment, in addition to increasing inquiry-based and experiential learning.*
3. Increase the percentage of students who meet the biliteracy achievement criteria by the end of 8th grade.

In addition, the Visiting Committee feels the following critical areas for follow up need to be added to the NSLA action plan:

1. To support the increase in the percentage of all students meeting math and ELA achievement standards, there is a need to refine and improve the Special Education and English Learner program quality, including an EL Master Plan and a clear plan for the SPED program regarding inclusion, SDC, and provider supports.
2. There is a need for a clearly define financial sustainability plan considering the growth and expansion into a TK-12, approximately \$36 million facilities cost, persistent concerns about low teacher and administration compensation in comparison to surrounding districts, redundancy of positions, and adult to student staffing ratios.

- **Comment on the following school improvement issues:**

NSLA has been able to create an action plan with specific, measurable, and timely targets that address the critical areas for follow-up. The action plan identifies how NSLA will reach each of their goals over the next three years and is aligned to the NSLA LCAP goals. The school needs to monitor the LCAP Action Plan throughout the school year to ensure that the Schoolwide Critical Areas for Follow-up are addressed. NSLA has a defined LCAP process which includes monitoring and accountability. The school needs to summarize and document the yearly progress on the Action Plan and identify critical next steps as part of its embedding of the WASC Critical Areas of Follow-up in the LCAP Action Plan.

The Visiting Committee commends the stakeholders of NSLA for embracing the Focus On Learning process. The plan was developed under the guidance of Leadership from The Lewis Center and school site administration, from needs identified through a series of meetings with the Leadership Team, Schoolwide Focus Groups and Home Groups and through the overall Self-Study process. As the school implements the rewritten Action Plan, actions/goals will clearly

need to be dissected into “What will it look like?”, “How will we get there?”, and “What data indicates success and/or additional areas of need or development?” The Leadership Team accepts primary responsibility for implementing the specific goals and actions aligned to critical needs.

In order for the school’s modified Action Plan to succeed, there needs to be a continued commitment from all stakeholders to support the improvement process. School resources, other than economic resources, will need to be accessed and maximized to achieve the Action Plan. Communication, collaboration and coordination are critical components to the successful implementation of the Action Plan. The leadership and staff of the school have demonstrated commitment to the tasks involved in improving learning for all students and for continued on-going school improvement. The Lewis Center Board and executive staff have demonstrated their support to assist the school in implementing its modified Action Plan.

As the school moves forward with implementation of the LCAP Action Plan, the school’s LCAP process will ensure embedded periodic reviews of the LCAP Action Plan as part of the monitoring and revision process. Based on data analysis, as specific steps are accomplished, new or revised areas or steps for school improvement should be identified and become part of an evolving LCAP Action Plan with improved student outcomes as the focus.

As the school expands and moves to its new campus, NSLA will need to determine how to ensure they do not lose the family feeling they have on their current campus. It will also require close review of economic resources and potentially realignment of positions to ensure the financial reserve of NSLA is not depleted.

Factors playing a significant role in NSLA’s ability to develop and implement a Schoolwide Action Plan:

- There is open communication among stakeholders
- All stakeholders show a genuine desire to improve student learning outcomes and there is a strong commitment by stakeholders to the continuous improvement cycle
- NSLA has been implementing systems and processes to monitor and analyze data to impact instructional decision-making
- The Lewis Center has restructured both the board and positions within the organization to better provide support to NSLA

NSLA has accepted the vision, ideals and goals contained in Focus on Learning and the improvement process. All indications are that the school, with support from The Lewis Center organization, will continue to address students’ needs.

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

**Minutes
August 12, 2019**

1.0 Call to Order

Chairman Duberly Beck called the meeting to order at 4:02 p.m.

2.0 Roll Call

LCER Board Members Duberly Beck, Jim Morris (arrived 4:09 p.m. and left at 5:11 p.m.), Sharon Page, Jessica Rodriguez, Marcia Vargas and Rick Wolf were present.

LCER Board Member Pat Caldwell, Omari Onyango and David Rib were absent.

Staff members Valli Andreasen, Fausto Barragan, Matt Cabe, Marcelo Congo, Ryan Dorcey, Teresa Dowd, David Gruber, Heather Juarez, Lisa Lamb, and Stacy Newman were also present.

3.0 Public Comments: None.

4.0 Special Presentations:

.01 Heather Juarez presented preliminary results from CAASP Testing and reviewed 4 years of data for ELA and Math. Congratulations to both schools for their scores. Parents were able to access their student's results in Illuminate over the summer. Final results with subgroup data will be presented in October.

5.0 Consent Agenda

- .01 Approve Minutes of June 6, 2019 Special Meeting
- .02 Approve Minutes of June 10, 2019 Regular Meeting
- .03 Approve Minutes of June 18, 2019 Special Meeting
- .04 Approve AAE 2019-20 Consolidated Application and Reporting System (CARS)
- .05 Approve NSLA 2019-20 Consolidated Application and Reporting System (CARS)
- .06 Approve AAE Wind Ensemble Field Trip to Walt Disney World march 19-25, 2021
- .07 Approve AAE ASB Building Growth Mindset with School Leaders Field Trip August 16-17, 2019
- .08 Approve AAE ASB Spending Plan

On a motion by Jim Morris, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved Consent Agenda Items 5.01 – 5.04 and 5.06 – 5.08.

Marcia Vargas pulled consent Agenda Item 5.05. She noted that the DELAC representative name should be a non-LEA employee and Fausto Barragan is listed. NSLA has an active ELAC committee. The NSLA 2019-20 CARS will be revised with a parent committee member listed as the representative. Fausto will be sure all the ELAC and school site council agendas and minutes are on the web page. On a motion by Marcia Vargas, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved Consent Agenda Item 5.05 with the noted revision.

6.0 Discussion/Action Items:

.01 **Discuss December 2019 LCER Board Meeting Date** – Lisa Lamb has been invited to speak at the AGU Conference with the NASA team the week of December 9. She asked if the Board would prefer she call in to the scheduled LCER Board meeting on December 9 or reschedule the meeting. The

LCER Board would like to reschedule to December 2. An updated calendar will be brought forward at the next meeting for approval.

- .02 Appoint NSLA Expansion Executive Committee** – The committee was appointed and consists of Lisa Lamb, Marcia Vargas, Jim Morris, Fausto Barragan, David Gruber and Marcelo Congo.
- .03 Approve Kutack Rock Bond Counsel Engagement Letter** – We have used Kutack Rock in the past and it is recommended to continue with them. On a motion by Marcia Vargas, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved the Kutack Rock Bond Counsel Engagement Letter.
- .04 Approve RBC Capital Markets Underwriter Engagement Letter** – to mitigate risk we are going with two underwriting firms. They will be cost sharing so there is no additional fees to us. There will be a bond purchase agreement in the future. On a motion by Jessica Rodriguez, seconded by Sharon Page, vote 6-0, the LCER Board of Directors approved the RBC Capital Markets Underwriter Engagement Letter.
- .05 Approve BB&T Capital Markets Underwriter Engagement Letter** - On a motion by Marcia Vargas, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved the BB&T Capital markets Underwriter Engagement Letter.
- .06 Appoint Nominating Committee for Upcoming Board Vacancies, Terms and Officers** – Duberly Beck appointed Rick Wolf, Pat Caldwell, Jessica Rodriguez, Lisa Lamb and herself to the Nominating Committee for upcoming board vacancies, terms and officers.
- .07 Discuss Succession Plan Update** – Duberly thanked the Personnel Task Force for their work to date. They have briefly discussed succession planning and will have an update at the next meeting. The LCER Board would like to be provided an updated org chart of Exec Team/ATM positions.
- .08 Approve BP 2000 – Administration Concepts and Roles Revision** – the Personnel Task Force reviewed the Administration policies and compared them to other districts for revision. Some of the numbering was restructured as well. On a motion by Sharon Page, seconded by Jim Morris, vote 6-0, the LCER Board of Directors approved BP 2000 – Administration Concepts and Roles Revision.
- .09 Approve BP 2110 – Administration President/CEO Responsibilities and Duties Revision** - On a motion by Jim Morris, seconded by Sharon Page, vote 6-0, the LCER Board of Directors approved BP 2110 – Administration President/CEO Responsibilities and Duties Revision.
- .10 Approve BP 2111 – Administration President/CEO Governance Standards Revision** - On a motion by Jim Morris, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved BP 2111 – Administration President/CEO Governance Standards Revision.
- .11 Approve BP 2121 – Administration President/CEO Employment Agreement** –Rick Wolf noted that he would like to see language that the CEO may be placed on administrative leave to complete an investigation if necessary. He also recommended that the length of the CEO contract match the term of LCER Board members, which is 3 years. The Personnel Task Force will look at updates to this policy. This item was tabled to the next meeting.
- .12 Approve BP 2140 – Administration Evaluation of the President/CEO Revision** - On a motion by Marcia Vargas, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved BP 2140 – Administration Evaluation of the President/CEO Revision.
- .13 Approve BP 2210 – Administration Administrative Discretion in Absence of Board Policy Revision** - On a motion by Jessica Rodriguez, seconded by Sharon Page, vote 6-0, the LCER Board of Directors approved BP 2210 – Administration Administrative Discretion in Absence of Board Policy Revision.
- .14 Approve BP 2220 – Administration Administrative Staff Organization** – On a motion by Sharon Page, seconded by Jim Morris, vote 6-0, the LCER Board of Directors approved BP 2220 – Administration Administrative Staff Organization.
- .15 Approve BP 2230 – Administration Advisory and Stakeholder Groups** – On a motion by Sharon Page, seconded by Marcia Vargas, vote 6-0, the LCER Board of Directors approved BP 2230 – Administration Advisory and Stakeholder Groups.

.16 Approve BP 5031 – Student Staff Interaction Revision – Stacy Newman reported that this policy was reviewed by the Exec Team. Our JPA is mandating that staff do additional training beyond what is required by law. Staff was trained at the All Staff meeting on August 2, 2019. On a motion by Jessica Rodriguez, seconded by Marcia Vargas, vote 6-0, the LCER Board of Directors approved BP 5031 – Student Staff Interaction Revision.

.17 Discuss Lewis Center Foundation Update – Marcia Vargas reported that we are in need of sponsors for the September 27 VVRO Golf Tournament. We may need volunteers as well. Lisa Lamb, Rick Piercy and Charity Frash met with Congressman Lewis to thank him for his donation. He was excited to hear about the progress of the schools. The Foundation would like to recognize him at the Annual Gala on May 15, 2020 at the Orange Show. The theme is Back to the Future. Marcia also encouraged LCER Board members to sign up for a monthly automatic donation. In addition, if you or anyone you know is interested in fundraising, the Lewis Center Foundation Board is in need of new members.

On a motion by Sharon page, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors voted to add the following item to the agenda as there was an immediate need to take action and the item came to its attention after the agenda was posted.

.18 Approve Hiring Corinne Ary as Speech and Language Pathologist on a Speech and Language Pathologist Variable Term Waiver for the Academy for Academic Excellence Campus Effective 9/1/2019 – The LCER has been trying for months to hire a Speech and Language Pathologist with no success. On a motion by Sharon Page, seconded by Marcia, Vargas, vote 6-0, the LCER Board of Directors approved hiring Corinne Ary as Speech and Language Pathologist on a Speech and Language Pathologist Variable Term Waiver for the Academy for Academic Excellence Campus Effective 9/1/2019.

7.0 Information Included in Packet:

- 01.** President/CEO Report – The LCER Board asked what the Mission Control position was. It is an operator for the GAVRT program. We are running more sessions that ever with only one operator. The position is covered by GAVRT funding. We are still on track for installing Science on a Sphere at AVCI in September, The Lewis Center Foundation funded the construction.
- 02.** LCER Financial Reports
 - Checks Over \$10K – Every couple months revenue that has come is transferred from DCB to Union Bank.
 - Budget Comparisons
- 03.** Lewis Center Foundation Financial Report
 - June 2019
- 04.** LCER Board Attendance Log
- 05.** LCER Board Give and Get
- 06.** AVUSD Correspondence Re: LCER Budget

8.0 Board/Staff Comments:

- .01 Ask a question for clarification**
- .02 Make a brief announcement** – Lisa reported that the start of school has gone well at both site. David thanked the Facilities staff at both sites for their preparation over the summer. Lisa thanked Marcia and Jessica for attending the All Staff meeting. Fausto thanked NSLA staff for pitching in with new and unfilled positions. Sharon thanked the Board and staff for strategic planning. Marcia thanked the Personnel Task Force committee for its diligence and congratulated staff on test scores.
- .03 Make a brief report on his or her own activities**
- .04 Future agenda Items** – LCER Board Calendar Revision

9.0 Closed Session:

The LCER Board of Directors convened into closed session at 5:31 p.m. to discuss:

.01 Public Employment: President/Chief Executive Officer

.02 Public Employee Performance: President/Chief Executive Officer

The LCER Board of Directors reconvened into open session at 6:08 p.m. Chairman Duberly Beck reported that no action was taken in closed session.

10.0 Adjournment

Chairman Duberly Beck adjourned the meeting at 6:09 p.m.

**Lewis Center for Educational Research Board of Directors
Special Minutes August 9, 2019**

1. **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 8:25 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Pat Caldwell, Jim Morris, Sharon Page, and Jessica Rodriguez (left at 1:00 pm.), Marcia Vargas and Rick Wolf were in attendance.

LCER Board Members David Rib and Omari Onyango were absent.

Staff members Valli Andreasen, Fausto Barragan, Matthew Cabe, Marcelo Congo, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman were also in attendance.

Heather Kinney attended the afternoon session on behalf of SBCSS.

3. **PUBLIC COMMENTS:** None

4. **DISCUSSION/ACTION ITEMS:**

- .01 Review and Update LCER Mission and Vision – the LCER Board stated they would like to be more informed verbally about data driven results. They would like to add Global Society into the objectives. The LCER Board and LCER staff divided into 4 groups to work on the mission and vision, and then had a discussion as a whole. There was a discussion whether “student success” or “school and programs” should be first in the mission statement. The new mission statement developed for approval within the updated Strategic Plan is: “To ensure student success in a global society through data driven and research based schools and programs that are safe, innovative and culturally inclusive.” A committee was developed to work on the vision – Lisa Lamb, Sharon Page, Matt Cabe and Fausto Barragan. They will bring the vision forward for approval by the LCER Board. Information from the groups will be shared with the committee.
- .02 Complete S.W.O.T. Analysis for 2019-20 School Year -
Strengths - NASA, passion, leadership, longevity, culture, safe, language, model-exemplary, campuses-facilities, student services, broadly supportive, different expectations, well-known, community, partnerships, diversity, committed board, parents, staff & faculty, Special Ed, inclusive, unique programs, STEAM, extra-curricular, diverse community, best practices, data driven, research based, PLCs, camaraderie, big wait list, curiosity, relationship with authorizers, relationships with elected officials, finances, stability, reputation, WASC accreditation, dual language, award winning programs, well established, back office structure, innovation, partnerships world wide, PR person, Lewis Center Foundation
Weaknesses - Internal marketing, student participation in GAVRT and space science classes, visibility, external marketing, local outreach needs to be reimagined, nobody knows our current story, not visionary, two schools working together to share best practices - still feels like forced play, branding, fundraising, energy of science teachers - no passion, competition for teachers, science isn't a fundamental part of our culture, salaries for teachers and administration, lack of science labs and resources, lack of team development in science programs, facilities a challenge, budgeting management of facilities, management of facilities - not enough special types of classrooms, maintenance and upkeep of grounds, not enough space, student recruitment at NSLA and AAE HS, grading policy no D, rigor, lack of fiscal and staffing to innovate, need more thinking outside of the

box, challenge to meet the basics while enhancing ability to innovate, sports facilities at NSLA, stipends for sports staff, lack of school spirit, not enough onsite facilities for sports
Opportunities - NASA is cool right now, grant \$ for languages/STEM/low economic populations, college partnerships, optical telescope at CSUSB, parent connection, partnership opportunities, fundraising opportunities, artificial intelligence, leverage partnerships with business community, industry internships, cyber security program at CSUSB, free camp for ms girls, informal education partnerships (i.e. Discovery Cube), expand global exchanges, alumni involvement, local elected officials

Threats - political, California, litigious society, legislation, unfunded mandates, rules, compliance, CTA, other district compensation, other dual immersion programs, magnet schools, anti-immigration, tariffs, teacher shortage, city of SB disfunction, special ed law and litigation, vaping, social media, social-emotional trauma, mental health, cost of providing services, school safety, hard to keep up with changes - esp in technology, cost of doing it, home school charters/other educational opportunities, screen time, cell phones, lack of human interaction, irrational parents, teachers who come with bad habits, cyber hacking

.03 Review Goals and Progress Made in 2018-2019 School Year – Lisa Lamb handed out progress on the goals and reviewed the current goals which she feels are still relevant.

.04 Finance Presentation – John Phan, Urban Futures Incorporated - Jim Morris recused himself for this presentation. John Phan reported that we interviewed and hired a new development team and the reasons for the change. He talked about the structure options for financing including concepts and terms. A tax exempt bond is the number one way for charters to finance. For the underwriter selection, two firms were chosen. Cross collateralization will not be required. We will need to establish two special purpose entities (LLC). This also allows an opportunity to refinance current bonds and separate additional financing to build AAE a multipurpose room as well as the NSLA new campus. The LCER Board would like a breakdown of how AAE can afford a higher loan amount. John will provide this.

.05 Norton Campus Expansion Development – Larry Rieder, Charter School Property Solutions
Larry Rieder presented on the Norton campus expansion development and provided an entitlement approval schedule. Final approval is expected February 15. Financing doesn't close until that process is completed. He also showed a new site plan that was reviewed.

.06 Critical Issues were not discussed as the current goals are still relevant.

.07 Updated and Revise LCER Goals as Needed - Goal 3 was updated to be titled “Student Success” instead of “Academics” to reflect the new mission statement. “Diversity” will be added to Goal 4. New objectives will be created by the Exec Team based on today's conversations.

5. **ADJOURNMENT:** Chairman Duberly Beck adjourned the meeting at 3:53 p.m.

Lewis Center for Educational Research **2019-2020** SCHOOL YEAR
LCER Board Meeting Calendar

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
NSLA 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
AAE 9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October-19

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
NSLA 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
AAE 11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December-19

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

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
AAE 10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

(NSLA Holiday 2/10)

March-20

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

April-20

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

May-20

M	T	W		
				1
4	5	6	7	8
NSLA 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
AAE 15	16	17	18	19
22	23	24	25	26
29	30			

Rev. 9/9/19

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

Date of meeting: September 9, 2019

Title: European Excursion: WWII emphasis from London to Normandy, Paris, Bastogne, Cologne, and Berlin.

Presentation: _____ Consent: xx Action: _____ Discussion: _____ Information: _____

Background:

Request for approval for European Excursion. This year's trip during Spring Break is to Europe for 11 days. EF Tours is the tour company handling all arrangements and payments. See attached brochure for itinerary. This will be the tenth European trip and thirteenth out-of-country trip organized by Ms. Wilmeth-Street.

Fiscal Implications (if any):

None to the school. Cost to students is approx. \$3,900 and adults \$4,400 plus spending money.

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

Vision:

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

The impact on students who experience cultural, historical, and social aspects of other countries and cultures is unmeasurable, but their critical thinking about their own place in a global world will change drastically through this trip.

Recommendation:

Submitted by: Name, Title, Department
Charlotte Wilmeth-Street, AAE ELA Dept. Chair
AP English Literature, AP Capstone Research, British Literature instructor



**LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence**

FIELD TRIP REQUEST FORM

Date Submitted: August 23, 2019

<u>Office use only</u>
Date/Time submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Requested by: **Charlotte Wilmeth-Street**

Destination: Europe - WWII emphasis

Date(s) of trip: Spring Break March 21-April 3, 2020

School departure time: TBD

Destination departure time: TBD

Overnight/Out-of-State stay: YES

Number of students: 15+ adults: 2+

Phone: 760-486-4992

Grade Level: 12

Destination arrival time: TBD

School return time: TBD

Water activities involved: NO

Admission students:\$3900 adults: \$4400

Transportation

Bus requested? *(circle one)* YES NO Bus company name: NA
 Number of busses requested: _____ Bus company contact name: _____
 ***Bus Passenger information: Number of students: _____ adults: _____

Private Vehicle Used?* YES

ASB/Club Sponsored? NO Name of Club: _____
 (paid by club)

Proper Insurance Coverage? YES Other Transportation: Parents provide transportation to and from LAX

**Must be on approved driver list, list names below or attach separate sheet with driver names:*

Charlotte Wilmeth-Street _____
 Jeff Henderson _____

Brief Description of Educational Benefit to be derived from this activity: This European Excursion is through EF Tours, where the price includes transportation, lodging, dining, activities and excursions, and insurance. The tour includes London, Normandy, Paris, Bastogne, Cologne, and Berlin as cities of interest. It also is following the path of the Allies at the end of WWII. Students will increase their understanding of the cultural, social, and historical significance of the WWII focus and modern implications in Europe, being able to place themselves in a larger context.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: Valli Andreason Teacher Signature: Charlotte Wilmeth-Street

Funding Code: NA

Date: August 23, 2019

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
 A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
 THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS



Educational Tours

Watch videos, read reviews, and enroll on your teacher's Tour Website

eftours.com/


This is also your tour number

WWII & THE WESTERN FRONT

11 or 14 days | England | France | Belgium | Germany | Extension includes Austria

Walking on the peaceful beaches of Normandy, it's hard to imagine the violence and valor of June 6, 1944. But D-Day—and so many other crucial moments of World War II—come into focus when you set foot in war rooms, battlefields and memorials that altered the course of history. From London to Paris to Berlin, consider the significance and remember the sacrifice of Allied victory.

YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 5 sightseeing tours led by expert, licensed local guides (8 with extension); 2 sightseeing tours led by your Tour Director; 2 walking tours
-  **Entrances:** Imperial War Museum; Cabinet War Rooms; Rouen Cathedral; Notre Dame Cathedral; Ardennes American Cemetery and Memorial; Cologne Cathedral; Topography of Terror Museum; Caen Memorial; *With extension: Nuremberg Documentation Center; Dachau; Eagle's Nest or Documentation Center*
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; Comfortable motorcoach; Ferry; Train; 9 overnight stays in hotels with private bathrooms (12 with extension); European breakfast and dinner daily (lunch instead of dinner on Day 9)
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

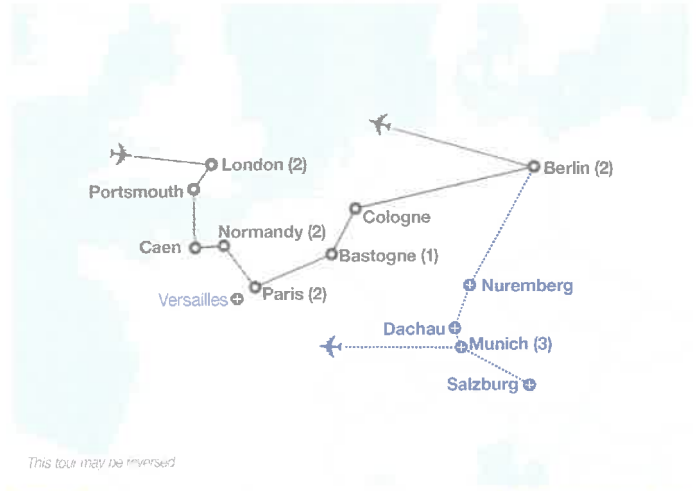
—ALEXISSA TRAWLER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



What you'll experience on your tour

Day 1: Fly overnight to England

Day 2: London

- Meet your Tour Director at the airport in London, where reminders of Great Britain's military history greet you at every turn. During your stay you'll see tanks and aircraft utilized by British soldiers at the Imperial War Museum, and gain insight into the everyday challenges presented by modern warfare. Stand in the Cabinet War Rooms, which were used as offices by Winston Churchill and his cabinet during WWII. Large military maps and charts still hang on the walls of these well-preserved underground rooms, where Churchill took refuge when it was too dangerous for him to return home. Admire architectural marvels like the Houses of Parliament and St. Paul's Cathedral, whose Baroque spires escaped major damage during the Blitz.
- Take a walking tour of London

Day 3: London

- Take an expertly guided tour of London
- Visit the Imperial War Museum
- Visit the Cabinet War Rooms

Day 4: Portsmouth | Normandy

- Travel to Portsmouth
- Cross the English Channel by ferry to Normandy. Here, on June 6, 1944 (the date now known as D-Day), Allied troops landed on the beaches, launching the campaign that eventually liberated mainland Europe from the Nazis. Witness remnants of the floating roadways and piers built to create an instant port at Arromanches. Visit the Pointe du Hoc Ranger Monument commemorating the special forces who scaled a 100-foot cliff to seize German artillery. See the Normandy American Cemetery and Memorial established—out of necessity—just two days after the invasion. Pay tribute to WWII troops at the Caen Memorial, one of Europe's top history museums. Exhibits and films document the events that led up to the war and the Normandy invasion.

Day 5: Normandy

- Take an expertly guided tour of the D-Day beaches of Normandy: American Cemetery; Arromanches; Pointe du Hoc
- Visit the Caen Memorial

Day 6: Rouen | Paris

- Take a tour of Rouen
- Visit Rouen Cathedral
- Continue on to Paris
- Take a walking tour of Paris: Latin Quarter
- Visit Notre Dame Cathedral

Day 7: Paris

- Take an expertly guided tour of Paris: Arc de Triomphe; Les Invalides; Eiffel Tower; Champs-Élysées;
- Time to see more of Paris or
 - ➔ Visit Versailles

Day 8: Bastogne

- Take an expertly guided tour of Bastogne: Mardasson Memorial
- Visit Ardennes American Cemetery and Memorial

Day 9: Cologne | Berlin

- Take a tour of Cologne
- Visit Cologne Cathedral
- Travel by train to Berlin, the vibrant capital of reunified Germany. The city has been transformed since the Berlin Wall fell in 1989 and now plays a vital role in the European Union. Visit the Topography of Terror Museum, built on the grounds of the Gestapo and SS headquarters. Here you can revisit Nazi regime and discover this documentation center. Stroll past cafés, restaurants and embassies along Unter den Linden, Berlin's most elegant boulevard. Continue to the imposing Reichstag building, the historical seat of Germany's parliament.

Day 10: Berlin

- Photo stop at Checkpoint Charlie
- Take an expertly guided tour of Berlin: Brandenburg Gate; Kurfürstendamm; Remains of the Berlin Wall
- Visit the Topography of Terror Museum

Day 11: Depart for home

➔ 3-DAY TOUR EXTENSION

Days 11-13: Munich

- Visit the Documentation Center in Nuremberg
- Take an expertly guided tour of Munich
- Visit Dachau
- Take a guided excursion to Salzburg
- Visit the Documentation Center (November-April), or the Eagle's Nest with an expert, local guide (May-October)

Day 14: Depart for home



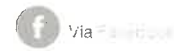
Beautiful day to see the Eiffel Tower! Paris is beautiful! #eiffeltower #paris #beautiful #sisters #efforts #blessed #missyou #love #life #happy #lifetime #memories

– HEIDI, TRAVELER



I went to France and England in early June and it was the trip of a lifetime! Ronen is a great tour guide and EF is a great company!

– MARY-AN, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Street
Cambridge, MA 02141

Our child came home a citizen of a global community with a greater understanding of their part in the world. Now, they understand that there is so much more out there than our everyday.

—CHARLOTTE DAUGHTER TRAVELER II, 2013



THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices, guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



July 31, 2019

FROM: Urban Futures, Inc.
John Phan, Principal

TO: Ms. Lisa Lamb
President/CEO
Lewis Center for Educational Research
17500 Mana Rd.,
Apple Valley, CA 92307

RE: Engagement Letter for Municipal Advisor related to Academy of Academic Excellence Financing

Dear Ms. Lamb:

This letter specifies the terms of the engagement between Urban Futures, Inc. and Academy of Academic Excellence (the "School").

This engagement between the School and Urban Futures, Inc. shall become effective as of the date of its acceptance as provided below.

Scope of Services: Municipal Advisory

- Assist in analyzing and evaluating financing options available for the School;
- Assist in developing the plan of finance and related transaction timetable;
- Present financing options, analysis and recommendation to the School Finance Committee and Board;
- Development of a Request for Proposal (RFP) for financing participants including lender, bank, bond counsel, trustee, disclosure counsel, underwriter etc., if applicable;
- Assist in evaluating and selecting financing participant proposals;
- Negotiate fees of other financing members;

- Make recommendations on all aspects of the financing including, but not limited to, the timing of the financing, call provisions, marketing, and other structuring aspects;
- Devise and recommend a financing plan for obligations to be issued, including maturity schedules and other terms and conditions;
- Help prepare information for credit presentations, schedule and assist in the presentations, and act as a liaison with the lenders, credit agencies, providing information as needed;
- Monitor and control fees and expenses incurred in connection with completion of the financing;
- Assist in closing details and post-closing duties;
- Assist in evaluating outside vendors providing: arbitrage rebate, investment advisory, verification reporting, and other ancillary services;
- Assist in other matters necessary or incidental to the issuance and administration of debt obligation;
- Provide oversight of underwriting services;
- Meet, in person or over the phone, with the Board of Trustees as needed
- Evaluate appropriateness of security structure – e.g. single school pledge vs. system pledge vs. corporate guarantee;
- Review and verify reasonableness of financial covenants – e.g., debt service coverage test, days cash on hand, limitation on additional debt, short term borrowing allowance – and other non-financial covenants;
- Provide advice regarding market conditions, structuring and marketing;
- Provide interest rate pricing comparable transactions to School and underwriting team;
- Evaluate the sales process including analyzing bids, reviewing spreads, analyzing and market levels;

- Review cash flows refunding analysis;
- Undertake pre-pricing analysis prior to sale; and
- Advise and help in the negotiation with respect to pricing (interest rate setting) on the day of sale.

Scope of Services: Dissemination/Continuing Disclosure Agent (if applicable and at School's option)

- Provide continuing disclosure policy and procedures for adoption by School;
- Create calendar reminders detailing the disclosure requirements for the timely dissemination of the reports;
- Provide a summary document that provides all monthly, quarterly, and annual continuing disclosure requirements;
- Collect the necessary financial and statistical information necessary from staff, auditors or any other source as required;
- Coordinate and facilitate annual conference calls with investors;
 - Provide agenda and help highlight credit information investors seek;
 - Record conference call as required;
- Assemble the information in a format the investors are accustomed to seeing;
- Help calculate the financial covenants (i.e Debt Service Coverage and Days Cash on Hand);
- Transmit the reports to the Municipal Securities Rulemaking Board's (MSRB) nationally recognized data repository known as EMMA.

Independent Registered Municipal Advisor ("IRMA")

If acting in the capacity of an Independent Registered Municipal Advisor ("IRMA") with regard to the IRMA exemption of the SEC Rule, Urban Futures, Inc. will review all third party recommendations submitted to Urban Futures, Inc. in writing by the School.

Term of Engagement Agreement

The commencement date of the agreement is the date of execution and the end date is three years after the effective date or at the successful close of the transaction, whichever occurs first. Any extensions must be mutually agreed upon by all parties in writing.

Compensation and Out-of-Pocket Expenses

Municipal Advisory

Compensation and expenses for activities to be performed for this engagement is contingent upon the successful closing of the transaction and could be payable from the proceeds of the loan or bond.

A one-time advisory fee of \$65,000.

Expenses

All expenses are included in the one-time advisory fee which may include:

- Travel (mileage, airfare, hotels, etc.)
- Compliance
- Data services (Bloomberg, Thompson Reuters, DBC)

Dissemination/Continuing Disclosure Agent (if applicable and at School's option)

Annual fee of \$3,000 related to continuing disclosure services for quarterly and annual disclosure reports and annual investor calls. Please see scope of services above.

Termination of Engagement Agreement

The School may terminate the whole or any part of this Agreement at any time and without cause by giving thirty (30) days written notice to Urban Futures, Inc. of such termination, and specifying the effective date thereof. Urban Futures, Inc. shall discontinue all Services affected by such termination within thirty (15) days of receipt of such notice, unless otherwise instructed by the School in writing. Urban Futures, Inc. may terminate this agreement by giving the School sixty (45) days written notice.

In the event Services are terminated by the School and financing is successfully issued, Urban Futures Inc. will be compensated pro-rata for services provided up to the termination date.

Fiduciary Duty

Urban Futures, Inc. is registered as a Municipal Advisor with the Securities and Exchange Commission (“SEC”) and Municipal Securities Rulemaking Board (“MSRB”). As such, Urban Futures, Inc. has a Fiduciary Duty to the School and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

Duty of Care:

- a) exercise due care in performing its municipal advisory activities;
- b) possess the degree of knowledge and expertise needed to provide the School with informed advice;
- c) make a reasonable inquiry as to the facts that are relevant to the School’s determination as to whether to proceed with a course of action or that form the basis for any advice provided to the School; and
- d) undertake a reasonable investigation to determine that Urban Futures, Inc. is not forming any recommendation on materially inaccurate or incomplete information; Urban Futures, Inc. must have a reasonable basis for:
 - i. any advice provided to or on behalf of the School;
 - ii. any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the School, any other party involved in the municipal securities transaction or municipal financial product, or investors in the School securities; and
 - iii. any information provided to the School or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

Duty of Loyalty:

Urban Futures, Inc. must deal honestly and with the utmost good faith with the School and act in the School’s best interests without regard to the financial or other interests of Urban Futures, Inc. Urban Futures, Inc. will eliminate or provide full and fair disclosure (included herein) to the School about each material conflict of interest (as applicable). Urban Futures, Inc. will not engage in municipal advisory activities with the School as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in the School’s best interests.

Conflicts of Interest and Other Matters Requiring Disclosures

- As of the date of the Agreement, there are no material conflicts of interest that Urban Futures, Inc. is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. Urban Futures, Inc. represents that in connection with the issuance of municipal securities, Urban Futures, Inc. may receive compensation from the School for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, Urban Futures, Inc. hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding Urban Futures, Inc.'s ability to provide unbiased advice to enter into such transaction. This conflict of interest will not impair Urban Futures, Inc.'s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the School. If Urban Futures, Inc. becomes aware of any potential conflict of interest that arises after this disclosure, Urban Futures, Inc. will disclose the detailed information in writing to the School in a timely manner.
- The fee paid to Urban Futures, Inc. increases the cost of investment to the School. The increased cost occurs from compensating Urban Futures, Inc. for municipal advisory services provided.
- Urban Futures, Inc. does not act as principal in any of the transaction(s) related to this Agreement.
- During the term of the municipal advisory relationship, this agreement will be promptly amended or supplemented to reflect any material changes in or additions to the terms or information within this agreement and the revised writing will be promptly delivered to the School.
- Urban Futures, Inc. does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by Urban Futures, Inc.;
- Urban Futures, Inc. has not made any payments directly or indirectly to obtain or retain the School's municipal advisory business;
- Urban Futures, Inc. has not received any payments from third parties to enlist Urban Futures, Inc. recommendation to the School of its services, any municipal securities transaction or any municipal finance product;
- Urban Futures, Inc. has not engaged in any fee-splitting arrangements involving Urban Futures, Inc. and any provider of investments or services to the School;
- Urban Futures, Inc. does not have any other engagements or relationships that might impair Urban Futures, Inc.'s ability either to render unbiased and competent advice to or on behalf of the School or to fulfill its fiduciary duty to the School, as applicable; and

- Urban Futures, Inc. does not have any legal or disciplinary event that is material to the School’s evaluation of the municipal advisory or the integrity of its management or advisory personnel.

Legal Events and Disciplinary History

Urban Futures, Inc. does not have any legal events and disciplinary history on its Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The School may electronically access Urban Futures, Inc.’s most recent Form MA and each most recent Form MA-I filed with the Commission at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

Within the Municipal Securities Rulemaking Board (“MSRB”) website at www.msrb.org, the School may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC.

Recommendations

If Urban Futures, Inc. makes a recommendation of a municipal securities transaction or municipal financial product or if the review of a recommendation of another party is requested in writing by the School and is within the scope of the engagement, Urban Futures, Inc. will determine, based on the information obtained through reasonable diligence of Urban Futures, Inc. whether a municipal securities transaction or municipal financial product is suitable for the School. In addition, Urban Futures, Inc. will inform the School of:

- the evaluation of the material risks, potential benefits, structure, and other characteristics of the recommendation;
- the basis upon which Urban Futures, Inc. reasonably believes that the recommended municipal securities transaction or municipal financial product is, or is not, suitable for the School; and
- whether Urban Futures, Inc. has investigated or considered other reasonably feasible alternatives to the recommendation that might also or alternatively serve the School’s objectives.

If the School elects a course of action that is independent of or contrary to the advice provided by Urban Futures, Inc., Urban Futures, Inc. is not required on that basis to disengage from the School.

Record Retention

Effective July 1, 2014, pursuant to the Securities and Exchange Commission (SEC) record retention regulations, Urban Futures, Inc. is required to maintain in writing, all communication and created documents between Urban Futures, Inc. and the School for 5 years.

If there are any questions regarding the above, please do not hesitate to contact Urban Futures, Inc. If the foregoing terms meet with your approval, please indicate your acceptance by executing this letter and returning one copy.

Sincerely,



John Phan
Principal
Urban Futures, Inc.

The Lewis Center for Educational Research (Academy of Academic Excellence)

By: _____
Authorized Representative

Date: _____

July 31, 2019

FROM: Urban Futures, Inc.
John Phan, Principal

TO: Ms. Lisa Lamb
President/CEO
Lewis Center for Educational Research
17500 Mana Rd.,
Apple Valley, CA 92307

RE: Engagement Letter for Municipal Advisor related to Norton Science and Language Academy Financing

Dear Ms. Lamb:

This letter specifies the terms of the engagement between Urban Futures, Inc. and Norton Science and Language Academy (the “School”).

This engagement between the School and Urban Futures, Inc. shall become effective as of the date of its acceptance as provided below.

Scope of Services: Municipal Advisory

- Assist in analyzing and evaluating financing options available for the School;
- Assist in developing the plan of finance and related transaction timetable;
- Present financing options, analysis and recommendation to the School Finance Committee and Board;
- Development of a Request for Proposal (RFP) for financing participants including lender, bank, bond counsel, trustee, disclosure counsel, underwriter etc., if applicable;
- Assist in evaluating and selecting financing participant proposals;
- Negotiate fees of other financing members;

- Make recommendations on all aspects of the financing including, but not limited to, the timing of the financing, call provisions, marketing, and other structuring aspects;
- Devise and recommend a financing plan for obligations to be issued, including maturity schedules and other terms and conditions;
- Help prepare information for credit presentations, schedule and assist in the presentations, and act as a liaison with the lenders, credit agencies, providing information as needed;
- Monitor and control fees and expenses incurred in connection with completion of the financing;
- Assist in closing details and post-closing duties;
- Assist in evaluating outside vendors providing: arbitrage rebate, investment advisory, verification reporting, and other ancillary services;
- Assist in other matters necessary or incidental to the issuance and administration of debt obligation;
- Provide oversight of underwriting services;
- Meet, in person or over the phone, with the Board of Trustees as needed
- Evaluate appropriateness of security structure – e.g. single school pledge vs. system pledge vs. corporate guarantee;
- Review and verify reasonableness of financial covenants – e.g., debt service coverage test, days cash on hand, limitation on additional debt, short term borrowing allowance – and other non-financial covenants;
- Provide advice regarding market conditions, structuring and marketing;
- Provide interest rate pricing comparable transactions to School and underwriting team;
- Evaluate the sales process including analyzing bids, reviewing spreads, analyzing and market levels;

- Review cash flows refunding analysis;
- Undertake pre-pricing analysis prior to sale; and
- Advise and help in the negotiation with respect to pricing (interest rate setting) on the day of sale.

Scope of Services: Dissemination/Continuing Disclosure Agent (if applicable and at School's option)

- Provide continuing disclosure policy and procedures for adoption by School;
- Create calendar reminders detailing the disclosure requirements for the timely dissemination of the reports;
- Provide a summary document that provides all monthly, quarterly, and annual continuing disclosure requirements;
- Collect the necessary financial and statistical information necessary from staff, auditors or any other source as required;
- Coordinate and facilitate annual conference calls with investors;
 - Provide agenda and help highlight credit information investors seek;
 - Record conference call as required;
- Assemble the information in a format the investors are accustomed to seeing;
- Help calculate the financial covenants (i.e Debt Service Coverage and Days Cash on Hand);
- Transmit the reports to the Municipal Securities Rulemaking Board's (MSRB) nationally recognized data repository known as EMMA.

Independent Registered Municipal Advisor ("IRMA")

If acting in the capacity of an Independent Registered Municipal Advisor ("IRMA") with regard to the IRMA exemption of the SEC Rule, Urban Futures, Inc. will review all third party recommendations submitted to Urban Futures, Inc. in writing by the School.

Term of Engagement Agreement

The commencement date of the agreement is the date of execution and the end date is three years after the effective date or at the successful close of the transaction, whichever occurs first. Any extensions must be mutually agreed upon by all parties in writing.

Compensation and Out-of-Pocket Expenses

Municipal Advisory

Compensation and expenses for activities to be performed for this engagement is contingent upon the successful closing of the transaction and could be payable from the proceeds of the loan or bond.

A one-time advisory fee of \$65,000.

Expenses

All expenses are included in the one-time advisory fee which may include:

- Travel (mileage, airfare, hotels, etc.)
- Compliance
- Data services (Bloomberg, Thompson Reuters, DBC)

Dissemination/Continuing Disclosure Agent (if applicable and at School's option)

Annual fee of \$3,000 related to continuing disclosure services for quarterly and annual disclosure reports and annual investor calls. Please see scope of services above.

Termination of Engagement Agreement

The School may terminate the whole or any part of this Agreement at any time and without cause by giving thirty (30) days written notice to Urban Futures, Inc. of such termination, and specifying the effective date thereof. Urban Futures, Inc. shall discontinue all Services affected by such termination within thirty (15) days of receipt of such notice, unless otherwise instructed by the School in writing. Urban Futures, Inc. may terminate this agreement by giving the School sixty (45) days written notice.

In the event Services are terminated by the School and financing is successfully issued, Urban Futures Inc. will be compensated pro-rata for services provided up to the termination date.

Fiduciary Duty

Urban Futures, Inc. is registered as a Municipal Advisor with the Securities and Exchange Commission (“SEC”) and Municipal Securities Rulemaking Board (“MSRB”). As such, Urban Futures, Inc. has a Fiduciary Duty to the School and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

Duty of Care:

- a) exercise due care in performing its municipal advisory activities;
- b) possess the degree of knowledge and expertise needed to provide the School with informed advice;
- c) make a reasonable inquiry as to the facts that are relevant to the School’s determination as to whether to proceed with a course of action or that form the basis for any advice provided to the School; and
- d) undertake a reasonable investigation to determine that Urban Futures, Inc. is not forming any recommendation on materially inaccurate or incomplete information; Urban Futures, Inc. must have a reasonable basis for:
 - i. any advice provided to or on behalf of the School;
 - ii. any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the School, any other party involved in the municipal securities transaction or municipal financial product, or investors in the School securities; and
 - iii. any information provided to the School or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

Duty of Loyalty:

Urban Futures, Inc. must deal honestly and with the utmost good faith with the School and act in the School’s best interests without regard to the financial or other interests of Urban Futures, Inc. Urban Futures, Inc. will eliminate or provide full and fair disclosure (included herein) to the School about each material conflict of interest (as applicable). Urban Futures, Inc. will not engage in municipal advisory activities with the School as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in the School’s best interests.

Conflicts of Interest and Other Matters Requiring Disclosures

- As of the date of the Agreement, there are no material conflicts of interest that Urban Futures, Inc. is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. Urban Futures, Inc. represents that in connection with the issuance of municipal securities, Urban Futures, Inc. may receive compensation from the School for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, Urban Futures, Inc. hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding Urban Futures, Inc.'s ability to provide unbiased advice to enter into such transaction. This conflict of interest will not impair Urban Futures, Inc.'s ability to render unbiased and competent advice or to fulfill its fiduciary duty to the School. If Urban Futures, Inc. becomes aware of any potential conflict of interest that arises after this disclosure, Urban Futures, Inc. will disclose the detailed information in writing to the School in a timely manner.
- The fee paid to Urban Futures, Inc. increases the cost of investment to the School. The increased cost occurs from compensating Urban Futures, Inc. for municipal advisory services provided.
- Urban Futures, Inc. does not act as principal in any of the transaction(s) related to this Agreement.
- During the term of the municipal advisory relationship, this agreement will be promptly amended or supplemented to reflect any material changes in or additions to the terms or information within this agreement and the revised writing will be promptly delivered to the School.
- Urban Futures, Inc. does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by Urban Futures, Inc.;
- Urban Futures, Inc. has not made any payments directly or indirectly to obtain or retain the School's municipal advisory business;
- Urban Futures, Inc. has not received any payments from third parties to enlist Urban Futures, Inc. recommendation to the School of its services, any municipal securities transaction or any municipal finance product;
- Urban Futures, Inc. has not engaged in any fee-splitting arrangements involving Urban Futures, Inc. and any provider of investments or services to the School;
- Urban Futures, Inc. does not have any other engagements or relationships that might impair Urban Futures, Inc.'s ability either to render unbiased and competent advice to or on behalf of the School or to fulfill its fiduciary duty to the School, as applicable; and

- Urban Futures, Inc. does not have any legal or disciplinary event that is material to the School’s evaluation of the municipal advisory or the integrity of its management or advisory personnel.

Legal Events and Disciplinary History

Urban Futures, Inc. does not have any legal events and disciplinary history on its Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The School may electronically access Urban Futures, Inc.’s most recent Form MA and each most recent Form MA-I filed with the Commission at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

Within the Municipal Securities Rulemaking Board (“MSRB”) website at www.msrb.org, the School may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC.

Recommendations

If Urban Futures, Inc. makes a recommendation of a municipal securities transaction or municipal financial product or if the review of a recommendation of another party is requested in writing by the School and is within the scope of the engagement, Urban Futures, Inc. will determine, based on the information obtained through reasonable diligence of Urban Futures, Inc. whether a municipal securities transaction or municipal financial product is suitable for the School. In addition, Urban Futures, Inc. will inform the School of:

- the evaluation of the material risks, potential benefits, structure, and other characteristics of the recommendation;
- the basis upon which Urban Futures, Inc. reasonably believes that the recommended municipal securities transaction or municipal financial product is, or is not, suitable for the School; and
- whether Urban Futures, Inc. has investigated or considered other reasonably feasible alternatives to the recommendation that might also or alternatively serve the School’s objectives.

If the School elects a course of action that is independent of or contrary to the advice provided by Urban Futures, Inc., Urban Futures, Inc. is not required on that basis to disengage from the School.

Record Retention

Effective July 1, 2014, pursuant to the Securities and Exchange Commission (SEC) record retention regulations, Urban Futures, Inc. is required to maintain in writing, all communication and created documents between Urban Futures, Inc. and the School for 5 years.

If there are any questions regarding the above, please do not hesitate to contact Urban Futures, Inc. If the foregoing terms meet with your approval, please indicate your acceptance by executing this letter and returning one copy.

Sincerely,



John Phan
Principal
Urban Futures, Inc.

The Lewis Center for Educational Research (Norton Science and Language Academy)

By: _____
Authorized Representative

Date: _____

THIS DEVELOPMENT CONSULTANT SERVICES AGREEMENT (this “Agreement”) is made as of August 2, 2019 by and between **High Desert Partnership in Academic Excellence Foundation, Inc., a California nonprofit public benefit corporation dba Norton Science and Language Academy** (“School”), and **Charter School Property Development, LLC** (“Developer”). School and Developer are also referred to herein as the “Parties.” In consideration of the mutual covenants and agreements contained herein and other good and valuable consideration, School and Developer hereby agree as follows:

1 DEVELOPMENT CONSULTANT SERVICES

1.1 School hereby appoints Developer to provide the Development Consultant Services (the “Services”) described on the attached Exhibit A in connection with a new 81,000 square foot Build-to-Suit facility which will house their PreK-12 program and an approximate 15,000 square foot building for Head Start on an approximate 18-acre land parcel in San Bernardino, California (the “Project”). The terms and conditions of this Agreement shall govern the performance of the Services.

1.2 The initial term of this Agreement shall commence on the date of this Agreement and, if not terminated early in accordance with the terms of this Agreement, expire on the actual development completion date and occupancy by the School (as hereinafter defined as “Term”). If not terminated sooner, in accordance with the terms herein, the Project shall be complete and this Agreement shall be terminated when the Project has secured a Certificate of Occupancy and punch-list completed. The Parties may mutually agree to renew or extend the Term.

1.3 The Parties acknowledge and agree that the Services include overseeing and managing the construction and design efforts of contractors, vendors, architects, engineers, consultants, design professionals and other construction personnel engaged by School to perform work on the Project (“Subcontractors”). Developer will review Project documents and require such changes as are necessary so that all such documents are in the name of School, and all warranties run in favor of School. Developer shall exercise due care in assisting School in the selection of skilled and qualified Subcontractors with demonstrated expertise in their respective fields. School acknowledges that the work product provided by Subcontractors will be the responsibility of such persons and that Developer does not warrant or guaranty, and shall not have any liability with respect to, their performance or work product. Developer will not be liable for design techniques or procedures employed by any third party including Subcontractors providing design or other services in connection with the Project, or construction means, methods, techniques, sequences or procedures, particularly as they apply to the structural integrity of constructed building components in the Project. All agreements with Subcontractors shall be entered into either by School directly for the account and in the name of School, and the funds necessary to pay for such services shall be paid by School.

1.4 Developer shall provide the Services in a good and efficient manner consistent with School’s usage and image. Developer shall perform the Services through able, qualified and trained Developer employees (“Developer Employees”) and, if applicable, subcontractors.

Developer shall have the exclusive right to hire, direct, discipline, compensate and terminate Developer Employees, and shall exercise complete and exclusive control over the conduct of Developer Employees.

1.5 Developer represents and warrants that Developer will exercise the highest degree of professional care in the performance of its work hereunder and that its services will be performed in a workmanlike and professional manner by personnel having a level of skill in the area of work commensurate with the requirements of the scope of work to be performed. If School notifies Developer that any portion of the Services fail to conform to that standard, Developer shall, at its expense and in its discretion, re-perform the service provided by Developer that relates to the non-conforming portion of the Services.

1.6 Developer will collaborate and cooperate with all personnel and other consultants (if any) retained by School for the Project (collectively, the "Other Personnel") and will perform its work so that it will be coordinated with that of School and Other Personnel. Developer also will grant Other Personnel access to its work in progress and cooperate with the Other Personnel throughout the performance of its work so that the Project may be completed expeditiously, economically and in furtherance of School's interest. Developer shall have no liability whatsoever for any delays, damages or claims to the extent caused by the negligence of such Other Personnel.

1.7 The parties agree that the Services of the Developers (the "Key Personnel") are essential to the satisfactory performance by Developer of the scope of services called for in this Agreement. The parties further agree that if any of the Key Personnel leave the employ of Developer during the term of this Agreement for any reason or is unavailable to continue, Developer shall promptly replace such Key Personnel with substitute individuals, that are approved by School, having appropriate skills and training.

2. **INSURANCE**

2.1 Developer's Insurance. Developer shall maintain the following insurance policies, covering the activities of Developer under this Agreement: (a) commercial general liability of \$1,000,000 combined single limit per occurrence and annual aggregate; (b) comprehensive automobile liability for owned, hired and non-owned motor vehicles of \$1,000,000 per accident combined single limit; (c) workers' compensation, occupational diseases and disability benefits in accordance with applicable statutory requirements; (d) employers' liability of \$1,000,000; and (e) umbrella form excess liability insurance in excess of the limits provided by the commercial general liability, comprehensive automobile liability and employer's liability policies required above with limits of \$5,000,000 per occurrence and annual aggregate. School will be an additional insured under Developer's commercial general liability policy described above to the extent of loss attributable to Developer's negligence. Developer's insurance will not be called upon to respond to or cover School's negligence or willful misconduct.

2.2 Mutual Waiver of Subrogation. School and Developer each hereby waives, for itself and its affiliates, right of recovery, and agrees that no third party shall have any right of

recovery by way of subrogation, assignment or otherwise, against the other Party or its affiliates with regard to losses or claims insured against under this Agreement.

3. INDEMNIFICATION

3.1 Developer Indemnification. Developer will indemnify School for, and hold School harmless from and against all claims, liabilities, judgments, actions, penalties and other expenses, including legal fees, (collectively, "Claims") suffered by or arising out of and resulting from negligent or unauthorized acts, errors, misstatements or omissions or the willful misconduct of Developer, its employees, agents, consultants and any others for which Developer is legally responsible, in connection with the representations or covenants made, or work contemplated, under this Agreement.

3.2 School Indemnification. School will indemnify Developer for, and hold Developer harmless from and against all Claims suffered by or arising out of and resulting from negligent or unauthorized acts, errors, misstatements or omissions or the willful misconduct of School, its employees, agents, consultants and any others for which School is legally responsible, in connection with the representations or covenants made, or work contemplated, under this Agreement.

3.3 Procedure. Developer and School shall be liable hereunder only to the extent of the respective indemnity obligations. If both Parties bear fault for a matter, each Party's liability shall be equal to the percentage determined to be due to the fault of such Party as agreed upon by the Parties or as fixed by settlement agreement or final judgment of a court or arbitration panel. Further, if either Party assumes the defense of a matter for which the other Party, but not the defending Party, is at fault (in whole or in part with any third party), the Party at fault shall either pay or reimburse the defending Party fully for all costs and expenses incurred in connection with such defense.

3.4 Limitations on Liability. Notwithstanding any provision herein to the contrary:

(a) Developer shall have no liability with respect to any Claim based upon or resulting from any erroneous or incomplete data provided by School or any third party or otherwise contained in School's databases.

(b) Developer shall only be responsible to the School to the extent any Claim is the result of the acts or omissions of Developer or those for which it is legally responsible.

Developer is not guaranteeing or otherwise responsible for the performance of any of the Other Personnel, including, but not limited to, the Subcontractors of other Personnel is or will be made by Developer as to the legal sufficiency, legal effect, or tax or accounting consequences of any transaction or documentation.

3.5 Survival. This Section 3 shall survive the expiration or termination of this

Agreement.

4. CONFIDENTIALITY; INTELLECTUAL PROPERTY

4.1 Confidentiality. Developer and School agree that any material, information or data relating to the research, development and/or business operations, strategies or ideas of a Party (the “Disclosing Party”), including, without limitation, customer information, business methodologies, plans or forecasts, that provides the Disclosing Party with a competitive advantage, that is not generally known by persons not employed by the Disclosing Party and that could not easily be determined or learned by someone outside its organization (“Confidential Information”) and disclosed to the other Party (the “Receiving Party”) may not be disclosed by the Receiving Party unless otherwise permitted by this Agreement. Confidential Information shall not include information (a) in the public domain, (b) disclosed with the written permission of the Disclosing Party, (c) known to the Receiving Party from a source other than the Disclosing Party without a breach hereof by the Receiving Party, or (d) independently developed by the Receiving Party without information received from the Disclosing Party. In addition the Parties may disclose Confidential Information (i) to employees who have a need to know in connection with this Agreement, (ii) in any action to enforce the provisions of this Agreement, (iii) in any action involving claims by or against persons or entities that are not Parties, (iv) as required by applicable law or legal process, or (v) to accountants, attorneys, advisors and insurers who agree to or are otherwise required to maintain the information in confidence.

4.2 Intellectual Property. Notwithstanding any provision hereof to the contrary, all methodologies, systems, procedures, management tools, software, ideas, inventions, know-how and other intellectual capital that Developer has developed, created or acquired prior to performing Services under this Agreement, or develops, creates or acquires during the Term or thereafter (“Developer’s Intellectual Capital”) are and shall remain the sole and exclusive proprietary property of Developer, and School shall not have or acquire any right, claim, title or interest in or to any of Developer’s Intellectual Capital, except to the extent otherwise agreed by the Parties in a separate written agreement signed by authorized representatives of each Party.

Performance of the Services by Developer shall not be deemed to be a prohibition of, or interfere in any manner with Developer’s provision of similar services to third parties, provided that Developer in so doing does not use or disclose any Confidential Information of School.

Nothing in this section shall be construed to apply to any plans, drawings, architectural renderings, engineering reports, or any other construction documents prepared in conjunction with the Project (“Construction Documents”). All such Construction Documents shall be owned by School and returned to School within ten (10) days of any termination of this Agreement for any reason.

5. SCHOOL COVENANTS

School shall furnish all information and cooperation reasonably required by Developer in order to deliver the Services required hereunder. School shall render all required approvals and

decisions with reasonable promptness for the orderly performance of the Services. School agrees that Developer shall bear no liability to the extent arising out of School's failure to comply with its obligations under this Agreement. Further, Developer shall have no liability to the extent a Claim arises because Developer acted or failed to act because of adherence to School's policies, rules, regulations, agreements and/or direct written instructions. All School policies and instructions with which Developer must comply shall be consistent with this Agreement and provided to Developer in advance in writing.

6. ENVIRONMENTAL MATTERS; PRE-EXISTING CONDITIONS

6.1 Developer Not a School, Operator, Generator or Transporter. School acknowledges that Developer is not an environmental expert or consultant in the field of Hazardous Materials (as hereinafter defined). School agrees that Developer is not and shall not be deemed an "operator" of any property or Project of School or a "generator" or "transporter" (or comparable legal status) for purposes of any law pertaining to Hazardous Materials. Notwithstanding any provision hereof to the contrary, with respect to any Hazardous Materials that may be present below, on, about or otherwise affecting a Project or any property of School, Developer shall not be responsible for detecting, handling, removing, remediating or disposing of such Hazardous Materials, except to the extent of any Hazardous Materials brought onto the property or disturbed by Developer.

6.2 Other Pre-Existing Conditions and Defects. Developer shall not be responsible for detecting or remediating any pre-existing conditions at a Project site or other property of School that may adversely affect the operations, maintenance or use thereof or the health or safety of persons or property. Developer shall not be responsible for detecting or remediating any structural or latent defects or other defects in design or construction of a facility or manufacturing defects in equipment at a property, whether pre-existing or arising during the Term. Notwithstanding anything to the contrary contained herein, School shall indemnify, defend and hold Developer harmless from and against all Claims asserted against or incurred by Developer to the extent arising out of any condition or circumstance arising initially prior to the date of this Agreement (regardless of whether such condition or circumstance continues) or that otherwise is not a matter for which Developer has specifically agreed to indemnify School hereunder.

7. DEFAULT

7.1 Default by Developer. A "Developer Default" shall mean: (a) Developer defaults in its performance of the Services in any material respect, and such default continues for a period of 5 days after written notice from School, unless such default cannot reasonably be cured within such period, in which event Developer shall have an additional 30 days to cure such default; or (b) any petition is filed by or against Developer under the U.S. Bankruptcy Code or any similar state or federal law (and, in the case of involuntary proceedings, Developer fails to cause the same to be vacated, stayed or set aside within 30 days after filing). Upon the occurrence and continuance of an uncured Developer Default, School may terminate this Agreement and/or exercise its available remedies.

7.2 Default by School. A “School Default” shall mean: (a) School fails to make a payment when due to Developer, and such failure continues for a period of 15 days after written notice of such failure from Developer; or School defaults in the performance of any of its other material covenants, agreements or obligations hereunder, and such default continues for 15 days after written notice of such default or breach from Developer, unless such default cannot reasonably be cured within such period, in which event School shall have an additional 60 days to cure such default; or (b) any petition is filed by or against School under the U.S. Bankruptcy Code or any similar state or federal law (and, in the case of involuntary proceedings, School fails to cause the same to be vacated, stayed or set aside within 30 days after filing). Upon the occurrence and continuance of an uncured School Default, Developer may terminate this Agreement, cease performance of the Services and/or exercise its available remedies.

8. **NOTICES**

All notices, waivers, approvals, consents, demands, other communications required or permitted under this Agreement shall be in writing and deemed properly given, served and received (a) if delivered by messenger, when personally delivered, (b) if mailed, on the second business day after deposit in the U.S. mail, certified or registered, postage prepaid, return receipt requested, or (c) if delivered by reputable overnight express courier, freight prepaid, the next business day after delivery to such courier; in each case addressed to the Party to be notified as follows: if to Developer, then to 2505 Anthem Village Drive, Suite E390, Henderson, NV 89052; and if to School, to 530 E. Central Avenue, San Bernardino, CA 92408 or to such other address as any Party may notify the other Party.

9. **TERMINATION**

9.1 The Parties shall only be able to terminate this Agreement upon the defaults listed in Section 7.1 and 7.2 of this Agreement. Notwithstanding the foregoing, Developer will not have the right to terminate this Agreement at any time based on nonpayment of fees if such nonpayment is due to a good faith dispute between Developer and School provided that all other non-disputed payments due Developer hereunder continue to be made. In the event of termination for any reason other than due to the breach of this Agreement by Developer, Developer is to receive and accept as full payment for its services performed prior to such termination, the amounts due it hereunder as of the date of termination.

9.2 Developer and School may mutually agree to terminate this Agreement at any time.

10. **INVOICING AND PAYMENT**

10.1 Development Consultant Services Fees. As compensation for the performance of Services in connection with the Project, School shall pay Developer a development fee equal to Nine hundred seventy five thousand dollars (\$975,000). Fifty percent (50%) of the Fee shall be earned and payable upon close of the permanent construction financing of the project. The remaining Fifty percent (50%) shall be paid in equal monthly installments over the projected

construction period. Developer will invoice School for the Fee when due and monthly over the life of the project.

10.2 Payment Terms. Except as provided below, School will pay Developer net 15 days. "Net 15 days" as used herein means that the applicable monthly invoice must be paid within 15 days from receipt of the date of the applicable monthly invoice. The School may choose to pay the Fee directly to the Developer or direct the property lending source to include it in the financing of the property loan.

10.3 School is responsible for any taxes imposed by Applicable Law on the Services, except those on Developer's development fee. Developer is responsible for any sales, use, transfer, value-added, goods and services, services, consumption, and other taxes and duties, including any excise taxes imposed on Developer in the conduct of Developer business, on the goods or services used or consumed by Developer in providing the Services.

10.4 Fee at Risk. The parties have agreed that Developer's Fee is at Risk and is only earned if the School completes its financing of the project. If the School does not utilize the full scope of services provided by the Developer after financing closes, the entire development fee is still due and payable, except as set forth in Section 10 of this Agreement. If the School does not complete the financing for the project through no fault of Developer, the School will pay Developer \$100,000 as an exit fee for its time and expenses expended on the project.

11. MISCELLANEOUS

11.1 Entire Agreement; Amendment; Counterparts. This Agreement contains the entire agreement and understanding of the Parties with respect to the subject matter hereof. This Agreement may not be amended or modified, nor may any term be waived, except in a writing signed by both Parties. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

11.2 Assignment; Successors and Assigns. Neither Party shall assign this Agreement (other than an assignment to an affiliate or by operation of law) without the prior written consent of the other Party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

11.3 Waiver. No consent or waiver by a Party to or of any breach or default, shall be deemed or construed to be a consent or waiver to or of any other breach or default under this Agreement. Failure of a Party to complain or declare the other Party in default, irrespective of how long such default continued, shall not constitute a waiver by such Party of rights and remedies hereunder.

11.4 Covenant of Good Faith and Fair Dealing. This Agreement imposes an obligation of good faith and fair dealing on School and Developer in the performance and enforcement of their duties and obligations herein.

11.5 Force Majeure. No delay or failure in performance by a Party shall constitute a default hereunder to the extent caused by Force Majeure. Unless the Force Majeure substantially frustrates performance of the Services, Force Majeure shall not operate to excuse, but only to delay, performance of the Services. If Services are delayed by reason of Force Majeure, Developer promptly shall notify School. Once the Force Majeure event ceases, Developer shall resume performance of the Services as soon as possible. "Force Majeure" means any event beyond the control of the Party claiming inability to perform its obligations and which such Party is not capable of preventing by the exercise of reasonable diligence, including, without limitation, the combined action of workers, fire, acts of terrorism, catastrophes, changes in laws, condemnation of property, governmental actions or delays, national emergency, war, civil disturbance, floods, unusually severe weather conditions or other acts of God. Inability to pay or financial hardship shall not constitute Force Majeure regardless of the cause thereof and whether the reason is outside a Party's control.

11.6 Governing Law; Jury Waiver. This Agreement shall be governed by and construed in accordance with the laws of the State of California without regard to conflicts of law principles.

11.7 Responsibilities. Each Party will at all times act in good faith and Developer shall use commercially reasonable efforts to advance School's interests and agrees to perform its obligations in a professional manner in conformity with the standards and practice of other professionals providing similar work. Developer will employ an adequate number of qualified, careful, efficient and skilled personnel and subcontractors; and will use skill, prudence, judgment and competent supervision in order that the execution of the Services may be economical, expeditious and consistent with the interest of School. Developer will supervise and direct the Services, using its best skill and attention. Developer will be solely responsible to School for and have control over all portions of Developer's obligation under this Agreement.

11.8 Ethics/Conflict of Interest. In its performance of this Agreement, Developer will adhere to business practices that are in accordance with the letter and spirit of applicable laws and ethical principles as follows:

- (a) All transactions in connection with this Agreement will be accurately reflected in Developer's records and no funds or other assets will be paid directly or indirectly to government officials or person's action on their behalf for the purpose of influencing government decisions or actions with respect to School's business.
- (b) Developer will conduct its activities hereunder and its dealings with School, subcontractors, and third parties so as to avoid loss or embarrassment to School due to any real or apparent conflict of interest and to require that all subcontractors comply with such policy in connection with this Agreement.

11.9 Developer will spend the necessary time and effort in cooperation with the

officers and employees of School or any parent, subsidiary or affiliate of School, and other professionals designated or retained by School and Developer in order to become fully familiar with the Project and to incorporate into Developer's work all available information.

11.10 Developer will obtain School's written consent before publicly using any advertising, written sales promotion, press releases or other publicity matters relating to this Agreement or in which School's name is used or may reasonably be inferred. Developer will not divulge information concerning the Project to anyone (including, without limitation, Plans and information and applications for permits and variances) without School's prior written consent. Developer will obtain and deliver to Developer a similar agreement from any agents or subcontractors retained by Developer in compliance with the terms hereof.

11.11 Any provision of this Agreement which by its nature and effect is required to be observed, kept or performed after termination of this Agreement, will be and remain binding upon and for the benefit of the parties hereto until fully performed, kept or observed. The invalidity or unenforceability of any of the provision hereof will not affect the validity or enforceability of the remainder hereof. The provisions of this Agreement will inure to, and be for, the benefit of and may be enforced by both School and Developer, their respective beneficiary(ies) or the designated representatives of their beneficiary(ies) or their respective successors and permitted assigns.

11.12 Developer's personnel and Developer's work on the Project hereunder will comply with all applicable laws, regulations, ordinances, licensing requirements, codes or rules of all governmental authorities have jurisdiction over the Project. Developer will advise School and the contractor of any pending or subsequent changes of which Developer is aware or can reasonably be expected to become aware of in such law, regulations, ordinances, codes or rules and of the potential impact of such changes on the Project. Additionally, Developer hereby represents that its operations comply, and agrees that its operations will continue to comply, with all applicable law, including without limitation any anticorruption laws applicable to the Parties.

IN WITNESS WHEREOF, the Parties have executed this Agreement effective as of the date first above written.

High Desert Partnership in Academic Excellence Foundation, Inc., a California nonprofit public benefit corporation dba Norton Science and Language Academy:

By: _____
Name:
Title:

CHARTER SCHOOL PROPERTY DEVELOPMENT, LLC:

By: _____
Name:
Title:

EXHIBIT A
SCOPE OF SERVICES
[SEE ATTACHED]

EXHIBIT A

PROPERTY DEVELOPMENT SCOPE OF SERVICES

The following Development Scope of Services will apply to High Desert Partnership in Academic Excellence Foundation, Inc., a California nonprofit public benefit corporation dba Norton Science and Language Academy (“School”) school’s project. Charter School Property Development (“CSPD”) will engage an architectural firm, a survey firm, a civil engineering firm, a geotechnical firm, a general contractor, and any other sub-consultants as required to implement this project. These firms will be contracted directly with CSPD. CSPD’s Overall Program Management Services consist of the administrative tasks necessary to maintain the overall program including day-to-day project work planning, scheduling, permitting, communications, team-coordination and records management. Specific tasks to achieve the Overall Program Management include:

Pre-Development

Task 1- Due Diligence; Entitlements

Development

Task 2 - Program Management and Coordination

Task 3 - Sub consultant Management

Task 4- Permitting Assistance

Task 5 - Design Coordination

Task 6 - Construction Management

TASK 1 - DUE DILIGENCE; ENTITLEMENTS;

CSPD will work with School in creating a conceptual facility plan for the property alternative which makes the most sense to house the new school facility. During the due diligence phase of the acquisition process, CSPD shall work with the School to ensure the property is satisfying all legal obligations necessary for School’s intended use of the property. This will include researching and identifying the proper entitlements to allow the School to use the property for educational purposes. If necessary, CSPD will take the property through the entitlement phase (Conditional Use Permit) with the local planning and city council boards. CSPD will coordinate the retention of those Sub consultants necessary to prepare the zoning application and required submittals in order to present to the local zoning authority.

TASK 2-PROGRAM MANAGEMENT AND COORDINATION

Overall program management and coordination consists of assisting School with the coordination of the planning, design, permitting, and construction of the Project. Professional services consist of the administrative tasks

necessary to coordinate and maintain the overall budget and schedule for the project. CSPD will provide on a monthly basis a project status report which includes but not limited to up to date accounting and reporting of funds disbursed, how much and to whom, updated project schedule, meeting minutes with Sub consultant and upcoming project meetings.

Task 2.1 – Sub consultant Selection

The planning and design of the new educational facility will require the selection of qualified sub-consultants including an architectural firm, a survey firm, a civil engineering firm, a geotechnical firm, and a general contractor. The Sub consultants will be selected through a Request for Proposal ("RFP") process. CSPD will have the authority to engage Sub consultants and the contractor based on the proposal requests from qualified firms. CSPD will review proposals, and recommend firms for contract negotiation. CSPD will negotiate the contract and will prepare contract documents for engagement with the consultant. CSPD will coordinate the individual Sub consultant's Scope of Services to ensure all aspects of the Project are properly addressed.

Task 2.2-Project Performance Plan

CSPD will implement a detailed Project Performance Plan that will include a project organization chart, all project team contact information, project schedule, and a task list required to complete the Project. CSPD will coordinate with each responsible Sub consultant for details and explanation of each task within the Project Performance Plan.

Task 2.3-Meetings

CSPD will attend coordination and progress meetings with Sub consultants and School on a weekly basis. Progress meetings will be facilitated by CSPD to discuss key milestone activities through the planning and design of the Project.

TASK 3 – SUB CONSULTANT MANAGEMENT

Sub consultant management includes administrative tasks necessary for the management of the Sub consultants through the planning and design phase of the project; and review of the planning and design drawings for permit coordination.

Task 3.1-Monthly Status Reports

CSPD will collect and review monthly status reports from each Sub consultant and submit them to Charter School. The monthly project status reports will generally consist of a summary of the project status; services accomplished during the past month; identification of any key project issues, action items, project budget status, and project schedule. CSPD will monitor the sub-consultant's work for timeliness and ensure that the work meets the Project requirements.

Task 3.2-Sub consultant Invoices and Payment Processing

CSPD will review each Sub consultant's progress payments for accuracy and completeness before recommending payment by School. Each month CSPD will prepare the necessary documentation to process a construction draw to be submitted to the real estate lender in order to pay Sub consultants verified and approved expenses against the approved Budget.

TASK 4 - PERMITTING ASSISTANCE

CSPD will assist School with the extensive coordination with permitting agencies required to successfully cause the construction of the Project. CSPD's construction manager will prepare draft permit applications and supporting technical data for School's signature necessary for obtaining permit approvals in accordance with each agencies policies and procedures. CSPD will coordinate permit submittals to complete the project within the outlined schedule. CSPD will also attend meetings with permitting agencies as required.

Task 4.1 – Permit Processing

The improvement plans will be submitted to the appropriate agency departments as deemed necessary for review and compliance with governing standards including planning requirements, design reviews, potable water service, wastewater service, fire department requirements, health department requirements, drainage studies, building department standards, construction dust permits, and traffic studies.

Task 4.2-Utility Companies

CSPD will coordinate with the utility companies who will review the improvement plans to ensure clearances from their existing and proposed facilities.

TASK 5 - DESIGN COORDINATION

Task 5.1 – Design Reviews

CSPD will monitor the Sub consultant's work for timeliness and ensure that the work meets the project's requirements. CSPD will also coordinate the planning and design tasks between the Architect, MEP, and Civil Design Team. CSPD will assist School with reviewing submittals by the Sub consultants.

TASK 6 - CONSTRUCTION MANAGEMENT

CSPD, will provide its construction management to oversee the construction of the Project.

Task 6.1 – Bidding Assistance

CSPD's construction manager will prepare a bid package to a short-list of local general contractors. Once proposals are received, CSPD will prepare a summary comparison for review and contractor award by School.

Task 6.2-Contractor Schedule

CSPD will review and monitor the Contractor's Schedule on not less than a monthly basis including review of the initial schedule to determine if all construction activities are to be completed within the contract time. In addition, CSPD shall monitor the actual construction progress versus the Construction Schedule on a monthly basis. CSPD will review Contractor's monthly project status and submit to School. The monthly project status reports will generally consist of the summary of the project status; services accomplished during the past month and identification of any key project issues.

Task 6.3 – Shop Drawings, Requests for Information, and Requests For Clarification

CSPD's construction manager will review all Contractor generated shop drawings as required by the construction documents. The construction manager will submit all shop drawings to the appropriate Sub consultant. Procedures for checking shop drawings will be coordinated with the procedures proposed by the construction manager. In addition, CSPD's construction manager will review all RFI's and RFC's submitted by the Contractor and Architect. CSPD will review the legitimacy of such requests and determine the appropriate reviewer and forward accordingly. If supplementary drawings are required for clarifying the contract documents, CSPD will coordinate the production of supplemental drawings with the responsible Architect or Engineer.

Task 6.4 – Certificate of Occupancy and Final Punch-List

CSPD's construction manager will coordinate with general contractor to get all final inspections completed and obtain a Final Certificate of Occupancy from the local authorities in order for School to move-in. A final punch-list shall be prepared and CSPD will manage general contractor to complete the list in a timely fashion.

RESOLUTION NO. 2019 – 02

Lewis Center for Educational Research Board of Directors

RESOLUTION DECLARING AN OFFICIAL INTENT TO REIMBURSE ITSELF FROM THE PROCEEDS OF A FUTURE BORROWING FOR CAPITAL EXPENDITURES AND PROVIDING CERTAIN OTHER MATTERS IN CONNECTION THEREWITH.

The Board of Directors of The High Desert “Partnership in Academic Excellence” Foundation, Incorporated, a California nonprofit public benefit corporation (the “Corporation”), doing business as Lewis Center For Educational Research, does hereby adopt and approve the following resolutions and declare them to be in full force and effect at this regular meeting of the Board of Directors of the Corporation on September 9, 2019.

WHEREAS, the Corporation is a nonprofit corporation, duly organized and existing under the laws of the State of California (the “State”), and is duly qualified to do business in the State, and, under its Articles of Incorporation, the Corporation is authorized to undertake the acquisition, construction, rehabilitation, equipping, furnishing and financing of buildings and facilities for the purpose of fulfilling its various purposes; and

WHEREAS, the Corporation has determined that it is necessary and desirable to finance the cost of acquisition, construction, development, renovation, equipping and furnishing of improvements to (a) educational facilities for Academy of Academic Excellence located at 17500 Mana Road, Apple Valley, California, in an amount not to exceed \$10,000,000, and (b) educational facilities for Norton Science and Language Academy located at 195 S. Allen Street, San Bernardino, California, in an amount not to exceed \$40,000,000 (collectively, the “Project”); and

WHEREAS, the Board of Directors of the Corporation (the “Board”) is the governing body of the Corporation; and

WHEREAS, the Corporation is exploring financing the Project with the proceeds of a tax-exempt and/or taxable borrowing;

WHEREAS, the Corporation has expended certain funds, and reasonably expects to expend certain funds in the future, for capital expenditures related to the Project; and

WHEREAS, the Corporation currently intends and reasonably expects to participate in a borrowing to finance the Project, including an amount of not to exceed \$50,000,000 for reimbursing the Corporation for capital expenditures made by the Corporation for the Project prior to the date when funds for the Project are available from such borrowing; and

WHEREAS, other than certain preliminary expenditures for architectural, engineering and similar costs, the initial expenditure of funds of the Corporation for the Project for which the Corporation desires reimbursement occurred on a date that is within 60 days prior to the date hereof but before such borrowing; and

WHEREAS, such borrowing by the Corporation shall occur within 18 months of either the date that the Corporation first expended funds for the Project or the date that the Project is placed in service, whichever is

later (but in no event more than three years after the date of the original expenditure of the Corporation's funds for the Project for which it will seek reimbursement); and

WHEREAS, the Board hereby desires to declare its official intent, pursuant to 26 C.F.R. § 1.150-2, to reimburse the Corporation for the expenditure of the Corporation's funds for the Project from the proceeds of a future borrowing of the Corporation.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INCORPORATED:

Section 1. Dates of Capital Expenditures. All of the capital expenditures covered by this Resolution were or will be made not earlier than 60 days prior to the date of this Resolution.

Section 2. Declaration of Official Intent. The Corporation presently intends and reasonably expects to participate in a borrowing within 18 months of either the date of the first expenditure of funds by the Corporation for the Project or the date that the Project is placed in service, whichever is later (but in no event more than three years after the date of the original expenditure of the Corporation's funds for the Project for which the Corporation will seek reimbursement), and to allocate an amount not to exceed \$50,000,000 of the proceeds thereof to reimburse the Corporation for its expenditures in connection with the Project.

Section 3. Resolution Number. This is the first resolution of the Corporation declaring its intent to reimburse itself for the Project from proceeds of a borrowing.

Section 4. Confirmation of Prior Acts. All prior actions of the officials, employees and agents of the Corporation that are in conformity with the purpose and intent of this Resolution and in furtherance of the Project shall be and the same hereby are in all respects ratified, approved and confirmed.

Section 5. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption.

CERTIFICATE OF SECRETARY

I, the undersigned Secretary of the Board of Directors of The High Desert “Partnership in Academic Excellence” Foundation, Incorporated, a California nonprofit public benefit corporation (the “Corporation”), hereby certify that the attached is a full, true and correct copy of a resolution duly adopted by the Board of Directors of the Corporation at a regular meeting thereof on September 10, 2019.

Secretary of the Board of Directors

NOTICE OF PUBLIC HEARING

PUBLIC NOTICE IS HEREBY GIVEN that a public hearing will be held by the Board of Supervisors of the County of San Bernardino, California (the "County"), at the County Government Center, 385 N Arrowhead Ave, San Bernardino, CA 92415, on [October 8, 2019], at 10:00 a.m., or as soon thereafter as the hearing may be held, with respect to the issuance by the California Enterprise Development Authority (the "Authority") from time to time, pursuant to a plan of finance, of its revenue obligations (the "Obligations"). The proceeds of the Obligations in an amount not to exceed \$50,000,000 will be loaned to High Desert "Partnership in Academic Excellence" Foundation, Incorporated, a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or related or successor entities (collectively, the "Borrower"), for the purpose of (a) financing and refinancing up to \$15,000,000 of the costs of the acquisition, renovation, improvement, furnishing and equipping of certain charter school educational facilities located at 17500 Mana Road, Apple Valley, California, consisting of approximately 90,000 square foot of a gymnasium, classrooms, a multipurpose room, administrative and staff offices and various ancillary facilities operated as a charter school known as Academy for Academic Excellence; (b) financing up to \$45,000,000 of the costs of the acquisition, development, improvement, furnishing and equipping of certain charter school educational facilities located at 195 S. Allen Street, San Bernardino, California, consisting of approximately 83,500 square foot of classrooms, a multipurpose room, administrative and staff offices and various ancillary facilities operated as a charter school known as Norton Science and Language Academy, and an approximately 18,000 square foot building to be owned and operated by the County of San Bernardino as a Head Start early childhood educational facility (collectively, the "Facilities"); (c) funding reserve fund for the Obligations, a repair and replacement fund, and capitalized interest with respect to the Obligations, if necessary; and (d) paying certain expenses incurred in connection with the issuance of the Obligations, including any applicable credit enhancement costs for the Obligations (such purposes are referred to herein collectively as the "Project"). The Facilities will, upon acquisition, be owned by the Borrower or by one or more limited liability companies whose sole member is the Borrower, and leased and operated by Borrower or a related or successor entity as public charter school facilities supporting the Borrower's mission of providing schools and programs that prepare students for success in a global society through data-driven, innovative and research-proven practices in a safe and inclusive culture.

The Obligations will not be deemed to constitute a debt or liability of the County, the State of California (the "State") or any political subdivision thereof, but will be payable solely from the funds provided therefor by the Borrower. The Authority will not be obligated to pay the principal of the Obligations, or the redemption premium, if any, or interest thereon, except from funds provided from loan repayments by the Borrower.

Neither the faith and credit nor taxing power of the County, the State or any political subdivision thereof, will be pledged to the payment of the principal or redemption premium, if any, or interest on the Obligations. The issuance of the Obligations will not directly, indirectly or contingently obligate the County, the State or any political subdivision thereof to levy or to pledge any form of taxation or to make any appropriation for their payment. The County is conducting the public hearing as an accommodation to the Borrower to facilitate the financing of

the Project. The County will not be the issuer of the Obligations and takes no responsibility for the financing of the Facilities.

Those wishing to comment on the proposed financing and the nature and location of the Facilities may either appear in person at the public hearing or submit written comments, which must be received by the County prior to the hearing. Written comments should be sent to the Clerk of the Board of Supervisors, San Bernardino County Government Center, 385 N Arrowhead Ave, San Bernardino, CA 92415.

Dated this [October 1], 2019.

**Lewis Center for Educational Research
STAFF REPORT**

Date: August 23, 2019
To: LCER Board of Directors
From: Lisa Lamb
Re: Organizational Progress Toward Goals SY 2018-2019

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.

Both schools exceeded the targeted goal of maintaining no less than 4% of the total operating budget in reserves last year. As of June 30, 2019, AAE had a 7% cash reserve and NSLA had a 17% cash reserve. The additional reserve amount at NSLA was set aside to prepare for unexpected facilities costs that may arise due to construction (Obj. 1.1).

The Executive Team and LCER budget managers collectively developed the budget for SY 2019-2020 (Obj. 1.2). The budget includes reserves set aside for economic uncertainty with an amount of 3% of each school's general budget. There is an additional \$500,000 in the 2019-2020 budget set aside for NSLA's facilities reserve to cover up front costs of the new campus expansion. The Executive Team is continuing its efforts to evaluate all areas of the budget and spending practices with the desire to address the growing need of compensation comparison for our faculty at all positions. Increasing compensation continues to be a high priority for the Lewis Center (Obj. 4.3).

The Finance team completed the 2nd Interim Reports and provided them along with our quarterly financial reports to both authorizing agencies. We have received additional funding to support our goals and objectives. These include categorical funding (Title I and Title II at AAE), increased food services funding through higher participation at both schools, applying for expanding breakfast programs funds (received approximately \$45,000 at NSLA which was used to purchase a new walk-in freezer and two double ovens), multiple GAVRT and Local Outreach partnerships, and local grants. We have cultivated several partnerships that will likely result in additional financial revenue in the short-term to include the inclusion in new NASA proposals and other grants. Each of these revenue sources will build the financial capacity and provide for sustainability of the Lewis Center (Obj. 1.2).

On the operations side, the Finance team has systematically reviewed our operating expenditures and regular practices in order to provide for the campuses at a high level of efficiency. This past year, AAE instituted a School Site Council in order to add an additional layer of stakeholder input and oversight for school finances and planning. Both school principals, oversee the categorical funding and ensure that these restricted funds are spent first according to the adopted school goals and LCAP (Obj. 1.3 and 4.3). Also, a new encumbrance system was implemented last school year. This allows more accurate oversight ability for each budget manager. The monthly budgets with budget-to-actuals are distributed on the 1st Wednesday of each month and are discussed on the first Thursday of each month during the Executive Team meeting (Obj. 1.2).

The Finance Team attended the Schools Services of California May Revise presentation on May 21st and then Capital Advisory May Revise on May 23rd to confirm the direction of the Governor's 2019/2020 annual budget to be able to develop and finalize the budget. The budget was approved by the Board in June (Obj. 1.3).

The Finance Department is actively pursuing state funding options to support the Tetra Lease at AAE and the new construction at NSLA. At this time, we will continue to evaluate the Free and Reduced Meal applications to allow us to hopefully begin to apply for SB740 funds. We currently receive this funding at NSLA, but at AAE if we reach the 55% FRL level, we will be able to apply and generate additional revenue to support both our current campuses (Obj. 1.4 and 2.4).

NSLA Campus Financing:

In order to provide for NSLA's long-term sustainability, the board and staff interviewed several Financial Advisor Firms. John Phan, Urban Futures, was selected to guide the financing process of the new campus. He has been fundamental to insuring that we are able to negotiate the best rates from the developers. He has led the hiring process of the entire finance team to include underwriters and bond attorneys and will continue to guide the Board through the financing process. He will continue to attend monthly board meetings throughout this process and the board is asked to have representation on the Executive Committee which will meet weekly moving forward. This advisor has been primarily tasked with supporting the new construction, however, we also have tasked him with determining our best path moving forward with the bond debt that is placed on AAE for the consolidation and construction of the gymnasium. He will present those recommendations to the Board in August. All financing will need to be completed by the time we complete CEQA approval by the City, which is slated to be approved in December 2019 (Obj. 1.2 and 2.1).

Lewis Center Foundation Funding

The Lewis Center Foundation held the Annual Gala on April 26th at the Hilton Garden Inn. The gala was an opportunity to raise capital funds to support building projects on both campuses as well as an opportunity for staff and stakeholders to socialize and build rapport. Additionally, the Lewis Center was able to recognize Tom Hoegerman, Angel Arrington and Paul Rosell. The Lewis Center Foundation Board worked tirelessly over many months to organize the gala which raised approximately \$20,000 to support the capital campaigns for both schools. Special recognition should be given to Marcia Vargas, Michael Clark, Teresa Dowd who facilitated all aspects of the event in coordination with the entire Foundation Board. Both schools have completed a capital campaign assessment for the Foundation's consideration. One of the Foundation Board Members used these lists when working with a donor which resulted in a \$50,000 donation (Obj. 2.4).

The Foundation has also sponsored the NSLA Chilean Science Exchange Trip (\$3,000) and the installation of the Science on a Sphere at Apple Valley Center for Innovation (\$20,000) (Obj. 1.4).

Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.

The principals and executive staff continue to work closely with our Facilities Department to ensure that the campuses are maintained in such a way as to support a safe and welcoming environment for students, staff and visitors. We have welcomed our new Facilities Manager, Ryan Chamberlain, and have hired a groundskeeper to maintain all sites. These additional staff positions will provide more coverage for our campuses and allow us to better maintain our facilities.

The Facilities Department is in the process of creating an organization-wide deferred maintenance schedule. The school administration moved their weekly Administrative Team Meetings (ATM) to different days to allow for the participation of IT and Facilities in each of these meetings in order to provide the best ongoing support. An additional monthly meeting with the Directors of Finance, IT, Facilities Manager, Principals and CEO is held to keep the lines of communication open and to set the stage for proactive intervention and maintenance on all campuses (Obj. 2.2 and 4.3).

The VVWRA Project was completed Spring 2019. As agreed, VVWRA compensated the LCER \$35,000 for the time they were on campus completing the sewer line repairs. Collaboration has continued with San Bernardino County Flood Control and their project is projected to begin Spring 2020. This will result in several land improvements on the Apple Valley campus (Obj. 2.4).

The Director of IT applied for e-rate funding in February 2019 and was approved for school year 2019-2020. This funding is estimated to be approximately \$100,000 for AAE and \$68,000 for NSLA. These funds will be used to upgrade the internal network infrastructure by 10GB/s, purchase new switches, routers and core network equipment (Obj. 2.3).

AAE

Many ongoing maintenance and campus improvements have been conducted over the past year. These include:

- Campus wide grounds keeping to include ongoing weed abatement.
- Gym maintenance to include a deep-cleaning of the bleachers, touch up painting projects, and floor restoration.
- HVAC filters and coils serviced each break.
- Bottle filling stations were donated to AAE by PTC and Interact Club and have been installed.
- The softball field was renovated through Lewis Center Foundation support and is being utilized by Varsity Softball, Middle School Softball, PE and elementary.
- All bathrooms and classroom surfaces are sanitized and scrubbed each break.
- The cafeteria floor was stripped and resealed.
- Roof repairs were completed on the C Bldg. and on the Observatory at AVCI.
- We have been experiencing an ongoing issue with the server room and IT offices flooding after each rain for year. Repairs made last winter seem to have resolved this critical issue.
- An additional office was constructed in the N Building for SELPA Counseling Services.
- The parking lot was restriped and curbing was repainted.
- A new wall was installed in E101.
- Power washing of the entire campus is conducted each break.
- The security system was evaluated and quotes are being collected for a necessary upgrade to the system. The new system should allow for greater security and not be as taxing for the Facilities staff to manage. Currently, they are being called out to set alarms or to respond to false alarms several times per week. This is costly and unnecessarily burdensome on the staff. We anticipate having the upgrades completed during Fall Break 2019 (Obj. 2.3).

NSLA

Many ongoing maintenance and campus improvements have been conducted over the past year. These include:

- Campus wide grounds keeping with a focus on the athletic and Foisy fields. These fields remain a concern, but the cost to completely renovate them is prohibitive, especially in light of the short-term that we will reside at this location.
- All bathrooms and classroom surfaces are sanitized and scrubbed each break.
- The cafeteria floor was stripped and resealed and the walls were repainted.
- Classroom ramps were repaired and painted.
- Sheds/storage containers will be cleaned out and re-organized.
- We have contracted with a pest management company to service the grounds and buildings.
- A new portable was leased and installed to support additional SELPA Counseling Services and provide space for LCER support at NSLA.
- The Foisy Field was leveled around trees and curbing. All curbing was repainted.
- The westside of the parking turnaround was re-striped to provide better ingress and egress from parking stalls.

- Facilities met with outside custodial company regarding the expectations of daily and deep cleaning with the urgency placed on improving the sanitary conditions for daily, weekly and monthly use.
- Facilities was finally able to identify the cause of the “swamp-like” condition on the athletic field and have corrected all necessary items to make it safe for students.
- Fungus growth in kindergarten playground wood chips was mitigated
- The campus is power washed each break
- A leaking pipe between the portables/D wing was repaired
- Door lines, kinder tricycle track and other areas that need paint touch ups were addressed
- Roof and gutter maintenance is completed each break.
- HVAC filters and coil cleaning occurs each break.
- A new water station was installed in the staff lounge.

NSLA New Campus (Obj. 2.1)

- The construction process is well underway with an estimated completion no later than June 2020. The goal is to be ready to move by January 2020; however, we have built in contingency plans in case there are delays to include a Spring Break move or early summer move.
- In order to manage costs and stay on the necessary timeline, we moved away from HighMark School Development Company and hired Charter School Property Solutions (CSPS).
- CSPS is overseeing the construction of the new TK-12 NSLA Campus and the new Head Start Preschool campus.
- We reached a final settlement with the County and City regarding the land swap and have settled on the terms for the new lease agreement for the new property.
- We have hired Urban Futures, Inc. to lead the financing of the new bonds. John Phan has been an active participant in each board meeting, and meets with staff often to ensure that all milestones are met and that the Lewis Center secured the best funding options for long-term sustainability.
- The new campus is being designed with World Language and STEAM instruction in mind. Student and staff safety are also a top priority. The new alarm, camera, lighting, and network systems will be installed to meet current needs and will be a major upgrade from the current systems (Obj. 2.3).

Local Programs

- Mineral City has been completely restored from the serious vandalism that occurred last year. New windows and surveillance cameras were installed to deter future vandalism attempts (Obj. 2.3).
- General maintenance and painting projects have been completed on the upper campus of Apple Valley Center for Innovation (AVCI).
- We are currently working with the Goldstone staff and Apple Valley Unified School District to prepare the Apple Valley Center for Innovation campus for future program expansion.
- We are currently in the process of renovating Rm. 3 at AVCI for the delivery of the Science on a Sphere by NASA Headquarters. This sphere is 68” and currently has over 1,000 programs to teach K-12 scientific concepts. The Science on a Sphere will be incorporated into teacher professional development and student field trips, as well as future public access. These renovations were supported by the Lewis Center Foundation (Obj. 3.2 and 4.2).

Professional Development

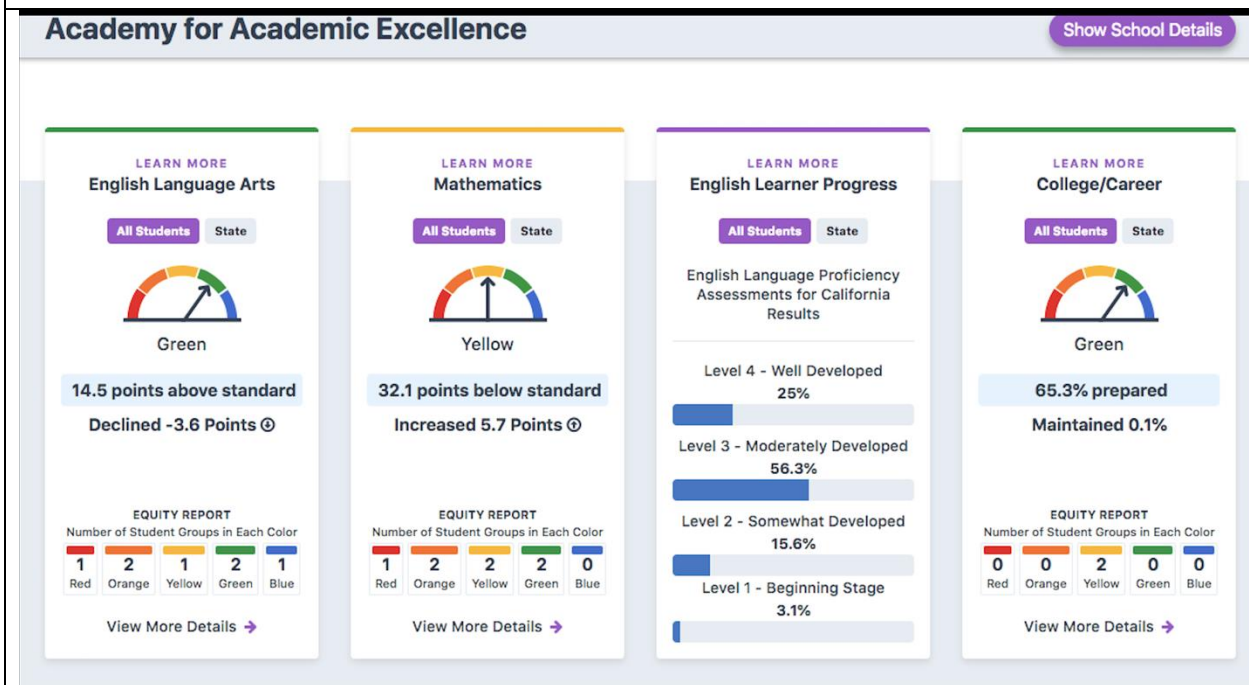
Michael Allen, LCER Help Desk Supervisor, conducted a training for the Facilities Department on maximizing the Request Tracker (RT) ticketing system to ensure that maintenance and safety needs are addressed in a timely manner (Obj. 4.2).

Goal 3: Strengthen the academic program resulting in increased student mastery.

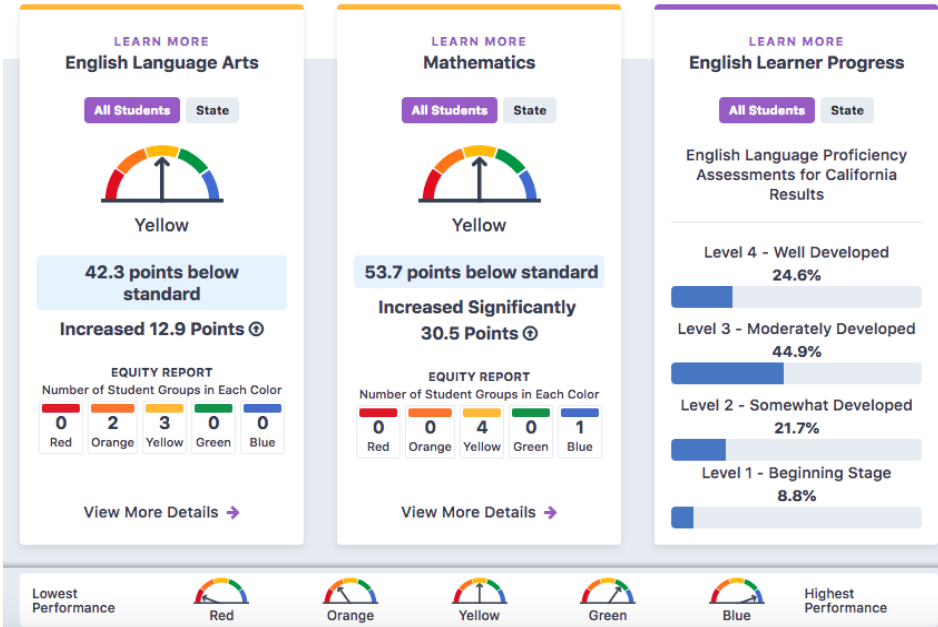
The Executive Team works closely with each school’s administrative teams to provide support to the academic programs. Heather Juarez’s position was redefined last school year as LCER Assessment and Program Evaluation Coordinator. She shares time between the schools and directly supports the principals in all assessments, data governance, and school reporting. This position has been pivotal as student data now drives all decision making related to curriculum and instruction. These reports are used to support our annual reporting for the School Accountability Report Card and Local Control Accountability Plan. Further, charter renewals and WASC Self-Studies are also aligned with the goals and priorities set forth in these plans. Each grade level also receives ongoing support to analyze their most recent student data and plan instruction and interventions accordingly. As a result of the work done by the teachers and schools’ leadership, student progress has shown a steady increase in recent years. These assessment results and school goals are presented at four of the ten regularly scheduled board meetings (August, October, May and June).

School Accountability Dashboards

Under the new accountability system, each charter school or district’s progress on CAASPP assessments and local accountability indicators is released to the public. This information is used to target interventions and resources in the LCAP. Per the 2018-2019 Dashboards, both schools demonstrated improvement in the area of Mathematics. However, both schools are still within the yellow indicator, therefore, this continues to be an ongoing goal.



Norton Science and Language Academy



2018 CAASPP Highlights

AAE English/Language Arts:

- All Student Performance is higher than State, County, and District Authorizer
- 11th grade is significantly higher and shows greater growth than comparatives
- Middle School grades showed growth

AAE Mathematics:

- All Student Performance is higher than County and District Authorizer
- 11th grade is significantly higher and shows greater growth than comparatives
- Grades 5-8 showed growth

NSLA English/Language Arts:

- There was a 6% increase in students meeting achievement standards
- 6th grade demonstrated a 17% increase in students achieving proficiency
- The percentage of students meeting achievement levels declined in 7th and 8th grade.

NSLA Mathematics:

- All but one grade level increased the percentage of students meeting academic standards.
- Overall, students demonstrated 12% growth
- 7th grade had the highest gains of students meeting achievement standards

Academic Goals for 2018-2019 School Year

AAE:

- Adopt and implement new CCSS aligned Math Curriculum K-5
- Professional Development on new Math curriculum (Obj. 4.2)
- Continued Professional Development on Carnegie Learning Math 6-12 (Obj. 4.2)
- Ongoing Professional Development on Benchmark ELA K-5 (Obj. 4.2)

Progress toward goals:

- Pilot and adopted Ready and iReady TK-5 math curriculum (Obj. 3.1).

- AAE expanded their Space Science offerings to include an after school elective program, NASA's BEST, and high school Astronomy. The goal is to include more students in grades K-12 in GAVRT and other NASA programs. These courses are in addition to the weekly elementary magnet classes and the Middle/High School Space Science class (Obj. 3.3).
- AAE's Health Occupations (HOSA) Class participated in many community events with local first responders and health care professionals. They also competed at the State-level for the first time in Spring 2019 (Obj. 3.3).
- College and Career Opportunities: 1) AAE juniors participated in the annual Mayor's Youth Summit which focused on creating local business plans with students from Apple Valley and Granite Hills, 2) AAE Seniors participate in Shark Tank Project through their Economics class wherein they create and present a business plan to a panel of school and community leaders, 3) AAE Ambassadors participate in a wide variety of civic events at the local, state and national levels, 4) High school students participated in several field trips focused on college and career readiness, including: Public Safety Community Event, National Association for College Admission Counseling, National College Fair, Pathways to Success College and Career Fair, Cal Poly Pomona Tour, CSU Fullerton Tour, weekly guest speakers including: College and Career Representatives. (Obj. 3.3).
- AAE implemented the Seal of Biliteracy last year. Five seniors earned this distinction at last year's graduation with many more students on track to complete the rigorous requirements in the coming years (Obj. 3.3).
- As a result of off-setting the fees for AP testing, students participation rose from 62 to 102 individual students with the total number of exams growing from 97 to 182. Although the total percentage of students receiving a score of 3 or better dropped from 55% to 47% overall, the number of students receiving a 3 or better rose from 34 to 48 (Obj. 3.1).
- Increase in the % of students completing A-G requirements upon graduation from 66% in 2018 to 78% in 2019 (Obj. 3.3).
- Counseling held workshops for preparing and submitting college applications, completing Federal Application for student Aid (FAFSA) (Obj. 3.3).
- SAT Prep classes offered on site (Obj. 3.3).
- Ongoing assistance with applying for grants, scholarships and awards for high school students.
- Increased A-G course and AP professional development for high school teachers (Obj. 3.3 and 4.2).
- Elementary (TK-5) students have weekly Coding class (Obj. 3.2).
- Middle School Technology Rotation (7th grade with Mr. Ulland) (Obj. 3.2).
- High School Computer Science and Computing with Robotics (Huffine) (Obj. 3.2).

NSLA:

- Continue to strength the academic program in middle school
- Continue to build integrated STEM offerings in all grades
- Continued Swun Professional Development for staff and parents (Obj. 4.2)
- Adopt and implement new NGSS curriculum in grades TK-5
- Continue GLAD Professional Development (Obj. 4.2)

Progress Toward Goals:

- Administration provided Middle School teams with more structured planning days.
- Increase in Instructional minutes for grades 6-8 beginning in 2019-2020
- Grade level teams will continue to attend NGSS trainings at AVCI (Obj. 2.3).
- NSLA Science Committee has written a science vision for NSLA (Obj. 2.3).

- NSLA Science Committee has presented at staff meeting and shared resources and ideas that can be implemented in the classroom (Obj. 2.3).
- NSLA admin, in collaboration with director of fiscal services, determined budget expenditures that will support with the ongoing SWUN professional development and coaching (Obj. 2.3 and 4.2).
- NSLA met with publishers to learn about different NGSS frameworks/curriculum that will be most effective in Dual Language Elementary Classrooms (Obj. 2.3).
- NSLA conference attendee will visit NGSS curriculum vendors/publishers to research curriculum (Obj. 2.3).
- As a result of this work, teachers are currently piloting Twig Science in elementary grades. This curriculum is fully-aligned with NGSS, is hands on and interactive. An adoption decision will be made later this school year (Obj. 3.2).
- NSLA admin, in collaboration with director of fiscal services, allocated resources that will continue to support with the ongoing GLAD professional development (Obj. 3.1 and 4.2).
- NSLA created its first GAVRT/Space Science elective last school year. Mr. Lara and his students traveled to Lewis Center Mission Control to participate in two events last year: Mars InSight Landing and NASA Talks regarding the Deep Space Network (Obj. 3.3).
- GAVRT Partners from Concepcion, Chile partnered with us to create a student exchange program that is focused on space science, language and culture. NSLA hosted two teachers and four students in May and are sending 8 students and 2 teachers to our sister school in Chile in October (Obj. 3.2).
- NSLA became heavily involved in Destination Imagination. We had two teams who both qualified for the state level competition which was held in Clovis, CA on April 6th. NSLA also had an opportunity to host a training and a regional event on our campus. This allowed many schools and local community members to learn more about our program (Obj. 3.3).
- The newly developed middle school electives include: Robotics, Makerspace, Junior Achievement, Destination Imagination, ASB, Health and Fitness, Space Science, Art and Music (Obj. 3.2 and 3.3).

Goal 4: Recruit, develop and retain a highly qualified staff.

The HR Department completed salary comparisons for administration, certificated and classified staff with local districts and charters. These comparisons will guide our budget decisions for the out-years. Compensation continues to be an obstacle to recruiting and retaining staff- especially within the certificated and administrative positions. In December, all regular salaried classified and certificated staff received a bonus. This one-time bonus was creditable to their retirement. An organization-wide 2.5% COLA was included in the 2019-2020 salary schedule. While these are steps in the right direction, the Board and Executive Staff are well-aware that significant priority remains in this area (Obj. 4.1).

The Principals are utilizing their one-time and Title II funds for to support continued professional development of staff. This has resulted in a dramatic increase to the professional development that AAE has been able to offer in many years. As categorical funding increases at AAE, professional development will continue to increase which will strengthen the academic program overall (Obj. 1.3 and 4.2).

Effective November 16, 2018, we increased the daily pay for internal bilingual certificated substitutes from \$135 per day to \$175 per day. This is a strong avenue for teacher recruitment at Norton as we often hire teachers from our substitute pool. At the current rate, we were not able to recruit highly qualified bilingual substitutes to fill our vacancies (Obj. 4.1).

The HR department attended three recruitment fairs in March to recruit staff for both campuses. The HR department has weekly meetings to review and set goals and objectives for continued recruitment efforts as well as researching modern alternative recruitment techniques that are still relevant for the areas surrounding each site. As a result of these continued efforts, vacancies for this school year were quickly filled with highly-qualified candidates (Obj. 4.1).

The HR department continues to follow up on all student and employee accidents/injuries to evaluate potential safety concerns and coordinate with facilities to clear any hazards. Additionally, the HR department is working with staff on a variety of waivers and credentialing areas to offer a wide variety of instruction while maintaining compliance (Obj. 4.1).

The schools continue to support for teachers enrolled in or mentoring in the beginning teacher induction program. The HR department scheduled a FRISK/Performance Evaluation training for new supervisors for March. Additionally, they are working with executive team and teachers in review of the post-hire new employee orientation process.

The LCER recently implemented a new Speech & Language Pathologist salary schedule to attract and retain employees in the hard to fill position. In addition, a new bilingual substitute position, pay, and standards have been created and implemented to better serve the bilingual classes (Obj. 4.3).

Both schools promoted high performing teachers into Vice Principal positions. Dr. Chronister at NSLA and Mrs. Ritchie at AAE have already become integral members of our administrative teams. We will continue to place a focus on growing from within and developing our site administration. Their leadership is critical to the continued success of our schools (Obj. 4.3).

NSLA Task Force

The task force committees for the NSLA Expansion have continued to meet. This task force is comprised of the Executive Team, NSLA Administrative Team and general Administration support staff. One sub-committee is focused solely on personnel. This committee is actively analyzing current staffing needs and setting benchmarks for each stage of growth at NSLA. The Executive Team also met with the Academic Leadership Team to discuss the administrative restructuring for next year and plans to support future needs. NSLA administrative team and HR worked together to clearly define the duties between the Principal, Vice Principal and Dean. The Personnel Task Force Committee is continuing to evaluate classified office positions and establish a plan and timeline for growth. These decisions will be considered in budget considerations for the out years (Obj. 4.3).

Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

The Executive Team meets weekly to guide the direction and management of the organization. The shared leadership approach that has been developed over the past three years has shown many positive results and impacted significant changes to the way we operate. The Executive Team meets at length several times a year to specifically focus on the objectives and strategies to meet each of our organizational goals. These are shared with staff at three All Staff Meetings scheduled throughout the school year. The Strategic Plan continues to be a guide map for our governance (Obj. 5.1).

With a common academic emphasis on science and technology, we sent a team of twelve to the California STEAM Conference in Long Beach on October 28-29th. This team was comprised of the Director of IT, Local Outreach Instructor, Coordinator of Assessment & Programs, 4 NSLA teachers, 4 AAE teachers, and CEO. There were many takeaways from this conference that will be presented at both schools. Some examples include: enhanced Space Science classroom projects and ideas for improving our STEAM offerings across grade levels. New partnership opportunities were cultivated with the California Department of Education's Expanded Learning Division and Quest for Space (which will allow NSLA students to complete projects on the International Space Station through a Title I grant opportunity). We will continue to participate in this annual conference (Obj. 5.2 and 5.3).

The Lewis Center partnered with NASA's Goldstone Outreach Visitor Center to host a Mars InSight Landing Public Event. This event provided an opportunity for us to bring our students from both schools together with our NASA/JPL partners to engage in real world science. In addition to learning more about Mars and the InSight Mission from JPL scientists, our students built rovers, created a scale model of the radio telescope, and created pocket solar systems. This was the first time that students from both schools collaborated on an academic project, and it is an example of the efforts being made to bring our schools

together through the common academic emphasis on science and technology. Our students were also joined by over 100 community members which continues to support our mission and vision of being a leader amongst the greater science community (Obj. 5.3).

The Lewis Center Management Team completed a study of the book, *Strengths Based Leadership: Great Leaders, Teams and Why People Follow* by Tom Rath and Barry Conchie. This book study was followed by Strengths-Based Leadership professional development with Sharon Page on February 20th. The goal of this training was to empower the leaders within our organization to maximize their talents and to equip our team to fully meet our mission, vision and goals. The training was well-received by all in attendance. Due to limited budgets in recent years, professional development has been lacking for all staff to include managers. Participating in high quality professional development such as this training, is critical to maintaining high levels of leadership at the Lewis Center (Obj. 4.2 and 5.3).

On March 11-14, a team of eight administrators representing LCER attended the annual California Charter School Conference in Sacramento. This is always an excellent opportunity for each participant to get the latest updates regarding special education, finance, facilities, human resources and other aspects of school operations. Additionally, this conference provides an opportunity for the larger LCER team to collaborate around our vision, mission, goals and objectives (Obj. 4.2 and 5.3).

Stacy Newman and Ryan Dorsey completed the Victor Valley Chamber of Commerce's Leadership Victor Valley program this year. Founded in 1995, Leadership Victor Valley is organized by the Victor Valley Chamber of Commerce to develop community-minded business and civic leaders. This interactive program provides a behind-the-scenes view of the issues that impact the region's economic prosperity and quality of life while developing and refining individual skills to better serve in leadership roles within their organization and in our community (Obj. 4.2 and 5.2). Lisa Lamb and Sharon Page also serve as Victor Valley Chamber Board Members. This collaboration has provided a way to connect the Lewis Center with many local business leaders and resulted in positive opportunities for our students (Obj. 5.2).

With the Foundation's support, the LCER added the position of Public Relations and Marketing Coordinator. We were fortunate to hire Matt Cabe who brings years of journalism experience and many local connections with him. Matt is now an integral part of the work of the Foundation and is working with the schools and programs to build stronger local awareness, partnerships and sponsorships (Obj. 5.3).

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 7/1/2019 Through 8/26/2019

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
7/1/2019	42930	SBCSS	21,034.74	NSAA PERS contributions for June
7/1/2019		SBCSS	49,639.04	LCER/AAE - PERS contributions for June
7/1/2019	42933	SBCSS	64,381.22	NSAA STRS contributions for June
7/1/2019		SBCSS	126,246.17	LCER/AAE - STRS contributions for June
7/9/2019	42939	Abila	12,067.00	Account # 13850 - MIP FA foe the 2019/2020 School Year
7/11/2019	25592	Lewis Center for Ed Researc	212,000.00	Transfer funds from DCB Checking to Union Checking
7/12/2019	42943	Liberty Utilities	10,501.98	Acct# 084800 - Elem Playfield
7/12/2019	42957	SISC	178,204.70	Health Coverage for July 2019
7/12/2019	42960	Xerox Financial Services	54,604.48	Contract # 020-0036039-001 - Buyout for the Xerox Contract
7/15/2019	411		352,526.16	Group: Payroll; Pay Date: 7/15/2019
7/30/2019	42999	JAMF Software	24,150.00	PO# 20-00005-IT-S EDU JAMF pro
7/30/2019	43001	Jostens	11,096.83	PO# 1819-1185-AAE - High School Yearbook for AAE
7/30/2019	43031	SBCSS	76,073.13	2018/2019 Charter School Oversight Fees
7/30/2019	43051	Wells Fargo Vendor Fin Ser	54,787.81	PO# 20-1003-IT-O
7/31/2019	413		345,769.88	Group: Payroll; Pay Date: 7/31/2019
8/1/2019	43058	SBCSS	20,667.14	NSAA/PERS 07312019 Contributions for July
8/1/2019		SBCSS	58,812.66	AV/PERS 07312019 Contributions for July
8/1/2019	43060	SBCSS	66,369.14	NSAA/STRS 073119 Contributions for July
8/1/2019		SBCSS	122,989.27	AV/STRS 073119 Contributions for July
8/6/2019	43068	CharterSAFE	26,010.00	Insurance premium pymt for July 2019
8/7/2019	43075	Kimley-Horn & Associates, Ir	19,839.96	NSLA CEQA Services for June 2019
8/7/2019		Kimley-Horn & Associates, Ir	49,782.62	NSLA CEQA Services through July 2019
8/7/2019		Kimley-Horn & Associates, Ir	50,250.91	NSLA Construction Project CEQA Services through 4/30/19
8/7/2019		Kimley-Horn & Associates, Ir	69,625.43	NSLA CEQA Services for May 2019
8/13/2019	43082	SISC	181,859.65	Health Coverage for August 2019
8/15/2019	416		364,409.44	Group: Payroll; Pay Date: 8/15/2019
8/15/2019	43094	SBCSS	13,322.36	Reimbursement for Sub Costs for NSLA 4/10-6/30/19 4th quarte
8/20/2019	43137	Illuminate Education, Inc	22,826.75	PO# 20-0011-IT-S Software License
8/20/2019	43163	Southern California Edison	14,865.66	Acct# 2-35-953-2850 - AAE
8/20/2019		Southern California Edison	<u>17,355.91</u>	Acct# 2-21-356-3786 - AAE
Report Total			<u>2,692,070.04</u>	

All Funds - Budget Comparison 2018/19 to 2019/20

2018-2019				
Total Budget \$ - Revised	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	23,394,181	1,949,515	21,444,666	91.67%
Expense				
Certificated Salaries	9,573,430	723,650	8,849,780	92.44%
Classified Salaries	3,162,047	225,882	2,936,165	92.86%
Benefits	4,694,848	329,674	4,365,174	92.98%
Books and Supplies	1,634,067	73,110	1,560,957	95.53%
Services & Other	2,335,445	30,051	2,305,394	98.71%
Capital Outlay	217,500	0	217,500	100.00%
Other Outgo	977,044	143,666	833,378	85.30%
Share of LCER	0	0	0	N/A
Total Expense	22,594,381	1,526,033	21,068,348	93.25%
Add (Subtract) to Reserves	799,800	423,482	376,318	
Total Revenue	23,394,181	1,949,515	21,444,666	8.33%
Total Expense	22,594,381	1,526,033	21,068,348	6.75%
Add (Subtract) to Reserves	799,800	423,482	376,318	

2019-2020				
Total Budget \$ - Original	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	24,219,500	2,018,292	22,201,208	91.67%
Expense				
Certificated Salaries	9,918,476	753,105	9,165,371	92.41%
Classified Salaries	3,463,235	251,641	3,211,594	92.73%
Benefits	4,860,713	365,584	4,495,129	92.48%
Books and Supplies	1,445,252	138,575	1,306,677	90.41%
Services & Other	2,277,763	57,284	2,220,479	97.49%
Capital Outlay	227,500	42	227,458	99.98%
Other Outgo	947,000	57,036	889,964	93.98%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	1,623,267	21,516,672	92.98%
Add (Subtract) to Reserves	1,079,561	395,025	684,536	
Total Revenue	24,219,500	2,018,292	22,201,208	8.33%
Total Expense	23,139,939	1,623,267	21,516,672	7.02%
Add (Subtract) to Reserves	1,079,561	395,025	684,536	

AAE - Budget Comparison 2017/18 to 2018/19

2018-2019				
Total Budget \$ - Revised	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	14,150,329	10,074,765	4,075,564	28.80%
Expense				
Certificated Salaries	5,704,026	441,575	5,262,451	92.26%
Classified Salaries	1,151,280	80,534	1,070,746	93.00%
Benefits	2,493,290	197,340	2,295,950	92.09%
Books and Supplies	829,630	27,816	801,814	96.65%
Services & Other	1,004,066	0	1,004,066	100.00%
Capital Outlay	137,500	0	137,500	100.00%
Other Outgo	977,044	143,666	833,378	85.30%
Share of LCER	1,605,370	123,731	1,481,639	92.29%
Total Expense	13,902,206	1,014,662	12,887,544	92.70%
Add (Subtract) to Reserves	248,123	9,060,103	(8,811,980)	
Total Revenue	14,150,329	10,074,765	4,075,564	71.20%
Total Expense	13,902,206	1,014,662	12,887,544	7.30%
Add (Subtract) to Reserves	248,123	9,060,103	-8,811,980	

2019-2020				
Total Budget \$ - Original	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	14,591,131	1,215,928	13,375,203	91.67%
Expense				
Certificated Salaries	5,916,706	454,735	5,461,971	92.31%
Classified Salaries	1,287,916	91,869	1,196,047	92.87%
Benefits	2,550,273	194,578	2,355,695	92.37%
Books and Supplies	752,885	74,937	677,948	90.05%
Services & Other	892,887	23,735	869,152	97.34%
Capital Outlay	177,500	0	177,500	100.00%
Other Outgo	947,000	57,036	889,964	93.98%
Share of LCER	1,741,438	129,109	1,612,329	92.59%
Total Expense	14,266,605	1,025,999	13,240,606	92.81%
Add (Subtract) to Reserves	324,527	189,929	134,598	
Total Revenue	14,591,131	1,215,928	13,375,203	8.33%
Total Expense	14,266,605	1,025,999	13,240,606	7.19%
Add (Subtract) to Reserves	324,527	189,929	134,598	

NSLA - Budget Comparison 2017/18 to 2018/19

2018-2019				
Total Budget \$ - Revised	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	9,138,352	761,529	8,376,823	91.67%
Expense				
Certificated Salaries	3,400,458	244,824	3,155,634	92.80%
Classified Salaries	875,892	53,246	822,646	93.92%
Benefits	1,497,928	54,697	1,443,231	96.35%
Books and Supplies	770,364	31,360	739,004	95.93%
Services & Other	933,201	3,513	929,688	99.62%
Capital Outlay	10,000	0	10,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	1,098,832	123,731	975,101	88.74%
Total Expense	8,586,675	511,371	8,075,304	94.04%
Add (Subtract) to Reserves	551,677	250,158	301,519	
Total Revenue	9,138,352	761,529	8,376,823	8.33%
Total Expense	8,586,675	511,371	8,075,304	5.96%
Add (Subtract) to Reserves	551,677	250,158	301,519	

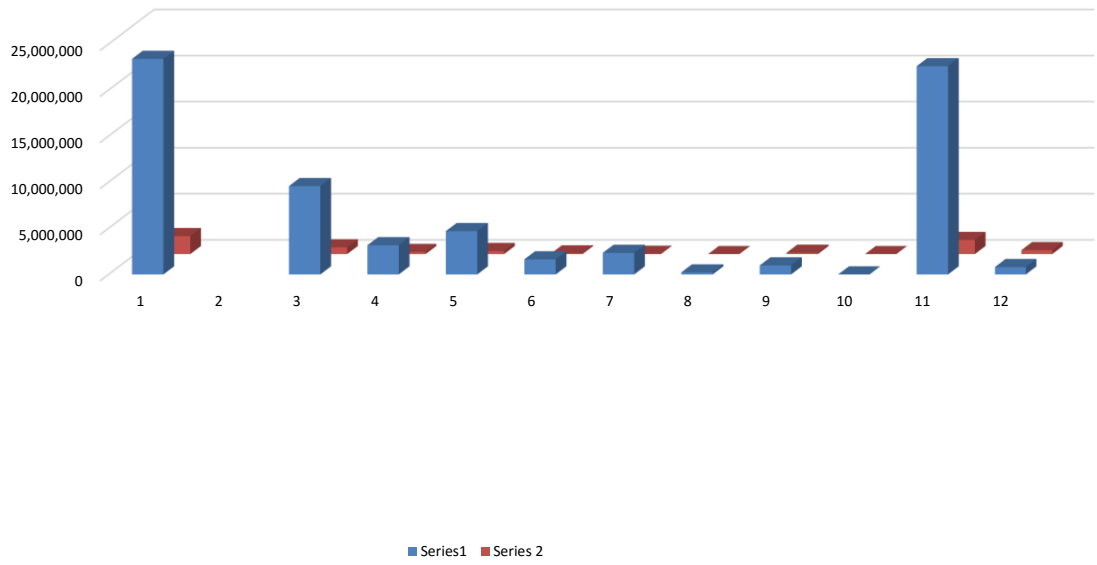
2019-2020				
Total Budget \$ - Original	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	9,497,369	791,447	8,705,922	91.67%
Expense				
Certificated Salaries	3,516,967	260,242	3,256,725	92.60%
Classified Salaries	924,674	60,052	864,622	93.51%
Benefits	1,520,878	109,682	1,411,196	92.79%
Books and Supplies	617,939	58,719	559,220	90.50%
Services & Other	983,686	22,706	960,980	97.69%
Capital Outlay	20,000	0	20,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	1,158,191	85,867	1,072,323	92.59%
Total Expense	8,742,335	597,268	8,145,066	93.17%
Add (Subtract) to Reserves	755,035	194,179	560,855	
Total Revenue	9,497,369	791,447	8,705,922	8.33%
Total Expense	8,742,335	597,268	8,145,066	6.83%
Add (Subtract) to Reserves	755,035	194,179	560,855	

LCER - Budget Comparison 2017/18 to 2018/19

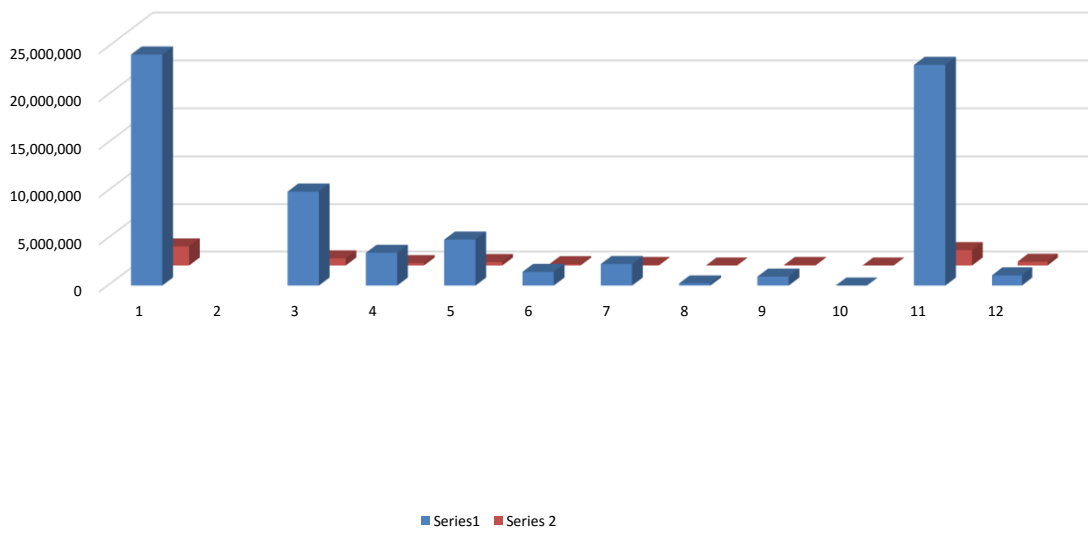
2018-2019				
Total Budget \$ - Revised	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	105,500	8,792	96,708	91.67%
Expense				
Certificated Salaries	468,946	37,251	431,695	92.06%
Classified Salaries	1,134,875	92,102	1,042,773	91.88%
Benefits	703,630	77,637	625,993	88.97%
Books and Supplies	34,073	13,934	20,139	59.11%
Services & Other	398,178	26,538	371,640	93.34%
Capital Outlay	70,000	0	70,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,704,202)	(247,462)	(2,456,740)	
Total Expense	105,500	0	105,500	100.00%
Add (Subtract) to Reserves	0	8,792	(8,792)	
Total Revenue	105,500	8,792	96,708	8.33%
Total Expense	105,500	0	105,500	0.00%
Add (Subtract) to Reserves	0	8,792	-8,792	

2019-2020				
Total Budget \$ - Original	Current Period		Remaining Budget	Percent Remaining
	Actual thru July	Annual Budgeted Revenue		
Revenue				
Revenue	131,000	17,556	113,444	86.60%
Expense				
Certificated Salaries	484,803	38,128	446,675	92.14%
Classified Salaries	1,250,645	99,720	1,150,925	92.03%
Benefits	789,562	61,324	728,238	92.23%
Books and Supplies	74,428	4,919	69,509	93.39%
Services & Other	401,190	10,843	390,347	97.30%
Capital Outlay	30,000	42	29,958	99.86%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(214,976)	(2,684,652)	92.59%
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	17,556	(17,556)	
Total Revenue	131,000	17,556	113,444	13.40%
Total Expense	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	17,556	-17,556	

2018-19



2019-20



**LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
July 1 - July 31, 2019**

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$1,612.32
Revenue		
2019 Annual Gala Tickets, Ads, Sponsorships and Donations	\$200.00	
2019 Victor Valley Regional Open Golf Tournament Sponsorships	\$3,985.20	
Online Donations - NSLA Capital Campaign	\$200.00	
Transfers from Savings to Correct Transfer Error	\$21,800.00	
Transfer from Savings - Scholarships	\$18,800.00	
Transfer from Savings - AAE and NSLA Athletic Donation	\$3,000.00	
Square Test Credit	\$0.01	
<i>Total</i>	\$47,985.21	
Expenditures		
Misc Fees	\$132.00	
Square Test	\$0.01	
UC San Diego - Colby Hillers - Edison and Bud Biggs Scholarship	\$5,650.00	
UC Los Angeles - Sara Richmond - San Manuel and Bud Biggs Scholarship	\$1,650.00	
UC Los Angeles - Mirayna McKinney - San Manuel and AAE Staff Scholarship	\$1,350.00	
UC Los Angeles - Jiweon Kim - San Manuel Scholarship	\$1,000.00	
Silver Lake Collge of Holy Family - Elijah Guerrero - San Manuel Scholarship	\$1,000.00	
CSU San Bernardino - Michaela Patrorsky - SLT Scholarship	\$250.00	
Boise State University - Brittney Souter - Peacock and SLT Scholarship	\$1,000.00	
CSU Sacramento - Madison Lamb - AAE PTC Scholarship	\$500.00	
Grand Canyon University - Sreynich In - Kobold Scholarship	\$150.00	
UC Riverside - Iknor Sandhu - Schools First Scholarship	\$500.00	
Embry Riddle - Autumn Lovingood - Davis and Mangold Scholarship	\$1,000.00	
CSU San Bernardino - Edwin Uglum - SLT Scholarship	\$250.00	
CSU Northridge - Nick Burgnon - SLT and Casillas Scholarship	\$1,000.00	
Jaden Sipe - Educational Activity Grant	\$500.00	
LCER - Educational Activity Grant for Chile Exchange	\$3,000.00	
LCER - New York Life Donation to AAE and NSLA Athletics	\$3,000.00	
AAE - Perfect Attendance Donation	\$2,482.10	
Visa - LCER Board Meeting Refreshments	\$6.93	
<i>Total</i>	\$24,421.04	
Ending Balance	<i>Total</i>	\$25,176.49

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$88,097.44
Restricted Funds- NSLA Capital Campaign		\$23,507.10
Restricted Funds - Davis Endowment		\$12,020.17
Restricted Funds - HiDAS Endowment		\$64,527.88
Restricted Funds - Scholarships		\$50,051.79
Unrestricted Funds		\$116,721.11
		\$354,925.50
Revenue		
AAE Staff Scholarship	\$35.00	
Interest	\$29.16	
<i>Total</i>	\$64.16	
Expenditures		
Transfer from Savings to Checking to Correct Error	\$21,800.00	
Transfer to Checking - Scholarships	\$18,800.00	
Transfer to Checking - Donation to AAE and NSLA Athletics	\$3,000.00	
<i>Total</i>	\$43,600.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$88,107.94
Restricted Funds - NSLA Capital Campaign		\$23,509.44
Restricted Funds - Davis Endowment		\$12,021.34
Restricted Funds - HiDAS Endowment		\$64,534.87
Restricted Funds - Scholarships		\$31,290.29
Unrestricted Funds		\$91,925.78
	<i>Total</i>	\$311,389.66
Total Checking and Savings		\$336,566.15

**LCER Board Meetings
Attendance Log 2019**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR

Duberly Beck	Present	Present	Present	Present	Present	Present					100%
Jim Morris	Present	Present	Present	Present	Present	Present					100%
Sharon Page	Present	Present	Present	Present	Present	Present					100%
Jessica Rodriguez			Present	Present	Present	Present					100%
Rick Wolf	Present	Present	Present	Present	Present	Present					100%
Pat Caldwell	Present	Present	Absent	Present	Present	Absent					67%
Omari Onyango	Present	Absent	Present	Present	Present	Absent					67%
David Rib	Absent	Present	Present	Present	Present	Absent					67%
Marcia Vargas	Present	Present	Present	Absent	Absent	Present					67%

	Jan. 24 Special	Feb. 25 Special	June 6 Special	June 18 Special	August 9 Special		TOTAL SPECIAL
Duberly Beck	Present	Present	Present	Present	Present		100%
Sharon Page	Present	Present	Present	Present	Present		100%
Jessica Rodriguez			Present	Present	Present		100%
Pat Caldwell	Absent	Present	Present	Present	Present		80%
Marcia Vargas	Present	Present	Absent	Absent	Present		60%
Rick Wolf	Present	Present	Absent	Absent	Present		60%
Omari Onyango	Absent	Present	Present	Absent	Absent		40%
David Rib	Present	Absent	Absent	Present	Absent		40%
Jim Morris	Absent	Absent	Present	Absent	Present		40%

**LCER Board Give and Get
Current Fiscal Year 2019 /2020**

Member	Give	Get	In-kind	Total
Duberly Beck				\$ -
Pat Caldwell		\$ 1,000		\$ 1,000
James Morris				\$ -
Omari Onyango	\$ 200			\$ 200
Sharon Page				\$ -
Kevin Porter				\$ -
Jessica Rodriguez				\$ -
David Rib		\$ 1,500		\$ 1,500
Marcia Vargas	\$ 103			\$ 103
Rick Wolf				\$ -
Total	\$ 303	\$ 2,500	\$ -	\$ 2,803