High Desert "Partnership in Academic Excellence" Foundation, Inc.

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

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

Meeting at San Bernardino County Superintendent of Schools 601 North E Street, San Bernardino, CA 92415

March 10, 2014 - Public Meeting - 8:00 a.m.

1.0	CALL TO ORDER:	Chairman Bud Biggs
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2.0 ROLL CALL:

.01 Foundation Board: Chairman Bud Biggs

.02 AAE School Board Committee: Chairman Kevin Porter.03 NSAA School Board Committee: Chairman Scott Johnson

3.0 <u>PUBLIC COMMENTS</u>: Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary.
NOTE: Public comments pertaining to items appearing on the agenda will be taken as the item is considered.

4.0 BOARD WORKSHOP ON NSAA K-8 – 30 MINUTES

5.0 SPECIAL PRESENTATIONS/ ANNOUNCEMENTS:

.01Common Core – Gordon Soholt, Lupita Girard, Lisa Lamb

6.0 CORRESPONDENCE:

.01 Nigro & Nigro

7.0 DISCUSSION ITEMS:

.01 Teacher Retention - Gordon Soholt

8.0 INFORMATION:

- .01 Staff Reports Included in Packet
- .02 Foundation Board Attendance Log Included in Packet
- .03 President/CEO Report Rick Piercy
- .04 AAE Principal's Report Lisa Lamb
- .05 NSAA Principal's Report Guadalupe Girard

9.0 STAFF COMMENTS:

10.0 BOARD MEMBER COMMENTS:

11.0 **STANDING BOARD COMMITTEE REPORTS**:

- .01 (a) Budget/Audit Committee Russell Stringham
 - (b) Fundraising Committee Donna Siegel
 - (c) Personnel Committee Stacy Newman

12.0 FOUNDATION BOARD CONSENT AGENDA:

- .01 Approve Minutes of December 9, 2013 Regular Meeting
- .02 Approve July 1, 2013 through February 28, 2014 Financial Reports
- .03 Approve Foundation Financial Reports for November 2013, December 2013 and January 2014
- .04 Approve Resolution No. 2014-01: Voluntary Retirement Program
- .05 Approve June 30, 2013 Audit Report

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13.0 FOUNDATION BOARD ACTION ITEMS:

- .01 Recommendation for Modification of the NSAA Charter
- .02 Approve Lewis Center for Educational Research Transition Plan

14.0 AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:

- .01 Approve Minutes of February 13, 2014 Regular Meeting
- .02 Approve AAE Comparatives February 2014
- .03 Approve AAE 2nd Interim Financial Report
- .04 Approve AAE Calendar for 2014-2015 and 2015-2016 School Years

15.0 AAE SCHOOL BOARD COMMITTEE ACTION ITEM:

.01 Approve Addition of Integrated Math I to AAE Graduation Requirements for 2014-2015 School Year

16.0 NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:

- .01 Approve Minutes of February 19, 2014 Regular Meeting
- .02 Approve NSAA Finance Report February 2014
- .03 Approve NSAA 2nd Interim Financial Report
- .04 Approve NSAA Calendar for 2014-2015 School Year

17.0 NSAA SCHOOL BOARD COMMITTEE ACTION ITEM:

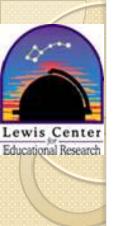
.01 Approve NSAA LEA Plan Addendum

18.0 CLOSED SESSION:

- .01 Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case 031014-1
- .02 Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case 031014-2
- .03 Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case 031014-3
- .04 Pupil Personnel Administrative Hearing Panel Recommendation on NSAA Expulsion Case 021914-1
- .05 Public Employment: President/CEO
- **19.0 ADJOURNMENT:** Chairman Biggs

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

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 16020 Apple Valley Rd., Suite B-1, Apple Valley, CA.



NSAA K-8 Foundation Board Workshop



Creating Global Citizens

Proposal to Foundation Board

- Reconfigure NSAA to a K-8 school
- Change MOU language to "4th 8th grade up to 50% Spanish/English instruction."
- Change the language in the Charter to make Mandarin an exposure program rather than a FLES (Foreign Language in the Elementary Schools) program

Reconfigure as K-8

- Enrollment at the upper grades
- Credentialing requirements single subject required
- Limited course selections for high school students
- Need for support staff (academic counselor, security, dean, etc.)
- Facilities
- Sustainability
- Athletics



Change MOU Language

- NSAA has experienced significant difficulty in attracting and retaining highly qualified, single-subject BCLAD (bi-lingual authorization) teachers
- This will provide the school staff with the flexibility to hire the most qualified teacher
- Changing the MOU will bring current practice in line with the MOU

Make Mandarin an Exposure Language

- In the original Charter, Mandarin is a FLES program at the high school level
- Currently, Mandarin is taught at an exposure level during rotations
- While NSAA will continue Mandarin instruction as an exposure language, the resources to hire a highly qualified, singlesubject BCLAD Mandarin teacher aren't available
- This will bring the Charter in line with current practice at NSAA

Why K-8 Works

- Allow the school to concentrate and focus resources at the K-8 level to improve existing programs
- Expand the I:I laptop program
- Focused professional development in language development
- Smaller school environment
- Provides stability and consistency

Projected Costs for High School Program (First year)

- See handout in Board packet for full detail
- Revenue estimates @ 30 9th grade students
 - \$246,183
- Expenses
 - Teaching staff = \$420,000
 - Support staff = \$102,000
 - Facilities = \$205,200 (does not include any improvements that may be required by the city)
 - Textbooks = \$12,000
 - Athletics = \$25,000
 - Infrastructure/utilities = \$25,000
- Shortfall = \$638,017



Projected Costs for High School Program (3-year projection)

- See handout in Board packet for full detail
- Revenue estimates @ 150 students
 - \$1,230,915
- Expenses
 - Teaching staff = \$980,000
 - Support staff = \$357,395
 - Facilities = \$410,400 (does not include any improvements that may be required by the city)
 - Textbooks = \$60,000
 - Athletics = \$85,600
- Shortfall = \$768,080



Option

- Virtual 9-12 High School Program
 - Revenue
 - \$246,183
 - Expenses
 - Teaching staff = \$70,000
 - Support staff = \$102,000
 - Facilities = \$34,200
 - Online curriculum = \$5,100
 - Balance = \$34,883



Options

- Keep the Charter K-12, but ask to freeze at 8th grade until LCER determines that we have the resources to expand into a high school
- Explore the possibility of a different charter for a 9-12 high school that would not include dual-immersion as a focus
- Provide the opportunity for NSAA students to transfer to AAE for high school

Areas to Consider

- Facilities
 - Is the current site large enough to house a K-12 school?
 - Portables v permanent buildings
 - Athletic facilities
 - Are there other sites to which we can relocate? K-12? K-6/7-12? 9-12?
 - City requirements as yet unknown (fire hydrant, sewer, fencing, traffic signal)

Areas to Consider

- Which option(s) will allow us to grow NSAA into the best charter school in the state?
- Financial sustainability
- School mission
- LCER capacity



Staff Recommendations

- Amend the Charter and MOU with the County to stop growth at 8th grade
- Change the language in the MOU to "up to 50% Spanish in 4th – 8th grades"
- Change the language in the Charter to make Mandarin an exposure program rather than a FLES program

Comments and Discussion

- Public comments (Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary)
- Board discussion



<u>Proposal to the Board to Modify the Memorandum of Understand and Charter</u> <u>of the Norton Space and Aeronautics Academy</u>

Rationale: As originally designed, NSAA opened as a K-2nd grade school with the goal of growing a grade a year until the school reaches 12th grade. In the 2013-2014 academic year, NSAA added a Middle School program and currently has students from K – 7th grade. In the six years since the school opened, a number of concerns have arisen that has caused staff to review the original design. As a result, staff is recommending three changes to both the Memorandum of Understanding (MOU) and NSAA Charter to ensure that the school continues to provide a quality education to the students and families who entrust us with their children.

- 1. Reconfigure NSAA as a K-8 school rather than a K-12 school.
- 2. Change the language in the MOU to "4th 8th grade up to 50% Spanish/English instruction."
- 3. Change the language in the Charter to make Mandarin an exposure program rather than a FLES program.

Reconfigure as K-8:

As originally conceived and designed, the intent of the NSAA was to grow a grade a year until it reached 12th grade. In the intervening six years, a number of concerns and issues have arisen that has caused staff to review this goal in light of providing the most appropriate educational experience to the students currently enrolled.

- 1. Enrollment current enrollment in 7th grade is 29 students, 6th grade has 30 students and 5th grade has 90 students. Based on trends over the last five years, we anticipate losing students at each grade level, typically due to family relocation. As a Dual Immersion Language School, it is extremely difficult to replace or add new students at and beyond the second grade level.
- 2. Single-subject credential requirements NSAA is required to hire highly qualified, single-subject content area teachers to meet Federal, state and charter regulations. This means that we need to hire five teachers for 30 students. From a purely fiscal rationale, NSAA will need to spend almost twice the projected revenue on staff as it receives from students.
- 3. Limited course selection for students due to the inability to hire a multitude of teachers, students will all take the same courses, in the same order. It would be fiscally impossible to hire multiple teachers in the Visual/Performing Arts and other electives so as to provide choice for students.
- 4. Need for an academic counselor in order to run a quality high school program that leads to appropriate college admission after students matriculate, it will be necessary to have an academic counselor. College admission is much more

competitive than in the past and it is vital that students have a well-developed four or five-year plan that ensures they are taking the courses needed to be accepted into a college of their choice. There are a number of other things that need to happen to including yearly creation/review and submission of a-g courses, Honors, Advanced Placement, Master Schedule and clubs that fall under the purview of an academic counselor.

5. Facilities – as we have found in our recent Middle School expansion, the city of San Bernardino continues to put conditions on the school that require significant expenditures. Future expansions beyond 8th grade would most likely require a stoplight at Foisey and Mill St, as well increased parking and the possibility of installing a permanent median on Mill St in front of the school. This could add an additional \$500,000 to the cost adding portables listed below.

Right now, the school cafeteria is at maximum usage, so an additional cafeteria (serving space - indoor)/eating spacewith appropriate sheltering from the weather would be required.

New portables, as well as open space for PE classes and sports, would need to be managed. The expansion to 8th grade will require us to move the fence out to Foisey in order to provide adequate student space. This limits future expansions to the northern section of the park that includes the pool. The pool is still owned and managed by SB City Park & Rec. It is unknown if they would "deed" this area over to NSAA.

- 6. Future sustainability based on current student enrollment numbers, by the 11th grade, NSAA would only have 150 (an optimistic estimate) high school students. Calculations for the 9th grade year and three-year projection can be found below. In brief, the 9th grade year shows a loss of approximately \$638,000 and the three-year projections shows a loss of \$768,000.
- 7. Athletics we have heard from a number of families that they would like their children to be able to participate in a full high school program. This includes athletics. In the first year of high school operation, the PE teacher (with training and a stipend) could function as the Athletic Director, but in following years that will need to become another staff position. In the first few years, NSAA would not be seeded in a league until their level of competition had been determined. This requires an individual to contact schools to try to find open spots on their schedules so that each athletic team can play the required number of games to qualify for a potential playoff spot. Off-site facilities would need to be acquired for 5 days a week of practice for each sport, as well as for home games. In the first year it seems improbably that the school would be able to field more than one team, due to cost. Costs of a full CIF-sanctioned athletics programs are delineated below.
- 8. Why K-8 works staff has looked at a variety of ways to continuously improve the quality of the program at NSAA. As we are, the API has varied greatly

from year to year and has been an issue of concern for the school, staff, families, the LCER and our chartering agency, the San Bernardino County Superintendent of Schools staff. More than the reasons enumerated above that raise issues and concerns about implementing a 9-12 program, staff see a number of benefits in stopping at 8th grade.

- a. Concentration/focus of resources a K-8 program would allow staff and the school to focus on the dual immersion component, our main mission. It allows for us to devote resources to improving existing programs rather than spend money on new areas.
- b. Expansion of the 1:1 laptop program the 1:1 laptop program at NSAA is still in its infancy and is growing by leaps and bounds. Not having to expand beyond the 8th grade will allow staff to create an even more valuable program and provide the support needed for it to be successful.
- c. Professional development a K-8 program will allow staff to have focused professional development that improves student achievement, instruction in classroom, dual immersion and English Language Learners rather than split professional development resources for new/additional programs.
- d. Small school environment research has continuously demonstrated that a small school environment is more effective than larger comprehensive schools where individual relationships between students and staff occur much less frequently. Additionally, it is easier to maintain a safe campus when there are fewer people there. Keeping track of students and visitors is much easier.

NSAA High School Costs

All figures below are estimates based on current numbers and are projected anywhere from 1.5 to 4.5 years out. Revenue and expenses can, and probably will change during that time.

Full-time 9th Grade program costs:

Revenue estimates: \$8,419 (Grade 9-12 base)

\$\frac{\$ 219}{\text{Career/Technical Ed add-on for grades 9-12}}\$
\$8,638 per student (based on 100% attendance)

Thirty 9th grade students: \$8638

x 30 students

\$259.140

x 95% (average attendance)

\$246,183

Expenses estimates:

Teaching staff \$50,000 per certificated teacher (salary) +

\$10,000 per certificated teacher (benefits) +

\$10,000 per certificated teacher (employer costs)

\$70,000

x6 teachers (4 core subject teachers, 1 PE teacher,

\$420,000 1 elective teacher)

Support staff Academic Counselor(\$65,000 base + \$10,000 benefits +

\$15,000 employer costs)

Security staff (CDO @ 1 additional part-time hours or

person)

Cafeteria staff (1 additional part-time hours)

Facilities staff (1 additional part-time person @ 5.5

hr./day)

Estimated additional staffing costs = \$102,000

Facilities 6 portable installations @ \$30,000 per + \$350 per

month lease per building

\$180,000 for installation

\$ +25,200 leases

\$205,200

Textbooks \$400 per student

x 30 students

\$12,000

Athletics Stipend for AD, facility costs, transportation = \$25,000

Miscellaneous expenses

Utilities Janitorial Telephone Internet

Office supplies Classroom supplies LCER back office support

Estimated costs based on current year expenses = \$25,000

Estimated Revenue Total: \$246,183 Estimated Expenses Total: \$859,200

Shortfall: \$638,017

3-year projection:

Revenue estimates: \$8,638 per ADA

x 150 students

\$1,295,700

x 95% (projected attendance)

\$1,230,915

Expenses estimates:

Teaching staff \$70,000 per certificated teachers

<u>x</u> 14 teachers (minimum, all students in each grade level taking the same courses, includes

one Special Education teacher)

\$980,000

Support Staff Academic Counselor (\$65,000 base + \$10,000 benefits +

\$15,000 employer costs)

Vice Principal (\$77,573 + \$10,000 benefits + \$15,500

employer costs)

Special Education Instructional aide @ 7 hrs (\$20, 551 +

\$4,110 employer costs)

Special Education Transition Coordinator @ 7 hrs

(\$20,551 + \$4,110 employer costs) Security staff (3 additional CDOs)

Cafeteria staff (3 additional part-time hours)
Facilities staff (2 additional part-time person @ 5.5

hr./day)

Estimated additional staffing costs = \$357,395

Facilities 12 portable installations @ \$30,000 per + \$350 per

month lease per building

\$360,000 for installation

\$ +50,400 leases

\$410,400

Textbooks \$400 per student

x150 students

\$60,000

Athletics Athletic Director (\$54,000 + \$10,000 benefits + \$10,800

employer costs)

Facilities (off-site) and transportation = \$25,000

\$85,600

Miscellaneous expenses

Utilities Janitorial Telephone Internet

Office supplies
Classroom supplies

LCER back office support

Estimated costs based on current year expenses = **\$85,000**

Estimated revenue: **\$1,230,915**

Estimated expenses: \$1,978,995

Shortfall: \$ **768,080**

Recommendation: Staff recommends that NSAA amend the charter and

MOU to stop at 8th grade for the reasons innumerated

above.

Virtual 9-12 high school program

Staff was asked at the last Board meeting to investigate an online (virtual) high school program. A review of the financial aspects are below:

Revenue estimates: \$246,183(see above)

Expenses estimates:

Teaching staff 1 teacher @ \$70,000 (see above)

Support staff Academic Counselor = \$95,000

Security staff (additional part-time hours)
Cafeteria staff (additional part-time hours)

\$102,000

Facilities 1 portable installation @ \$30,000 + \$350 lease per

month

\$34,200

Online cost \$170 per student

x 30 students

\$5,100

Estimated Revenue Total: \$246,183 Estimated Expense Total: \$211,300

Balance: \$ **34,883**

<u>Items to consider:</u>

1. It is the view of staff that an online school does not have the same quality of instruction or relationships as a full-time seat program. While computer based courses work for some students, it is not a viable option for many or all students who may have IEPs, require extra tutoring, lack the motivation to work on a computer for 6.5 hours a day, need differentiated/scaffolded instruction or intensive instruction in English.

- 2. Virtual/online high school science courses are not accepted by CSUs or UCs, as they are not considered a lab science class.
- 3. Operating a virtual/online high school would require a Charter modification approved by the County Board.
- 4. This option does not include CIF athletics. CIF athletics would add about \$25,000 to each estimate (including a part-time Athletic Director, coaches, use of off-site facilities, awards, leaguingand travel).

Recommendation: staff does not recommend pursuing a virtual online high school. It meets the financial needs of the organization, but still maintains a very slim margin of under \$35,000. In addition, it does not fit the culture or climate at NSAA and staff worries that attendance in such a program would significantly impact attendance. The loss of 2 – 3 students would eliminate any savings and cause the program to run at a deficit.

Change the language in the MOU to "up to 50% Spanish in 4th - 8th grades":

Rationale: this last year, the NSAA experienced significant difficulty in attracting and retaining highly qualified, single-subject teachers who also possess their BCLAD,

authorizing them to instruct in a second language, in this case Spanish. With an upswing in the state's education budget, we anticipate that this will only become more difficult as teachers with these unique skill sets will seek employment in more traditional settings with a higher salary structure.

Recommendation: approve the change to the MOU to reflect the language above

Change the language in the Charter to make Mandarin an exposure program rather than a FLES program.

Rationale:as originally conceived, Mandarin was to be a FLES program at the high school level, allowing students to be tri-literate upon matriculation. A connection with the Confucius Institute at UCLA allowed the school to begin introducing Mandarin in elementary school. During the first year of our relationship, the Confucius Institute provided financial and personnel resources that allowed NSAA to provide an exposure to Mandarin and Chinese culture at the elementary level. After the first year, the Confucius Institute encountered systemic issues that precluded our previous partnership from continuing. Since that time, NSAA has hired Mandarin teachers using General Fund monies to continue the exposure program.

At this point, NSAA plans on continuing Mandarin instruction as an exposure program during rotations, but doesn't have the resources to hire a highly qualified Mandarin BCLAD teacher to teach a FLES program. The change to the charter would bring current practice in line with the charter.

Recommendation: staff recommends that the Board approve that they approach the County to make the change to the charter noted above.

Myths v. Facts About the Common Core Standards

Myths About Content and Quality: General

Myth: Adopting common standards will bring all states' standards down to the lowest common denominator, which means states with high standards, such as Massachusetts, will be taking a step backwards if they adopt the *Standards*.

Fact: The *Standards* are designed to build upon the <u>most advanced</u> current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The *Standards* were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college and career ready standards because even in high-performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work.

Myth: The Standards are not internationally benchmarked.

Fact: International benchmarking played a significant role in both sets of standards. In fact, the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data consulted in the benchmarking process is included in this appendix. More evidence from international sources will be presented together with the final draft.

Myth: The Standards only include skills and do not address the importance of content knowledge.

Fact: The *Standards* recognize that both content and skills are important.

In English-language arts, the *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the *Standards* require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

In Mathematics, the *Standards* lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The *Standards* set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Myths About Content and Quality: English-language arts

Myth: The *Standards* suggest teaching "Grapes of Wrath" to second graders.

Fact: The ELA *Standards* suggest "Grapes of Wrath" as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.

Myth: The *Standards* are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.

Fact: The *Standards* do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the *Standards*. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use – while providing an excellent reference point when selecting their texts.

Myth: English teachers will be asked to teach science and social studies reading materials.

Fact: With the Common Core ELA *Standards*, English teachers will still teach their students literature as well as literary non-fiction. However, because college and career readiness overwhelming focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

Myth: The Standards don't have enough emphasis on fiction/literature

Fact: The *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the *Standards* require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Myths About Content and Quality: Math

Myth: The *Standards* do not prepare or require students to learn Algebra in the 8th grade, as many states' current standards do.

Fact: The *Standards* do accommodate and prepare students for Algebra 1 in 8th grade, by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take Algebra 1 in 8th grade. At the same time, grade 8 standards are also included; these include rigorous algebra and will transition students effectively into a full Algebra 1 course.

Myth: Key math topics are missing or appear in the wrong grade.

Fact: The mathematical progressions presented in the common core are coherent and based on evidence.

Part of the problem with having 50 different sets of state standards is that today, different states cover different topics at different grade levels. Coming to consensus guarantees that from the viewpoint of any given state, topics will move up or down in the grade level sequence. This is unavoidable. What is important to keep in mind is that the progression in the Common Core State Standards is mathematically coherent and leads to college and career readiness at an internationally competitive level.

Myths About Process

Myth: No teachers were involved in writing the Standards.

Fact: The common core state standards drafting process relied on teachers and standards experts from across the country. In addition, there were many state experts that came together to create the most thoughtful and transparent process of standard setting. This was only made possible by many states working together. For more information, please visit: www.corestandards.org

Myth: The Standards are not research or evidence based.

Fact: The *Standards* have made careful use of a large and growing body of evidence. The evidence base includes scholarly research; surveys on what skills are required of students entering college and workforce training programs; assessment data identifying college- and career-ready performance; and comparisons to standards from high-performing states and nations.

In English language arts, the *Standards* build on the firm foundation of the NAEP frameworks in Reading and Writing, which draw on extensive scholarly research and evidence.

In Mathematics, the *Standards* draw on conclusions from TIMSS and other studies of high-performing countries that the traditional US mathematics curriculum must become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is "a mile wide and an inch deep."

Myths About Implementation

Myth: The Standards tell teachers what to teach.

Fact: The best understanding of what works in the classroom comes from the teachers who are in them. That's why these standards will establish *what* students need to learn, but they will not dictate *how* teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards.

Myth: The *Standards* will be implemented through NCLB – signifying the federal government will be leading them.

Fact: The Common Core State Standards Initiative is a state-led effort that is not part of No Child Left Behind and adoption of the *Standards* is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprint were released because this work is being driven by the needs of the states, not the federal government.

Myth: These *Standards* amount to a national curriculum for our schools.

Fact: The *Standards* are <u>not</u> a curriculum. They <u>are</u> a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide *how* the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

February 11, 2014

To the Board of Directors

High Desert Partnership in Academic Excellence Foundation, Inc.

We are engaged to audit the financial statements of High Desert Partnership in Academic Excellence Foundation, Inc. for the year ended June 30, 2014. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibilities under U.S. Generally Accepted Auditing Standards and OMB Circular A-133

As stated in our engagement letter dated July 19, 2013, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider High Desert Partnership in Academic Excellence Foundation, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. We will also consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

As part of obtaining reasonable assurance about whether High Desert Partnership in Academic Excellence Foundation, Inc.'s financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with OMB Circular A-133, we will examine, on a test basis, evidence about High Desert Partnership in Academic Excellence Foundation, Inc.'s compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on High Desert Partnership in Academic Excellence Foundation, Inc.'s compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on High Desert Partnership in Academic Excellence Foundation, Inc.'s compliance with those requirements.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the Organization. We will communicate our significant findings at the conclusion of the audit.

We expect to begin our audit on approximately February 10, 2014 and issue our report no later than December 15, 2014.

This information is intended solely for the use of the Board of Directors and management of High Desert Partnership in Academic Excellence Foundation, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Nigro & Nigro, PC

Nigro & Nigro, oc

AAE

Year	LCER Released	Employee Resigned	LCER Released:	Resigned:
2013-2014	2	4	Chris Jackson, Sean Duarte	Jessica Bernstein, Chris Greene, Heather Hagerman, Teevri Soun
				Dana Klopping, Korey Cuillier, Becky Smith, Derek Castellanos, Michael
2012-2013	1	9	David Luther	Coppers, Kim Coppers, Patricia Holman, Patrick McClain, Marcia Rensink
				Chip Kling, Mike Rader, Bridget Pieper, Ben Nakamura, Matt Markle,
2011-2012	1	7	Rich Vargas	David Schnurstein, Erik Crull
2010-2011	1	2	Mary Gaeraths	Jessica Miller, McKenzie Tarango
Totals	5	22		

NSAA

Year	LCER Released	Employee Resigned	LCER Released:	Resigned:
2013-2014	2	2	John Beresford, Cory Rogers	Silvia Yanez, Wendy Mendoza
				Colleen Conant, Gustavo Macuil, Anna Vasquez-Banerjee (second time),
2012-2013	1	4	Jaime Anaya	Jan Gustafson-Corea
2011-2012	0	2	-	Cecilia Vu, Anna Vasquez-Banerjee
2010-2011	1	5	-	Gaby Canedo

Totals 4 13

Teaching in Charter Schools



By Michelle Exstrom

July 2012

trict of Columbia now have adopted legislation that allows charter school creation and oversight. While authorization, funding and facilities are significant to charter school success, so, too, is staffing; effective teaching is the key to successful student achievement. State legislators who hope to boost student success by providing more school choice through creation of charter schools also will want to consider whether state charter school policies ensure effective teaching in those schools.

The Current State of Teaching in Charter Schools

Demographics. Charter schools tend to attract a different kind of teacher. According to the latest data on teacher characteristics from the National Center for Education Statistics,¹ charter school teachers are more diverse; there are almost twice as many black and Hispanic teachers in these schools. They also are less experienced. Thirty percent were in their first three years of teaching, and 75 percent had taught for less than 10 years.² In traditional public schools, only 15 percent of teachers are in their first three years of teaching, and 43 percent have less than 10 years of experience.³ Some data indicate charter school teachers are more likely to have graduated from a competitive or selective college, as defined by Barron's Profiles of American Colleges.⁴

Licensure. Requirements for licensure or certification are quite different for charter school teachers. Teachers in traditional public schools must be licensed or certified to teach through traditional or alternative programs recognized by the state or district. This varies by state for charter schools, however. According to the National Center for Education Statistics,⁵ only 23 states require that all charter school teachers be licensed through traditional or alternative means. Fourteen states require only a certain percentage of charter teachers in each school to be licensed, varying between 30 percent and 90 percent. Four states and the District of Columbia have no requirement for licensure or leave this determination to the approving entity for each charter school.

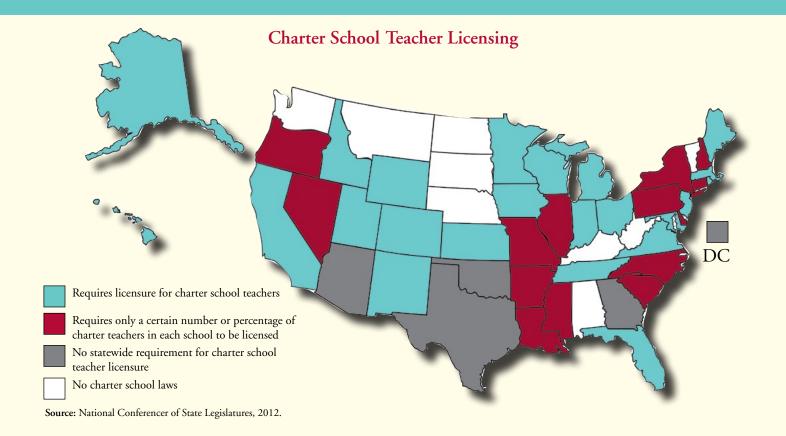
Charter Schools in the States

Charter schools are publicly funded, privately managed and semi-autonomous schools of choice. They do not charge tuition. They must hold to the same academic accountability measures as traditional schools. They receive public funding similarly to traditional schools. However, they have more freedom over their budgets, staffing, curricula and other operations. In exchange for this freedom, they must deliver academic results and there must be enough community demand for them to remain open.

The number of charter schools has continued to grow since the first charter law was passed in Minnesota in 1991. Some have delivered great academic results, but others have closed because they did not deliver on promised results.

Because state laws enable and govern charter schools, state legislatures are important to ensuring their quality.

This series provides information about charter schools and state policy topics, including finance, authorization, limits to expansion, teaching, facilities and student achievement.



Turnover. Charter schools are more challenged by turnover than traditional public schools. High teacher attrition is detrimental in any school setting. It can result in instability within a school and high costs to the district and state. Recent research by the National Center on School Choice found that the rate at which teachers leave the profession and move between schools is significantly higher in charter schools than in traditional public schools, likely due to the differences in teacher characteristics.⁶ The National Center points out that charter schools tend to hire teachers who are at greater risk of leaving the profession and switching schools because they are younger, less likely to have an education degree or state licensure, and more often work part-time. Dissatisfaction with working conditions also contributed to turnover, since the unique environment often may not meet teacher expectations. Involuntary attrition is significantly higher in charter schools due to the lack of barriers to teacher dismissal and to a school's possible instability. The National Center also found that new charter school

start-ups experience significantly more teacher attrition and mobility than those that are converted from traditional public schools. Charter school teachers also may be more vulnerable to leadership changes. According to the National Charter School Research Project, a school's identity often is tied to its founder or leader. If the leader leaves, this may create uncertainly and uneasiness among school staff.⁷

Compensation. Teacher compensation does not vary widely between charter and public schools, and charter schools often do not base compensation on performance. Because charter schools were designed to allow for more innovation, many education experts had hoped that such schools would develop more creative approaches to teacher compensation. Some assert that, if fewer laws, regulations and union contracts bound charter school management, schools could more easily create systems where teachers are rewarded for their skills and demonstrated effectiveness. According to a 2006 analysis of the Schools and Staffing

Survey, charter schools are significantly more likely to pay higher salaries for a particular skill or qualification, including teaching in hard-to-staff schools and subjects and holding National Board for Professional Teaching Standards certification.⁸ Two-thirds still report teacher pay is similar to that of traditional public schools, where salaries are based on a system that rewards only for years of service and level of education. The National Charter School Research Project argues that charter schools can and should develop a more creative approach to compensation.⁹

Collective Bargaining. Collective bargaining rights differ for charter school teachers. Such rights for teachers can be a determining factor in support for or opposition to charter schools. These schools often are not unionized, and teachers do not collectively bargain for their salary and benefits. On one hand, this frees charter school management to make decisions about compensation and staffing that benefit the individual school and unique students. This can, however, leave charter school teachers vulnerable to unfair employment practices and without a collective teaching voice. According to the National Alliance for Public Charter Schools, 20 states and the District of Columbia exempt charter schools from collective bargaining agreements, and only Iowa holds all charter schools to all existing school district collective bargaining agreements. The remaining 20 states with charter schools fall somewhere between the two extremes.10

Hawaii, for example, holds charters to existing agreements, but allows modification if the exclusive union representatives and the local charter school board enter into supplemental agreements that contain cost and non-cost items to facilitate decentralized decision making. Some states hold new charter schools that are sponsored by the school district or converted from existing schools to the district's collective

bargaining agreements and exempt new start-ups or those sponsored by another management organization. Other states—including Alaska, Connecticut and Maryland—hold charter schools to existing agreements, but allow additional school-specific negotiation.

The ability of teachers in a particular school to organize and collectively bargain also may depend on whether the teachers technically are employees of the school or of the charter management organization. In a 2005 decision regarding labor relations in California charter schools, for example, a regional director of the Public Employment Relations Board ruled that the appropriate unit of teachers, for purposes of an election to organize under the Educational Employment Relations Act, includes all the teachers employed by the charter management organization across all its school sites.

State Policies that Support Effective Charter School Teaching

Preparation, Recruitment and Professional Development. Charter schools are, by definition, unique and may look very different from traditional public schools. They may use different curriculum, incorporate the latest digital technology, and even structure their staffing and daily schedules to meet their unique needs. Teachers who come from traditional preparation programs often are not prepared to teach in this environment and often do not envision this career path. A 2010 study by the National Center on School Choice found that few teacher applicants equally considered teaching in a charter school and a traditional public school. In fact, most completely avoided applying to charter schools or did so only as a last resort because they were unfamiliar with or unclear or confused about charter school structure and atmosphere.¹¹ One pol-

icy approach is to create an on-site, recruiting, training and professional development program so charter schools can educate and support teachers to meet their unique needs. This allows schools to develop aspiring teachers for a range of career options, including teaching, leadership and administrative positions.

The National Resource Center on Charter School Finance and Governance recently profiled the Teacher Intern Program and the Graduate School of Education of High Tech High, a charter school management organization in San Diego, Calif. This promising program allows teachers to earn their credentials while they also earn a salary and are trained in High Tech High's core design principles and educational vision. This program is proving successful. In its first graduating class in 2007, 60 percent of graduates were credentialed in math and science, which typically see severe shortages of qualified teachers. For the 2007-2008 school year, more than 2,000 applicants applied for only 51 positions, and its teacher workforce is more diverse than that of surrounding schools.¹²

Collective Bargaining and Compensation.

Some states allow charter school teachers to unionize so they can bargain for salary, benefits and working conditions; however, they are not held to the same agreement as all schools within the district. This approach allows both teachers and management to arrive at agreements that honor and recognize the individuality and unique attributes of the school, yet still provide teachers with a collective voice and representation.

A successful model is Green Dot Public Schools in Los Angeles, Calif. Green Dot is one of a few nondistrict public school operators in the United States that has allowed teachers to unionize, and is the only one in California to do so. Green Dot boasts lower than average turnover rates, and teachers report high levels of job satisfaction and good working conditions. All Green Dot teachers pay union dues to the California Teachers Association and the National Education Association. The collective bargaining agreement contains only a few centralized policies—salary, health care, class size and number of work days. The following are key aspects of the contract.

- Teachers are given explicit decision-making authority in setting school policy, including the school's budget, calendar and curriculum.
- There is no tenure, seniority preference or probationary period for new teachers, and all teachers work under the protection of "just cause discipline and dismissal."
- Teachers work "a professional work day" rather than defined minutes.
- Flexibility is afforded to adjust the contract in critical areas over time; the contract is renegotiated every three years by Green Dot management and the local union and ratified annually by the teachers' union.¹³

States also can remove barriers, including collective bargaining requirements tied to the district, so charter schools can better design compensation structures to recruit and retain the teachers that fit their school vision. The schools can more creatively provide incentives and reward teachers who meet the school's student achievement goals and their individual improvement plans, instead of being tied to a model that links compensation to years of service and educational attainment.

Policy Questions to Consider

- Do traditional and alternative preparation programs and professional development providers in your state prepare and support teachers to teach in alternative settings, including charter schools?
- Do charter school teachers in your state report in surveys or research that they feel adequately prepared for and supported in their positions?
- Does your state require licensure or certification for charter school teachers? If not, how do you ensure that charter school teachers are adequately prepared and monitored for performance and discipline?
- Does your state require charter schools to abide by existing collective bargaining agreements? Does your state allow charter schools to individually bargain collectively with its teachers?
- Do your state policies allow charter schools to create alternative compensation and benefit models to use compensation as a tool to recruit, retain and reward effective teaching?
- Do your state policies allow charter school teachers to acquire tenure or a long-term employment agreement? In your state, has this helped or hindered a charter school's ability to make hiring decisions that are in the best interests of students?

This publication was generously funded by the Walton Family Foundation. NCSL is grateful to the foundation for supporting this project and recognizing the importance of state legislatures in ensuring high-quality charter schools.

Michelle Exstrom wrote this brief. Completion of this brief was made possible with the guidance of NCSL's Education Program director, Julie Davis Bell, and input from NCSL's charter school expert, Josh Cunningham. Leann Stelzer edited and designed the brief.

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Lewis Center for Educational Research

STAFF REPORT

Date: February 24, 2014

To: Foundation Board

From: Gordon Soholt

Re: Academic Operations

Good morning all. We have almost finished the first three quarters of the year and time is flying by very quickly. I was informed this week that the readers of the Daily Press voted the AAE as the best elementary, best middle school and best high school in the High Desert. I am very grateful to the students, staff, parents and Board of the AAE for creating a great learning environment that is recognized by the community-at-large. It is a great honor and we will be noted in the paper soon.

NSAA recently received a copy of the San Bernardino County review. The only deficiencies noted were in the restrooms, where there were some leaks. Facilities has been diligent in fixing and continuing to maintain the restrooms. All the academic and business areas of the school received a Satisfactory or Above rating.

The reports below further explain what has been, and will be happening, at our schools. Thank you for your continued support of the Lewis Center for Educational Research, the AAE, NSAA and all our other programs.

AAE

K-4

- 100's Day was held on February 4th at Corwin and Thunderbird Campus. Students rotated from activity to activity in honor of the 100th day of school. Students were singing songs and counting to 100, doing number artwork and even Zero the Hero (shhh, don't tell, it was Mr. Piercy) came to surprise the children!
- February 5, 12, 19th, and 26rd were our parent meetings for Love and Logic. We are happy that the parents have a place to meet weekly on

Thursday from 1:30-2:45 p.m. at Mojave River and also 6:30-8:00 p.m. at Corwin to discuss the core beliefs of Love and Logic. The Love and Logic parent meetings continue to blossom and grow. Sara Jeffs has a solid base of teaching in her lessons as well as humor.

- February 13th, at 9:00 a.m., the PTC held their monthly meeting at the MRC site. The Scholastic Spring Book Fair is planned for April 23-27th. Volunteers are needed for the end of year Field Days.
- Corwin's Science Fair for 2nd-4th grades was held February 20th. The projects were very creative and many new ideas were tested. Thunderbird enjoyed the K-1 Science Fair on the 19th of February. We saw experiments from moldy bread to water purity. Great job students and staff! Kudos to Mrs. Kobold, Mrs. Beare, Mrs. Brand, and Mrs. Greif.
- February 11th, another Parent/Volunteer workshop was held at the Corwin Cafeteria. Parents are required to attend the workshop and be fingerprinted before they volunteer in classrooms, go on field trips, or donate their time with children and their activities. Mrs. Briney reports well over 800 volunteers schoolwide.
 - Below are the discipline totals for AAE Elementary School (K 4) for the 2013-2014 school year.

In-House Suspensions]
Suspensions	8
Expulsions	C

Grades 5-8

- ASB
 - Fundraiser- ASB Cards
 - ASB "Toon into Leadership" Conference at Sitting Bull Academy (2/21)
- Community
 - o Parents and Pastries (1/31)
 - o Knight Fit on Thursdays- run by George Hanshaw, parent volunteer
- PTC
 - General Meeting at MRC Campus
- Love and Logic

- o Weekly Parenting Classes at 1:30 and 6:30 p.m.
- Interventions
 - o Homework Center, Thursday's in the Cafeteria
 - o Weekly Detention Hall- Monday-Thursday
- Discipline totals for MS grades 5-8, 2013-2014
 - In-house suspensionsSuspensionsExpulsions0

Grades 9-12

- ASB
 - o Fundraiser- ASB Cards
 - o Prom preparations
 - o Goodwill Drive preparations
- Community
 - Shoe recycling program
- PTC
 - General Meeting at MRC Campus
- Love and Logic
 - o Weekly Parenting Classes at 1:30 and 6:30 p.m.
- Testing
 - CAHSEE testing for all sophomores
- Interventions
 - o Homework Center, Thursdays in the Cafeteria
 - o Weekly Detention Hall- Monday-Thursday
- Other
- Discipline totals for HS grades 9-12, 2013-2014
 - In-house suspensions9
 - Suspensions
 - Expulsions 0

Registrar

Kinder	96
1st	96
2nd	96
3rd	111
4th	113
5th	115
6th	115

7th	116
8th	111
9th	111
10th	103
11th	108
12th	<u>89</u>
	1379

ASB

Since our winter break, we have been actively working on a number of events and fundraisers for the remainder of the school year. So far, the second semester has gone very well and we hope to continue strong all the way into May for the Prom season. Here are just a few of the highlights from the past few weeks.

- Mr. Ruiz and I will be attending a conference at the end of this
 week to learn more about the financial and legal aspects of running
 an ASB. This will be a great opportunity for us to move towards
 greater compliance with the Ed Code as well as our independent
 auditors.
- Homecoming week went very well for the entire school. The spirit
 week before the game and dance involved a record number of
 participants in days such as lazy day, Heroes vs. Villains day, and
 the final spirit day on Friday. The pep rally on the Friday before the
 game was one of the most energetic environments we have ever
 seen at our school, and we hope this will set a new bar on school
 spirit at AAE.
- The Homecoming dance went very well involving approximately 130 students and was our first ever dance held in the new gym. All went very smoothly and the reviews we heard after the fact were very positive. It was definitely a great benchmark that the school set in dances on campus. Additionally, the students were very budget conscience and made over \$1,000 in profit from the event while still keeping the cost at under \$30 a person.
- After seeing the success of the Homecoming Dance, the middle school students have been hard at work planning their annual Evening of Elegance on the 1st of March. Using their older colleague's model and amending it to their liking, they have a great plan in place to have a very successful event in the near future. Additionally, it is awesome to see the high school students take a role in helping out the middle school students, which is so rare to see in my experience.
- Lastly, ASB will be coordinating a Goodwill Drive Fundraiser for the remainder of the 3rd quarter. This is a great opportunity to offer a service to the community by helping out Goodwill while also

raising money for the student body. This will be a physically demanding and time consuming event, but at the end it will be well worth it, both for the school and for the community as well.

Athletic Department

- Winter Sports:
 - o *Varsity Boys Basketball* The Varsity Boys Basketball Team enjoyed a great season led by first year coach Darryl Stoudemire. They finished with a record of 18-8 (8-2 in the Cross Valley League) finishing in second place just behind Riverside Prep. They secured their 6th consecutive CIF-SS playoff appearance and hosted and beat Environmental Charter in a first round playoff game (the first in our new gym) on Wednesday, February 19th. They drew another home game in the second round but eventually lost to a tough Bishop Diego team in front of a packed house. The loss unfortunately marked the end of an era for AAE Knights Basketball as 10 seniors played in their last high school basketball game. 5 of the 10 have been playing together at the AAE for the past 6 years.
 - o *Varsity Girls Basketball-* The very young Varsity Girls Basketball Team led by first year head coach Brandon Henderson finished with a record of 7-12 (3-5 Cross Valley League) which was good enough for a 3rd place finish putting them in the CIF-SS playoffs for the 6th time in 7 years. They traveled to Pasadena in the first round losing to 5th ranked Marantha in the first round.
 - o Varsity Boys Soccer- The Varsity Boys Soccer Team completed their frustrating season with a final record of 1-22 record under third year coach Lucas Kim. This team graduated an astounding 10 seniors off last year's Cross Valley League Championship team. They're currently in the midst of a rebuilding year with only 3 senior/starters on the roster and 12 underclassmen. They continued to play hard in the midst of their frustrating season.
 - Varsity Girls Soccer- The very young Varsity Girls Soccer Team led by 13 underclassmen and only 1 senior rounded out their season with a record of 9-12-2 (7-6-2 in the Cross Valley League). They finished in third place in the Cross Valley League and made their 4th consecutive CIF-SS playoff appearance, losing to Archer in the first round.
 - o *Middle School Baseball* The Middle School Baseball Team led by first year coach Lee Davis locked up another division championship with a record of 12-0, also securing their 7th

- consecutive playoff appearance. They hosted Redlands Christian in a first round playoff game beating them 16-5. They lost in the semifinals on the road to powerhouse Woodcrest Christian.
- o *Middle School Softball-* The Middle School Softball Team had an amazingly impressive year wrapping up their 5th consecutive division championship with an undefeated record of 12-0. They hosted and won their first round playoff game against Redlands Christian but eventually lost in the semifinals to a tough Linfield Christian team.
- Cheer Squad The Cheerleading squad is continuing to impress crowds with their routines, stunts and tumbling. They'll partner up with the dance team for our last home basketball games on Tuesday, February 10th and perform together with them.

• Items of Interest:

- o *Basketball Senior Night* Was held on Monday, February 10th, at half time of the boys and girls games (their final regular season home game). Each senior (basketball players, cheer squad members and dance team members) was escorted by his/her parents to center court where they were honored with a senior gift and flowers for the parents. 3 senior related questions and answers were also read about each honoree.
- o *Amazing Stat-* To date our middle school sports teams (volleyball, cross country, baseball and softball) have a combined regular season record of 44-0!!
- Another Amazing Stat- Having just completed the winter sports season our 7 teams played in an astounding 125 total games this season (a new AAE record)
- o School Spirit/Pride- The school spirit and school pride continues to be demonstrated by our students, staff and parents over the past semester students have been attending sporting events in record numbers complete with faces painted, noisemakers, and signs. Speaking to some of the students after games they have been quoted as saying, "This is the most fun I've ever had in high school", "I can't wait until the next game", "I'm finally getting a real high school experience".

- o *3rd Annual Knights Golf Tournament:* Our 3rd Annual Knights Golf Tournament is in the preliminary planning stages while a date is worked out with the Apple Valley Golf Course. More details to follow.
- Tryouts dates for all spring sports have been announced and teams will begin their respective selection processes in the coming weeks. Spring sports are as follows:
 - 1. Varsity Boys Baseball
 - 2. Varsity Girls Softball
 - 3. Varsity Golf
 - 4. High School Track & Field
 - 5. Middle School Boys Basketball
 - 6. Middle School Girls Basketball
 - 7. Middle School Co-ed Soccer

Assessment

- The past few weeks have been busy for the AAE Assessment office. We administered the California High School Exit Exam (CAHSEE) to all our 10th grade students. We have been working on the EAP Writing assessment that will be given to all 11th grade students on March 19th and 20th. Students that score Exempt on the EAP can avoid taking college entrance exams and be placed directly into college level courses. Last year AAE had 30 students (33%) score Exempt in ELA and 5 students (8%) score Exempt in Math.
- We are in the process of preparing for the California Smarter Balanced Field Test. The testing window for AAE is April 7th - May 16th. IT has been busy working to ensure our technology is ready for the computer-based assessment. A course has been created on the K16 Bridge MyMentor site called LCER Smarter Balanced Field Test. This is a site that is a "one-stop-shop" for teachers at AAE to access training videos, documents and news flash information as it is released from the California Department of Education. Every teacher has received notification of this support site along with instructions on how to enter the MyMentor site. Information about the field test is being released almost daily from CDE and we want to give teachers the support to prepare for the upcoming field test without overwhelming them with too much information all at once. The California Smarter Balanced website has a practice test to expose teachers and students to the test format. The new Peterson Test Prep materials that are available to every teacher within K16 Bridge are another great resource for students to actually take Math and English exams on their computer as the field-test approaches. The Peterson Test Prep site also contains practice SAT,

ACT and AP Exams for students to gain valuable insight to these assessments.

NSAA

HIGHLIGHTS AT NSAA

- o Second Grade fieldtrip to Discovery Science Center
- o Third Grade fieldtrip to Natural History Museum in LA
- Student Council students performed skits for school wide antibullying assemblies
- o Parent-Teacher conferences will take place March 21st-March 28th
- NSAA feels honored to host CCSA as they present their Lunch and Learn series. This month the topic is "Best HR practices."

ENROLI	ENROLLMENT						
K	118						
1st	115						
2nd	101						
3rd	100						
4th	92						
5th	76						
6th	31						
7th	<u>24</u>						
Total	657						

STUDENT ACTIVITIES

- NSAA Science Fair coordinator, fourth grade teacher, Mr.
 Rodriguez, is sending parents the link to submit students' science
 projects to the RIMS Science and Engineering Fair (Riverside, Inyo,
 Mono and San Bernardino Counties) April 1st. Per their
 requirement, parents are now submitting their student's projects
 directly. Participating students will be recognized in our April or
 May Board meeting.
- The feedback from students, teachers, and parents about the antibullying assemblies presented by Student Council has been great.
 The skits will be recorded to have as further resources for teachers as needed.
- NSAA will participate in the Read Across America celebration March 3rd, including Dr. Seuss' birthday. Students are encouraged to dress as Dr. Seuss' characters or to wear t-shirts with characters as well. Teachers are recruiting volunteers to read to their classes.
- Students in the Middle Grades are preparing presentations to share with the rest of the school the importance of Black History Month.

PARENT INVOLVEMENT

- About 20 parents are finishing up week 4 of the LECI workshop "Brilliant Parents." This workshop is offered with Title I funds allocated for parent involvement and it requires a commitment of 10 weeks. Other funds were allocated to send parents to the CABE conference.
- PTO representatives are very involved in preparations for the art show and "NSAA's Got Talent" show in March. The Art Show is scheduled for March 19th, from 5:00-7:00 pm. This event showcases student work using different media, while fundraising through an auction. We have invited the Mexican Consulate to showcase winning children's art from their own art contest. Also, auditions and rehearsals for the talent show, March 28th, are well under way. Students and parents are very excited and have started to prepare for their performances.
- PTO also coordinates the School Cents program at the Inland Center Mall. Receipts are turned in at the Guest Services Kiosk to give NSAA points that at the end of the year are translated into money to spend at the mall to buy great prizes for different events, including the Rocket Races, and Read-A-Thon. Through that program, NSAA participated in a plastic bottle drive to help the Children's Cancer Foundation, and the Sweet on Soldiers items and Valentine's collection.
- NSAA invited CCSA representative, Minerva Clayton, to present at our Parents and Pastries meeting. Ms. Clayton shared with parents the importance of parent involvement in their child's education as well as important roles parents can take to support charter schools. The CCSA will be taking one of our parent leaders to the March Parent Summit in San Jose.

LCFF/LCAP

- Chief Academic Officer, Gordon Soholt, and Principal Girard have been presenting at parent meetings about the Local Control Funding Formula and the Local Control Accountability plan.
 During PTO, ELAC, SSC, and Parents and Pastries parents have had the opportunity to learn about the changes the LCFF will bring to schools, the CCSS, and testing. We have also provided opportunities for parents to ask questions and receive answers.
- In order to receive parents input we have set up surveys in English and Spanish, with paper and e-versions (Survey Monkey). Efforts will continue to ensure more parent input.

PROFESSIONAL DEVELOPMENT

- NSAA's emphasis continues to be the implementation of the Common Core State Standards. Grade levels have been finalizing the identification of essential standards, as well as working in vertical teams to communicate and obtain feedback from the grade before and after theirs. The Academic Leadership Team has been leading these efforts, as well as the drafts of standards-based report cards.
- NSAA Academic Leadership Team will be concluding the Professional Learning Community Cohort this March, and are already spearheading the efforts to develop SMART goals, both schoolwide and per grade level.
- NSAA Principal, Vice Principal and Counselor attended the workshop "Strategies, Resources, and Tools for Strengthening School Safety and Climate." This workshop aligned very well with NSAA's Love and Logic philosophy, as we continue to work towards having a strong and safe school climate.

STAFFING

NSAA has posted on the Dual Language Network about our openings for substitute teachers. Interviews for the English Language Arts opening in the Middle Grades will take place February 28th.

INTERVENTION GROUPS AT NSAA

AFTER SCHOOL TUTORING - The intervention session for the second trimester will be concluding in two weeks. By then, teachers would have assessed the students' progress and will meet with our Intervention Teacher, Erin Bostick-Mason to review next steps for each student, and to create goals.

ORAL NARRATIVE - The department of Speech and Language at the University of Redlands is conducting oral narrative interventions with our kindergarten students. These interventions will conclude at the end of March. They will share with NSAA the results of their action research.

MATH PROBLEM SOLVING - Graduate students from the University of California in Riverside under the supervision of Dr. Orozco will be working with students in $2^{\rm nd}$ and $3^{\rm rd}$ grade in the concepts of problem solving.

We thank these groups for their support for NSAA!

UPCOMING EVENTS—please join us at any events in which you are interested!

• 3/3 - Dr. Seuss birthday celebrations/Read Across America-Students can dress in character

- 3/5 PTO General Meeting
- 3/6 School Tours
- 3/11 ELAC Meeting Cafeteria 8:30-9:30 am
- 3/20 Parents and Pastries- Cafeteria 8:30-9:30 p.m.
- 3/20 School Site Council-E2 3:45-4:45 pm
- 3/21-3/28 Parent-Teacher Conferences
- 3/21 Read-A-Thon
- 3/31-4/11 Spring Break

LOOKING AHEAD TO APRIL

- 4/16 NSAA Board Meeting -K-5 9:00 am
 - 4/17 Parents and Pastries- Cafeteria 8:30-9:30 p.m.
 - 4/17 School Site Council E-13 3:45-4:45 pm
 - 4/24 School Tours
 - 4/24 Open House- 6:00-7:00

•

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

Special Education

AAE

Each month, as Director of the Special Needs program, I attend a SELPA steering committee meeting where new laws and regulations are presented and discussed. This meeting is one of the most critical I attend. Those in attendance include all of the directors of special education and SELPA support staff. Often, there are cases or situations where feedback is provided. These discussions are very helpful in addressing and considering any and all possible solutions.

One of the most recent topics centered on assessment timelines and school breaks. The law indicates that when the special needs department receives a referral for special education assessment, the assessment team has a total of 60 calendar days in which to complete it and determine eligibility for special education services. If that timeline is not met then we would be found out of compliance.

In the recent past, this timeline did not stop when there were school breaks, such as Fall, Winter, Spring and Summer. The assessment still had to go forward and be completed within the allotted time frame. Current guidelines indicate that for a school break lasting more than 5 days, the timeline will stop and will start again when school resumes. This will be

most helpful for times when we receive a referral for an assessment late in the year, like May or June. Under the previous guidelines we would have been required to assemble the team and complete the assessment and possibly even disrupt a family's vacation schedule. This guideline will assist in ensuring the best assessment outcomes.

Current Special Education Numbers

AAE Special Needs Numbers (December - Pupil Count)

AAE total Special Education count as of today: 103

Speech only count: 32

Speech plus additional services: 50

Pending Referrals: 5

Love and Logic

Love and Logic at the AAE is up and running since the return from winter break. Sarah Jeffs continues to provide the training until the new Love and Logic coordinator is hired. The new coordinator that will be hired will fill the vacancy created by our previous person who was hired as the new assistant to the Dean of Students.

One of our primary goals for the new coordinator will be to visit the classrooms and model for teaching staff how to incorporate the various Love and Logic concepts. We find that it is easy to learn by actually watching someone else implement the strategies.

NSAA

The special education team continues the implementation of the special needs program. The various services being provided in the both the Specialized Academic Instruction (RSP) and the Intense Specialized Academic (SDC) programs are meeting the needs of our students with specific requirements.

Marcelo Congo, school psychologist, has been active in conducting assessments with students where there is a suspicion of learning disabilities. He is conducting what is referred to as cross-battery assessment. When an assessment is conducted, the best practice indicates that a disability cannot be made with just one assessment instrument. Multiple measures are required. The cross-battery

assessment process ensures that the appropriate steps are taken for the most accurate assessment results.

Norton Special Needs Numbers

49- Total

13- Speech only

Love and Logic at NSAA

Toni Preciado, vice-principal, has been an integral part of Love and Logic training at the Norton Space and Aeronautics Academy. Regular trainings are conducted with staff and parents. The concepts being taught are instrumental in guiding students in learning how to manage their lives and resolve problems. The art of resolving issues requires a set of very specific skills. The best time to learn and develop these skills is when students are young.

General Administration

Rick advised me that my position is being eliminated as of June 30, 2015. I am being assigned as an Administrator on Special Assignment for next year and will work on training those assigned with my regular duties to ensure a smooth transition. I have developed a plan for handing off the duties and assignments and will continue to provide training. Rick has assigned some of the duties and oversight to the site Principals, so I will add them to the list of people I will work with next year.

The GA Department continues providing good customer service from the Spirit River Offices on Apple Valley Road, however plans are being made for our offices to return to the Mojave River Campus and we hope to make the move this spring.

Our GA department continues to be busy, especially in the absence of Human Resources Director who was out on leave. Everyone pulls together to keep the office running smoothly.

Conferences/Training

- Attended RIMS/BTSA District Liaison quarterly meeting
- Attended quarterly Credential Analyst Workshop
- Attended Monthly ACPA (Association of Consolidated Program Administration)
- Attended CAIS training with County representatives
- Participated in CDE Nutrition Services Webinar and workshops

Compliance/Categorical Programs:

- On -going credentialing compliance.
- Assist with credential checks for all new hires
- Continued compliance monitoring of the Title I, II and III Federal funds for NSAA
- Continued research of compliance issues for Categorical Programs. Working closely with NSAA
 Principal, Vice Principal and Testing coordinator to develop a plan of on-going development
- Met with County representatives Cindie Medieros and Yolanda Contreras as they assist us in the corrective action process for Title I since NSAA is now a PI Year 3 school.
- Attended trainings on Title III compliance as we are in Program Improvement year 2 for Title III

Food Services

- All Campuses passed health inspection
- Completed Food Service Verification process
- Preparing for State Administrative Review of our Food Service Program. On –Line assessment due December and on-site review will be in April.
- Completed the annual Mandatory Nutrition Services training and quizzes
- Completed the Wellness Policy, created a new web page for Nutrition services information for parents
- Submitted three surveys for Wellness program: parent, student and staff. Submitted reports to the Wellness Committee regarding results and we will continue to look to improve our lunch program

Facilities

MRC

- Furnished gym classrooms and conference room
- Shade structures installed
- New trailer brought in for Facilities offices electrical will be run next week
- Meetings with VVWRA for their sewer line project that is about to begin
- · Received bids on overlaying the field to fix uneven issues
- Preparing for upcoming office moves at MRC and to bring over Spirit River staff
- Preparing to move Mineral City and bring in new portables
- Meeting with Parsons Brinkenhoff regarding the Hwy 18 traffic signal
- · Working on new parking lot
- Hired Facilities Assistant and Custodian for MRC

TBC and CORWIN

· Going smoothly

NSAA

- Ran electrical in cafeteria and hung screen, projector and speakers
- Shade structures to be installed in over spring break
- Getting bids to redo ball field

To: Board of Directors

From: James M. Quinn, Director of Finance

Subject: Quarterly Report 1st Quarter 2014

A. I will be preparing the 2nd Interim Reports for the Apple Valley School District and the County of San Bernardino. They will be presented to the Board for approval. The approval is treated as an approval of the updated budget since the revised budget is part of the reports.

- B. I filed Federal Cash Management Reports for all categorical funding in January.
- C. P-1 attendance reports were filed in January with the state. They have now certified apportionment based on those results but due to LCFF our revenue total is somewhat more complicated and will not be officially set until May.
- D. The second quarter (January 31,) Internal Financial Statements are in the process of being prepared and presented to Union Bank. I continually to carefully monitor our ongoing bond covenants.
- E. IRS filing of Form 990, our annual information report has been put on extension from the filing due date of November 15th. I should have this completed before the next report and will submit it to the Board before filing as required by IRS.
- F. The CASBO Eastern Section Accounting R & D Committee meets monthly through May but, due to my schedule I will not attend in Feb-April.
- G. Cash balance remains over \$3 million.
- H. The upgrade of our bookkeeping software in Human Resources, Payroll, and General Ledger systems has now resumed toward implementation. The upgrade is required by government reporting standards and will be a strong move to modernize our internal processes.

<u>AAE</u>

New Hires:

Last Name	First Name Name		Job Title			
Axelrod	Jessie	2/3/2014	Certificated Substitute			
Borbujo Marin	Lina	2/3/2014	Certificated Substitute			
Davis	Leland	12/6/2013	Coach ~ Boys MS Baseball			
DeNike	Robert	2/6/2014	Certificated Substitute			
Foiles	Randy	2/6/2014	Classified Sub ~ Facilities			
Gillespie	Adrienne	1/13/2014	Instructional Assistant			
Guerrero	Shelly	12/12/2013	Classified Substitute			
Hearns	Kwan	1/13/2014	Music Teacher ~ part time			
Lundgren	Beverly	12/18/2013	Classified Substitute			
Navedo	Carlos	1/8/2014	Facilities Assistant - 6hr			
Ortiz	Lorraine	1/14/2014	Classified Substitute			
Ramirez	Jorge	11/22/2013	Classified Substitute			
Rivas	Maya	2/5/2014	Classified Substitute			

Reclassifications:

LAST	FIRST	From	То	Date			
Bautista	Paula	Food Service Worker	Classified Sub	11/20/2013			
Perea	Sandra	Certificated Sub	Life Science Teacher	1/13/2014			
Soholt	Linda	Classified Sub	Learning Leader	1/13/2014			
Unferdorfer	Laura	Laura Local Outreach Coordinator - Hourly Attendance Clerk - Full Time					
Valenzuela	Daisy	Certificated Sub AAE	Elementary Teacher	1/13/2014			

Terminations:

Last Name	First Name	Termination Date	Job Title
Atkins	Terry	2/21/2014	Student Support Assistant
Berentis	Tamara	11/19/2013	Classified Sub
Campbell	Michelle	1/24/2014	Classified Sub
Conkle	Heather	1/9/2014	Bridge Writer
Glenn	Marcus	1/9/2014	Coach
Griffiths	Cathy	11/22/2013	Instructional Assistant
Guynn	Robert	1/9/2014	Bridge Writer

Herald	Michelle	1/9/2014	Bridge Writer
Kahn	Holly	2/3/2014	Certificated Sub
McDonnell	Minda	1/9/2014	Bridge Writer
Soun	Soun Teevri		Teacher
Stackelhouse	Minda	1/9/2014	Bridge Writer
Thompson	Samantha	11/25/2013	Certificated Sub

NSAA

New Hires:

Last Name	First Name	Hire Date	Job Title
		12/1/2013	
Angulo	Brenda	12/1/2013	Certificated Substitute
			Character Development Officer- 4
Chavez	Jessica	2/3/2014	hour
De Santiago	Jacqueline	12/5/2013	Classified Substitute
Garay Zambrano	Maria	2/10/2014	Certificated Substitute
Jones	Beth	12/13/2013	Certificated Substitute
Kirwan	Paul	12/4/2013	Custodian 5.5
Trejo	Antonio	12/10/2013	PT CDO 4
Walworth	Cari	12/2/2013	Education Specialist

Reclassifications:

LAST	FIRST	From	То	Date
Flores	Georgina	Classified Sub	4 hr CDO	1/6/2014
Hernandez	Andrew	5.5 hr CDO	6.75 hr CDO	1/22/2013
Sepulveda	Jessica	CDO	Certificated Sub, AAE	11/13/2013

Terminations:

Last Name	First Name	Termination Date	Job Title
Beresford	John	1/17/2014	Teacher, Language Arts
Johnson	Natalie	1/15/2014	Certificated Sub
McGee	Catherine	12/13/2013	CDO
Pineda	Roxana	11/15/2013	Classified Sub

Positions Currently Posted / In the Interview Process / or Recently Hired

AAE:

Certificated:

Guest Teacher - Recently Posted
Part Time Education Specialist - Recently Hired
Part Time Music Instructor - Recently Posted

Classified:

Administrative Assistant to Dean/Counselor - Recently Hired Attendance Clerk - Open Coaches - Open Classified Substitute - Recently Posted Custodian - Checking References Facilities Assistant - Recently Hired HOSA Advisor - Recently Hired Instructional Assistant/Learning Leader - Open Transition Life Skills Coordinator - Recently Hired

NSAA:

Certificated:

Education Specialist - Open Guest Teacher - Open Math Teacher - Open Language Arts Teacher - Recently Posted

Classified:

Character Development Officer - Open Classified Substitute - Open Custodian - Open PT Custodian - Open PT Facilities Assistant - Open

HR Activities including both AAE & NSAA:

- -Created job postings / descriptions for above positions (assessed KSOA's)
- -Advertised new positions: internally, Edjoin, Daily Press, Desert Dispatch, LCER Website, Monster.com, Local Universities
- -Collected and screened job applicants. Recruited and interviewed employees for NSAA and AAE as well as following up with thank you letters and emails for those applicants/candidates who were not selected
- -Conducted new hire orientations for new employees, job-reclassifications, and completed exit interviews
- -Processed new hire paperwork for recent new hires, including DOJ, background checks, benefits paperwork, etc
- -Processed paperwork for employee terminations.
- -Prepared packet for volunteers to include: DOJ fingerprint procedures, LCER Agreements: Proprietary, Child Abuse, Internet Use, etc
- -Maintained volunteer fingerprint information and DOJ database as well as provided training at the Parent/Volunteer workshops at the AAE
- Prepared for this quarter's Employee of the Quarter: nominations, meetings, selections, awards, presentations, etc
- -Prepared & monitored seasonal coaching contracts.
- -Follow up to employee notices for: CPR/First Aid, Mandated Sexual Harassment Training for Supervisors, TB tests, etc.

- -Maintained employer pull notices through the DMV. Signed up to manage employer pull notices online through the DMV.
- -Sent letters to employees for expirations of TB tests, Food handler's cards, CPR/First Aid cards, etc.
- -Personnel issues: benefits, compensation, FMLA, terminations, EDD claims, UI, DOJ fingerprint issues, Workers' Comp claims, etc.
- -Maintain program for sending and receiving Employer Pull Notice Information to/from the DMV in a further effort to go paperless.
- -Balance health insurance statements.
- Processed Workers' Comp & Unemployment Claims.
- Set up training meetings for Workers' Comp for office staff, CDO's, etc.
- -Attended Exec Team, Five Dysfunctions of a Team, UITS, HDEAC, EDD, SISC, Health Care Reform, BTSA & SBCSS UI meetings workshops & trainings.
- -Attended board meetings for High Desert Employer Advisory Council.
- -Calculated pay reconciliations for finance department for employees' terminations, leaves, etc.
- -Updated HR forms to include EDD, retirement, etc for 2014 changes.
- -Updated workers' comp and student accident forms.

Lewis Center for Educational Research Research and Development

Research and Development

- The past few weeks have been busy for the office of Research and Development. We administered the California High School Exit Exam to all our 10th grade students. It will be offered again in March and May for any upperclassman that still need to pass it for graduation this year. We have been working on the EAP Writing assessment that will be given to all 11th grade students on March 19th and 20th. Students that score Exempt on the EAP can avoid taking college entrance exams and be placed directly into college level courses. Last year AAE had 30 students (33%) score Exempt in ELA and 5 students (8%) score Exempt in Math.
- We are in the process of preparing for the California Smarter Balanced Field Test. The testing window for LCER is April 7th – May 16th. IT has been busy working to ensure our technology is ready for the computer based assessment. A "course" has been created on the K16 Bridge MyMentor site called LCER Smarter Balanced Field Test. This is a site that is a "one stop shop" for teachers at AAE and NSAA to access training videos, documents and news flash information as it is released from the California Department of Education. Every teacher has received notification of this support site along with instructions on how to enter the MyMentor site. Information about the field test is being released almost daily from CDE and we want to give Teachers the support to prepare for the upcoming field test without overwhelming them with too much information all at once. The California Smarter Balanced website has a practice test to expose teachers and students to the test format. The new Peterson Test Prep materials that are available to every teacher within K16 Bridge are another great resource for students to actually take Math and English exams on their computer as the field test approaches. The Peterson Test Prep site also contains practice SAT, ACT and AP Exams for students to gain valuable insight to these assessments.

The Lewis Center for Educational Research



Built by teachers, tested by kids Board Report March 1, 2014

Dear Board member,

We are now moving into the second stage of the matriculation process with VVC. Our High Desert Bridge seniors are completing their EUREKA career assessments and, as of February 18h, were able to start applying to VVC. The students will then move into stage 3 and 4 which is linking their My Mentor accounts with VVC (this activates the Digital Data Pipeline allowing us to move data electronically between Lewis and VVC), and completing the VVC Orientation. The final phases will take place in April with the students completing the college placement exam and developing a college education plan. The goal for this year is to have over 2,000 High Desert seniors be fully matriculated into VVC and able to register for fall classes beginning in July.

In February Rick Piercy, Jim Southwick and myself flew up to San Jose and (along with David Kenneally online) presented K16 Bridge and our Common Core/college matriculation solution to a group of college administrators from throughout the San Jose and Monterey regions. The feedback from the presentation has been extremely positive and has led five colleges to set up presentations at their sites. Two of those colleges are now in the process of adopting Bridge as a solution to their matriculation needs. One of the highlights of the workshop was when it was announced that the K16 Bridge had through our matriculation process, created 1,756 electronic preliminary education plans for VVC. After presenting this information an administrator from Foothill College (one of the largest in the state) stopped the presentation to declare that was amazing. Subsequent inquires with other administrators has led us to believe that no other college had even a twentieth as many as VVC. This coming year California Community Colleges will begin a process which could see them losing as much as sixty percent of their matriculation funding if they don't meet every benchmark. Creating preliminary education plans is one of those benchmarks.

Another area of concern for the state is the expansion of opportunities for students to attend multiple colleges at the same time. In order to help develop a system that can create that increased mobility we are working with regions to create coalitions of colleges that push data between themselves through the Digital Data Pipeline. This horizontal approach of data movement could enhance our offering to students. We are currently looking at the Monterey region with Cabrillo, Gavlin, Hartnell, and Monterey Peninsula Colleges. Gavlin and Monterey are very excited about the concept and I have already presented to their administrative teams. Hartnell is already a Bridge school. I will be visiting Cabrillo College in March. This group of colleges could give us a pilot area for developing a more complete K-12 to college system.

The K16 Bridge, Antelope Valley, Barstow, and Victor Valley College's along with regional businesses in developing a grant proposal. The state is offering funds to develop CTE pathways that connect the student, school and employer. The areas that we will be focusing on include Automotive, Aviation, Health Care, and Solar. Funds will be set aside to support the K16 Bridge efforts to create the vertical and horizontal Digital Data Pipeline that will be needed to utilize the efforts at each college. The grant is specifically targeting the labor market of the High Desert. We are also being written into another, similar grant in the Monterey region.

Finally, our work continues in the area of remediation with the creation of the new Common Core and College Placement aligned exam that is being created by Peterson's specifically for the K16 Bridge Early Preparedness Program. This project is being headed up by Jim Southwick. This exam should be completed by this summer and ready for our field testing in

the fall of 2014. It is our belief that this exam given to incoming ninth graders will provide a wealth of information for students, parents, teachers and educational institutions on where their students are and what needs to be done to get them to a college readiness level by their senior year. College Board is also building a similar exam which they would like us to field test as soon as they have completed the development cycle. We are also going to be hosting a group from College Board at AAE in March to discuss other projects that we can work on together.

Thank you,

Chris Piercy
Director of the K16 Bridge Program.

Foundation Board, AAE School Board Committee and NSAA School Board Committee Joint Attendance Log 2013

								<u>013</u>				
			March			June		September			December	% of Attendance
	January	February	Combined	April	May	Combined	August	Combined	October	November	Combined	
Bud Biggs	, , , , , , , , , , , , , , , , , , ,	,	Present			Present		Present			Present	100%
Duberly Beck					Present	Present	Present	Present	Present	Present	Present	100%
Jack Hamilton						Present		Present			Present	100%
Jeffrey Lewis	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present		100%
Scott Johnson	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	100%
Kevin Porter	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	91%
David Bains	Present	Present	Absent	Present	Present	Present	Present	Absent	Present	Present	Present	82%
Jose Palavox	Absent	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present	82%
Russell Stringham	Present	Present	Absent	Present	Present	Present	Absent	Present	Present	Present	Present	82%
Buck Goodspeed			Present			Present		Present			Absent	75%
Donna Siegel			Present			Absent		Present			Present	75%
Regina Bell			Present			Present		Present			Absent	75%
Andrew Jaramillo	Present	Absent	Present	Present	Absent	Present	Present	Present	Absent	Absent	Present	64%
Marcia Vargas							Present	Present	Absent	Present	Absent	60%
Rick Wolf	Absent	Present	Absent	Present	Present	Absent	Absent	Present	Absent	Present	Present	55%
Kirtland Malhum			Absent			Present		Absent			Present	50%
Robert Lovingood	Present	Absent	Absent	Absent	Present	Present	Absent	Absent	Present	Present	Absent	45%

Regular Joint Meeting of the

High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors Academy for Academic Excellence School Board Committee and Norton Space and Aeronautics Academy School Board Committee

Minutes December 9, 2013

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 8:15 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Bud Biggs, Jack Hamilton, Andrew Jaramillo, Scott Johnson, Kirtland Mahlum, Jose Palafox, Kevin Porter, Donna Siegel, Russell Stringham and Rick Wolf were present.

Foundation Board Members Buck Goodspeed, Robert Lovingood, Marcia Vargas, and Regina Weatherspoon-Bell were absent.

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

AAE School Board Committee Member Robert Lovingood was absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo and Scott Johnson were present.

NSAA School Board Committee Member Marcia Vargas was absent.

Staff members Cheryl Dale, Guadalupe Girard, Rebecca McCoy, Stacy Newman, Rick Piercy, Toni Preciado, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

3.0 **Public Comments**

AAE representatives Meghan Juarez and Tabitha Vaage presented upcoming AAE events.

4.0 Special Presentations/Announcements

.01 AFJROTC Evaluation – Colonel George Armstrong unable to attend

.02 AAE Common Core Expenditure Plan 2013-14 ~ Gordon Soholt and Jim Quinn shared that the State of California has allotted an extra \$200.00 per student to implement the new common core standards. Lisa Lamb shared that in the year 2013-2014, \$54,671.00 of these funds have or will be spent on Professional Development, \$1000.00 will go to Instructional Materials, and \$128,600.00 will go to Technology. The technology piece has already been spent to get more ELMO's for K-6 and some secondary classes, to broaden the iPAD stations in the primary grades, and to get new laptops for some teachers. The spending will leave approximately \$100,000.00 to be spent in the 2014-2015 school year, and the organization must use the funds or lose them.

.03 NSAA Common Core Expenditure Plan 2013-2014 ~ Guadalupe Girard shared that the funds that have come in for the Common Core implementation from the State have been allotted to Professional Development, books and consultations. On June 17th and 18th all NSAA teachers attended CCSA training for \$11,200.00. \$800.00 will be spent for PLC training, \$6,640.00 went toward GLAD training/planning in October 2013, \$3,200.00 will go toward PLC training, \$6,640.00 will go toward Non-Fiction leveled readers, \$560.00 will go toward Number Talks K-7, \$35,000.00 will go toward a new laptop cart for the 3rd grade level, and \$1,500.00 will go toward consulting with SBCSS.

5.0 Correspondence

.01 Desert Valley Hospital ~ The Prem Reddy Foundation donated \$125,000.00 for the water tower, gristmill and shade structure on AAE's Mojave River Campus. Rick Piercy shared that the water tower will have Prem Reddy's name on it to commemorate his gracious donation.

6.0 Discussion Items

- **.01 College Campus** ~ Rick Piercy shared that by 2015 the county will give \$9 million to complete the upgrades on the Mojave River Campus wash area so the organization can begin the building of the college campus. LCER will put a stop light at Highway 18.
- .02 Split Locations for the Foundation Board Meeting ~ Discussions were held in regards to allowing video conferencing for the Foundation Board Meetings in the future. David Kenneally stated that it is feasible as long as there are only two locations for the conferencing. Scott Johnson stated he was not in favor of the video conferencing because he feels it is important that the entire board get together at least twice per year, and that he feels the full Board needs to travel to NSAA to see the students and the school that they support to feel connected. Russ Stringham stated that he is in support of the video conferencing because it is occasionally difficult to get away from his personal business duties the two days per year he has to travel down to San Bernardino, because he has to take an entire day to do so. Kirtland Mahlum agreed that for some, it is difficult to leave their businesses for the amount of time it takes for the Foundation Board Meetings held out of their general area. David Bains shared that the video conferencing may help with better attendance of San Bernardino representatives if they don't have to drive and that it may also help in having more people willing to join the board. Kevin Porter would like to see there is a requirement that each board member must attend at least one full board meeting in person at each campus. Rick Wolf shared that he would like to see every meeting streamed.
- .03 Offering a Supplementary Retirement Plan ~ Jim Quinn shared that the supplementary retirement plan would be for certificated staff only because it is not cost effective for classified staff. He has been in contact with PARS, who presented a retirement plan along with the costs associated. He has also been in contact with a second company to receive a proposal, however the results of that proposal will not be in until December 15th, 2013. He further explained that if accepted, the Budget/Audit Committee would like to have the Foundation Board approve or disapprove the use of the retirement plan on an annual basis so it can be determined if the plan will be profitable for the upcoming year. The current plan for the upcoming school year would need to be voted on in at the March Foundation Board Meeting or at a Special Meeting. Kirtland Mahlum asked what the fees for the program would be, and Jim Quinn responded that it is 5% with PARS, and unknown for the other company. Kevin Porter questioned what the impact on operations would be due to the loss of long term personnel and Jim Quinn responded that out of

the 20 employees that would qualify, it is expected that only about 5 will take part. A minimum of 5 employees would have to be set to make the program beneficial. The organization would anticipate saving approximately \$100,000.00 over a 5 year term. Stacy Newman requested that Human Resources find out before the summer time if the anticipated 5 people are retiring so that HR can begin hiring prior to the summer rush for new employees. Gordon Soholt stated that though these staff members retire from AAE, they are still eligible to work for other districts.

.04 Banking Changes Based on Audit Recommendation ~ Jim Quinn explained that the Business Office just completed their Annual Audit. There were 2 audit findings that required formal responses and 3 that did not require a formal response. He will email the audit to all the board members so they can review it. The two findings that required a formal response were due to internal controls. David Kenneally should not have access to the bank accounts, and that any banking changes must be brought before the board for approval.

7.0 Information

.01 Staff reports ~ included in the packet.

.02 President/CEO Report ~ Rick Piercy reported that ROTC is currently going through an evaluation. If all goes well, Colonel Armstrong will be able to nominate students to go to the military academies of their choice. He reported that the Corwin/TBC move to the MRC campus is still moving forward and the work on the Tuscola stop light is underway. Further there is a hearing on December 10th with the Apple Valley Town Council in regards to the issue with traffic on Mana Road. In regards to NSAA, Rick Piercy reported that on December 16th San Bernardino City will begin working on the median on Central. Further reported was that NelNet approached the organization for a joint venture for the K-16 Bridge program, and GAVRT has picked up another NASA project.

.03 AAE Principal's Report ~ included in the packet

.04 NSAA Principal's Report ~ included in the packet

8.0 Standing Board Committee Reports

- **.01** (a) **Budget/Audit Committee** Russell Stringham reported that the interest rate swap is at approximately 5% and the interest rate is locked in for 20 years.
 - **(b) Fundraising Committee** Donna Siegel reported that the Festival of the Arts brought in \$25,482.00 with an expense of \$3,780.00. The art shows and the teddy bear sales have brought in \$49,537.00 total which will help with scholarships. The fundraising committee will have their next meeting early 2014.
 - (c) **Personnel Committee** Stacy Newman reported that there is no report other than Rick Piercy's evaluation which will be done in closed session at the end of the meeting.

9.0 **Staff Comments**

Gordon Soholt stated that he and AAE Principal Lisa Lamb took a trip to China. They signed 3 sister school agreements with schools in China. AAE has had 3 Chinese Visitors that like the way AAE is ran. He further stated that NSAA had their fall review last week and the report will be ready for review in February 2014. He informed the Board that Congressman Paul Cook met with the AAE students on the gym opening date.

10.0 Board Member Comments

None

11.0 Foundation Board Consent Agenda

On a motion by Kevin Porter, seconded by David Bains, vote 12-0, the Foundation Board of Directors approved Consent Agenda Items 11.01 - 11.05.

- .01 Approve Minutes of September 9, 2013 Regular Meeting
- .02 Approve July 1, 2013 through October 31, 2013 Financial Reports
- .03 Approve Foundation Financial Reports for August 2013, September 2013 and October 2013
- .04 Approve Resolution 2013-01 SELF Withdraw Resolution for 2014-15
- .05 Approve NSAA Petty Cash Fund of \$200
- .06 Approve Credit Card for Lloyd Quarles with a \$1,000 Limit
- .07 Approve BP 4361 Family Care & Medical Leave Revisions
- .08 Accept Resignation Letter from Jeff Lewis

12.0 Foundation Board Action Items

- **.01** On a motion by Kirtland Mahlum, seconded by Andrew Jaramillo, vote 12-0, the Foundation Board of Directors approved the renewal of terms for David Bains and Regina Bell.
- .02 On a motion by Kirtland Mahlum, seconded by Andrew Jaramillo, vote 12-0, the Foundation Board of Directors approved the for the Foundation Board Officers to remain the same for the upcoming term, with the exception of Vice Chairman will now be Scott Johnson.
- .03 On a motion by Kirtland Mahlum, seconded by David Bains, vote 12-0, the Foundation Board of Directors approved services by Parsons Brinkerhoff for predevelopment of the college campus.

13.0 AAE School Board Committee Consent Agenda

On a motion by David Bains, seconded by Jose Palafox, vote 5-0, the AAE School Board Committee approved Consent Agenda Items 13.01 - 13.05.

- **.01** Approve Minutes of November 14, 2013 Regular Meeting
- .02 Approve AAE Comparatives November 2013
- **.03** Approve AAE 1st Interim Report
- **.04** Approve AAE Varsity Boys Basketball Tournament Overnight Field Trip December 26-30, 2013 to Palm Springs, CA
- .05 Approve Resolution 2013-03 AAE Education Protection Account

14.0 NSAA School Board Committee Consent Agenda

On a motion by Andrew Jaramillo, seconded by Duberly Beck, vote 3-0, the NSAA School Board Committee approved Consent Agenda Items 14.01 – 14.04.

.01 Approve Minutes of November 20, 2013 Regular Meeting

- .02 Approve NSAA Financial Report November 2013
- **.03** Approve NSAA 1st Interim Report
- .04 Approve Resolution 2013-03 NSAA Education Protection Account

15.0 NSAA School Board Committee Action Items

- **.01** The item of Approval of Modification to NSAA Charter: Section IV-C (School will serve grades K through 12) was tabled until a committee is formed to discuss the impact further.
- **.02** On a motion by Duberly Beck, seconded by Andy Jaramillo, vote 3-0, the NSAA School Board Committee approved the Modification to NSAA Charter: Change to Renewal Application (Curriculum and Instruction Design).
- **.03** On a motion by Duberly Beck, seconded by Andy Jaramillo, vote 3-0, the NSAA School Board Committee approved the Modification to NSAA Charter: Change to Renewal Application (Chinese as a Foreign/World Language).
- **.04** Scott Johnson self nominated himself for the position of Chairman of the NSAA School Board. The nomination was approved on a motion by Duberly Beck and seconded by Andy Jaramillo.

16.0 Closed Session

.01 Public Employee Performance Evaluation: President/CEO

Bud Biggs reported that no action was taken in Closed Session.

17.0 Adjournment

Chairman Biggs adjourned the meeting at 11:25 a.m.

Lewis Center for Educational Research Statement of Revenues and Expenditures From 7/2/2013 Through 3/3/2014

		Actuals - Year-to-			Percent Total Budget
	Actuals - This Month	Date	Budget - Year-to-Date	Total Budget for 13/14	Remaining
Revenue					
Revenue					
Revenue	13,261,568.26	13,261,568.26	10,454,369.20	15,681,554.00	(15.43)%
Budget Carryover	0.00	0.00	271,633.28	407,450.00	(100.00)%
Capital Improvements	0.00	0.00	584,000.08	876,000.00	(100.00)%
Total Revenue	13,261,568.26	13,261,568.26	11,310,002.56	16,965,004.00	(21.83)%
Interest					
Revenue - Interest	520.69	520.69	3,333.36	5,000.00	(89.58)%
Total Interest	520.69	520.69	3,333.36	5,000.00	(89.59)%
Total Revenue	13,262,088.95	13,262,088.95	11,313,335.92	16,970,004.00	(21.85)%
Expense					
Salaries					
Certificated	4,696,641.23	4,696,641.23	4,649,761.20	6,974,642.00	32.66%
Classified	1,949,459.00	1,949,459.00	2,006,054.56	3,009,082.00	35.21%
Total Salaries	6,646,100.23	6,646,100.23	6,655,815.76	9,983,724.00	33.43%
Benefits					
	1,782,476.42	1,782,476.42	1,854,169.76	2,781,255.00	35.91%
Total Benefits	1,782,476.42	1,782,476.42	1,854,169.76	2,781,255.00	35.91%
Books and Supplies					
Laptop Program	1,872.66	1,872.66	0.00	0.00	0.00%
Other	960,984.04	960,984.04	962,978.24	1,444,467.00	33.47%
Total Books and Supplies	962,856.70	962,856.70	962,978.24	1,444,467.00	33.34%
Services, Other Operating Expenses					
	915,582.50	915,582.50	1,059,776.00	1,589,664.00	42.40%
Total Services, Other Operating Expenses	915,582.50	915,582.50	1,059,776.00	1,589,664.00	42.40%
Capital Outlay					
•	1,414,457.89	1,414,457.89	661,255.44	991,883.00	(42.60)%
Total Capital Outlay	1,414,457.89	1,414,457.89	661,255.44	991,883.00	(42.60)%
Other Outgo - Debt Service					. ,
-	123,279.28	123,279.28	107,333.36	161,000.00	23.42%
Total Expense	11,844,753.02	11,844,753.02	11,301,328.56	16,951,993.00	30.13%

Effective Date Check Number	Vendor Name	Check Amount	Transaction Description
11/4/2013 31544	CharterSAFE	16,780.18	Insurance products for Oct
11/4/2013 31548	Employment Development Dept.	17,660.91	PIT #815-1243-6
11/4/2013 31554	SBCSS	22,878.33	NSAA STRS contributions for Oct
11/4/2013	SBCSS	64,552.86	LCER/AAE - STRS contributions for Oct
11/4/2013 31560	SBCSS	10,116.27	NSAA PERS contributions for Oct
11/4/2013	SBCSS	37,913.03	LCER/AAE - PERS contributions for Oct
11/4/2013 31589	Pacific Western Communications	14,650.00	Cable installation in gym
11/4/2013 31591	S & S Interiors, Inc	12,216.00	Final payment for gym floor + logos
11/7/2013 31619	ThyssenKrupp	19,341.00	Progress billing for Gym elevator
11/13/2013 31621	Apple Valley Communications	36,886.00	Alarm work on Gym
11/13/2013 31628	Conco Construction	16,995.00	Landscaping for gym
11/13/2013 31651	SISC	143,060.25	Health coverage for Nov 2013
11/15/2013 31670	Renaissance Learning, Inc.	10,614.03	SR, SM, STAR Spanish, AR, SR Spanish, Math Facts-
11/22/2013 31692	Apple Valley Communications	27,268.69	Alarm work for Gym
11/25/2013 31724	Conco Construction	197,504.73	Progess billing for Gym
11/30/2013 202		174,371.57	Group: CLASS; Pay Date: 11/30/2013
12/1/2013 201		426,478.46	Group: CERT; Pay Date: 12/1/2013
12/2/2013 31729	CharterSAFE	17,788.18	Insurance products for Dec
12/2/2013 31733	Employment Development Dept.	17,777.94	PIT #815-1243-6
12/2/2013 31740	SBCSS	21,983.02	NSAA STRS contributions for Nov
12/2/2013	SBCSS	67,078.29	LCER/AAE - STRS contributions for Nov
12/2/2013 31746	SBCSS	36,820.87	LCER/AAE - PERS contributions for Nov
12/10/2013 31792	SISC	148,867.10	Health coverage for Dec 2013
12/11/2013 31803	EvenFlo Raingutters and Covers	12,000.00	Progress pymt #2 for Shade structure at LCER
12/11/2013	EvenFlo Raingutters and Covers	14,000.00	Progress pymt #1 for NSAA Roof canopy
12/11/2013 31831	Apple Computer, Inc.	29,897.57	MacBook Airs and Apps
12/30/2013 203		167,464.90	Group: CLASS; Pay Date: 12/31/2013
12/31/2013 31931	Corbel Solutions, LLC	10,230.00	HP ProLiant server, hard drive, memory & security kits
1/2/2014 25559	Lewis Center for Ed Research	110,000.00	Transfer DCB funds to Union
1/2/2014 31905	CharterSAFE	17,788.18	Insurance products for Jan
1/2/2014 31909	Employment Development Dept.	16,979.85	PIT #815-1243-6
1/2/2014 31916	SBCSS	21,330.61	NSAA STRS contributions for Dec
1/2/2014	SBCSS	66,809.22	LCER/AAE - STRS contributions for Dec
1/2/2014 31923	SBCSS	10,158.48	NSAA PERS contributions for Dec
1/2/2014	SBCSS	35,835.41	LCER/AAE - PERS contributions for Dec
1/17/2014 31962	Apple Computer, Inc.	60,431.04	60 MacBooks - Common Core
1/17/2014 31966	CharterSAFE	16,780.18	Insurance products for August
1/17/2014 31975	EvenFlo Raingutters and Covers	11,000.00	Final payment for gym shade structure
1/17/2014 31985	JL Russell Const. Restoration		Center Island median at Norton
1/17/2014 32014	SISC	152,275.50	Health coverage for Jan2014
1/28/2014 32060	Architecture for Education Inc	18,065.00	Progress pymt for AAE portables
1/31/2014 205			Group: CLASS; Pay Date: 1/31/2014
2/3/2014 204			Group: CERT; Pay Date: 2/1/2014
2/3/2014 32092	CharterSAFE		Insurance products for Feb
2/3/2014 32096	Employment Development Dept.	· ·	PIT #815-1243-6
2/3/2014 32102	SBCSS		NSAA STRS contributions for Jan
2/3/2014	SBCSS	•	LCER/AAE - STRS contributions for Jan
2/3/2014 32109	SBCSS	•	NSAA PERS contributions for Jan
2/3/2014	SBCSS	•	LCER/AAE - PERS contributions for Jan
2/3/2014 32111	San Bernardino Co Sup of Schls	•	Subs for 11/1/13 - 1/31/14
2/12/2014 32153	SISC	•	Health coverage for Feb 2014
		- 1,222.00	e europe en

Lewis Center for Educational Research Check/Voucher Register - Board Report - 10K From 11/2/2013 Through 3/3/2014

2/13/2014	32168	EvenFlo Raingutters and Covers	14,000.00	Progress pymt for roof canopies @ Norton
2/25/2014	25560	Lewis Center for Ed Research	80,000.00	Transfer funds from DCB to Union
2/28/2014	210		176,450.39	Group: CLASS; Pay Date: 2/28/2014
3/1/2014	209		419,941.40	Group: CERT; Pay Date: 3/1/2014
3/3/2014	32269	CharterSAFE	17,788.18	Insurance products for March
3/3/2014	32273	Employment Development Dept.	16,943.27	PIT #815-1243-6
3/3/2014	32279	SBCSS	20,583.10	NSAA STRS contributions for Feb
3/3/2014		SBCSS	67,274.05	LCER/AAE - STRS contributions for Feb
3/3/2014	32286	SBCSS	10,898.35	NSAA PERS contributions for Feb
3/3/2014		SBCSS	37,221.72	LCER/AAE - PERS contributions for Feb

Report Total <u>4,205,300.13</u>

Lewis Center for Educational Research Academy for Academic Excellence

Norton Space and Aeronautics Academy

Statement of Revenues and Expenditures by Period Comparative of 2011/12 and 2012/13

	07/01/2012 - 3/1/2013				
	Actuals year-to-date	Total Budget	Budget Variance		
Revenue					
Revenue					
Revenue	10,836,565.38	14,189,381.00	(3,352,815.62)		
Budget Carryover	<u>569,200.00</u>	853,800.00	(284,600.00)		
Capital Improvements					
Total Revenue	11,405,765.38	15,043,181.00	(3,352,815.62)		
Interest					
Revenue - Interest	<u>8,859.40</u>	25,000.00	(16,140.60)		
Total Interest	<u>8,859.40</u>	25,000.00	(16,140.60)		
Total Revenue	11,414,624.78	15,068,181.00	(3,368,956.22)		
Expense Salaries					
Certificated	3,970,840.27	6,158,416.00	2,187,575.73		
Classified	<u>1,737,644.58</u>	2,717,594.00	979,949.42		
Total Salaries	5,708,484.85	8,876,010.00	3,167,525.15		
Benefits	1,618,560.91	2,585,375.00	966,814.09		
Books and Supplies	984,134.74	1,275,998.00	291,863.26		
Services, Other Operating Expenses	791,497.16	1,438,998.00	647,500.84		
Capital Outlay	703,926.83	342,000.00	(361,926.83)		
Other Outgo	117,857.40	292,750.00	174,892.60		
Total Expense	9,924,461.89	14,811,131.00	4,886,669.11		

07/01/2013 - 3/3/2014					
Actuals year-to-date	Total Budget	Budget Variance			
13,261,568.26	15,681,554.00	(<u>2,419,985.74</u>)			
271,633.33	407,450.00	(135,816.67)			
<u>584,000.00</u>	<u>876,000.00</u>	(<u>292,000.00</u>)			
14,117,201.59	16,965,004.00	(2,419,985.74)			
520.69	5,000.00	(4,479.31)			
520.69	5,000.00	(4,479.31)			
14,117,722.28	16,970,004.00	(2,424,465.05)			
4,696,641.23	6,974,642.00	2,278,000.77			
1,949,459.00	3,009,082.00	1,059,623.00			
6,646,100.23 1,782,476.42	9,983,724.00 2,781,255.00	3,337,623.77 998,778.58			
1,702,470.42	2,761,255.00	990,770.30			
962,856.04	1,444,467.00	481,610.96			
915,582.50	1,589,664.00	674,081.50			
1,414,457.89	991,883.00	(422,574.89)			
123,279.28	161,000.00	37,720.72			
11,844,752.36	16,951,993.00	5,107,240.64			

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Lewis Center for Educational Research Statement of Revenues and Expenditures From 7/2/2013 Through 3/3/2014

_	Bridge	AAE	Global Ops	NSAA	Operating	IT	Foundation	Total
Revenue								
Revenue								
Revenue	122,500.00	9,302,528.04	31,118.98	3,795,554.06	8,522.02	1,236.52	108.64	13,261,568.26
Total Revenue	122,500.00	9,302,528.04	31,118.98	3,795,554.06	8,522.02	1,236.52	108.64	13,261,568.26
Interest								
Revenue - Interest	0.00	0.00	0.00	0.00	520.69	0.00	0.00	520.69
Total Interest	0.00	0.00	0.00	0.00	520.69	0.00	0.00	520.69
Total Revenue	122,500.00	9,302,528.04	31,118.98	3,795,554.06	9,042.71	1,236.52	108.64	13,262,088.95
Expense								
Salaries								
Certificated	41,333.28	3,137,575.43	2,500.00	1,297,863.17	217,369.35	0.00	0.00	4,696,641.23
Classified	0.00	717,108.56	109,519.06	332,308.40	576,675.64	213,847.34	0.00	1,949,459.00
Total Salaries	41,333.28	3,854,683.99	112,019.06	1,630,171.57	794,044.99	213,847.34	0.00	6,646,100.23
Benefits								
	1,868.14	999,482.92	42,134.16	431,048.92	235,567.25	72,375.03	0.00	1,782,476.42
Total Benefits	1,868.14	999,482.92	42,134.16	431,048.92	235,567.25	72,375.03	0.00	1,782,476.42
Books and Supplies								
Laptop Program	0.00	0.00	0.00	0.00	0.00	1,872.66	0.00	1,872.66
Other	332.81	400,369.54	15,126.58	321,088.10	124,677.82	99,389.19	0.00	960,984.04
Total Books and Supplies	332.81	400,369.54	15,126.58	321,088.10	124,677.82	101,261.85	0.00	962,856.70
Services, Other Operating Expenses								
	7,558.30	161,817.80	8,551.45	210,524.52	415,605.39	111,525.04	0.00	915,582.50
Total Services, Other Operating Expenses	7,558.30	161,817.80	8,551.45	210,524.52	415,605.39	111,525.04	0.00	915,582.50
Capital Outlay								
	12,420.00	194,261.71	0.00	727,785.41	432,422.75	47,568.02	0.00	1,414,457.89
Total Capital Outlay	12,420.00	194,261.71	0.00	727,785.41	432,422.75	47,568.02	0.00	1,414,457.89
Other Outgo - Debt Service	•	•		•	•	•		
	0.00	0.00	0.00	42,291.00	80,988.28	0.00	0.00	123,279.28
Total Expense	63,512.53	5,610,615.96	177,831.25	3,362,909.52	2,083,306.48	546,577.28	0.00	11,844,753.02

Lewis Center for Educational Research Balance Sheet As of 3/3/2014

	Current Year
Assets	
Union-Checking	1,643,319.88
Union-Savings	750,249.00
Other-Checking	96,104.21
Other-Savings	151,827.10
DCB-NASA	4,947.92
DCB-CD	0.00
Petty Cash	19,859.00
Accounts Receivable	96,798.96
Prepaid Expenses	34,984.33
Fixed Assets	9,818,534.81
Total Assets	12,616,625.21
Liabilities and Net Assets	
Accounts Payable Vendor	(23,885.93)
Accounts Payable - CDE	0.00
Other Liability	597,191.58
Long Term Debt	1,920,258.62
Fund Balance	10,131,015.06
Excess Revenues over Expenditures	(7,954.12)
Total Liabilities and Net Assets	12,616,625.21

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THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE COMBINED BALANCE SHEET AND INCOME STATEMENT November 1 - November 30, 2013

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$1,680.54
Revenue		
Transfer from Savings - SLT	\$2,157.10	
Total	\$2,157.10	
Evnondituros		
Expenditures Art Show Expenses	\$10.00	
Brick Overpayment	\$50.00	
SLT Expenses	\$2,157.10	
Total	\$2,217.10	
Ending Balance	Total	\$1,620.54
SAVINGS (HIGH DESERT PARTNERSHIP)		
Beginning Balance		
Unrestricted Funds		\$58,291.80
Restricted Funds - HiDAS Endowment Restricted Funds - Davis Endowment		\$63,997.21 \$12,406.15
Restricted Funds - Davis Endowment Restricted Funds - Board Scholarship		\$286.29
Restricted Funds - AAE Staff Scholarship		\$279.33
Restricted Funds - Mike Klein Teacher Scholarship		\$7,472.77
Restricted Funds - Rick Piercy Scholarship		\$2,421.76
Restricted Funds - IT Scholarship		\$600.54
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Senior Leadership Team		\$6,758.32
Restricted Funds - Bodhi Award Scholarship Restricted Funds - Daniel Kobold Scholarship		\$0.00 \$18.00
Restricted Funds - Daniel Robold Scholarship Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - AAE Employee Scholarship		\$145.00
Restricted Funds - AAE PTC Scholarship		\$4,016.63
Restricted Funds - Capital Campaign AAE		\$19,280.26
Restricted Funds - Capital Campaign NSAA		\$96.62
Restricted Funds - California Writer's Club		\$100.00
Restricted Funds - Apple Valley Legacy Trail Organization		\$2,136.98
Barrana		\$178,489.41
Revenue Art Show	00.004	
Senior Leadership Team	\$60.00 \$3,514.22	
Apple Valley Legacy Trail Organization	\$262.00	
AAE Capital Campaign - Donation	\$125,000.00	
Interest	\$17.33	
Total	\$128,853.55	
Expenditures		
Transfer to Checking - Senior Leadership Team	\$2,157.10	
Total	\$2,157.10	
Ending Balance		
Unrestricted Funds		\$58,356.13
Restricted Funds - HiDAS Endowment		\$64,003.62
Restricted Funds - Davis Endowment Restricted Funds - Foundation Board Scholarship		\$12,407.36 \$286.29
Restricted Funds - AAE Staff Scholarship		\$279.33
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Rick Piercy Scholarship		\$2,421.94
Restricted Funds - IT Scholarship		\$600.54
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Senior Leadership Team		\$8,115.44
Dootriotod Eundo \/DA Cabalarabia /Dadbi A.v.ard\		\$0.00
Restricted Funds - VPA Scholarship (Bodhi Award) Restricted Funds - Daniel Kohold Scholarship		\$12 NN
Restricted Funds - Daniel Kobold Scholarship		\$18.00 \$0.00
. ,		\$18.00 \$0.00 \$145.00
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship		\$0.00 \$145.00
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign		\$0.00 \$145.00 \$4,016.80 \$144,284.59 \$96.62
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign Restricted Funds - California Writer's Club		\$0.00 \$145.00 \$4,016.80 \$144,284.59 \$96.62 \$100.00
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign	Total	\$0.00 \$145.00 \$4,016.80 \$144,284.59 \$96.62 \$100.00 \$2,398.98
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign Restricted Funds - California Writer's Club	Total	\$0.00 \$145.00 \$4,016.80 \$144,284.59 \$96.62 \$100.00
Restricted Funds - Daniel Kobold Scholarship Restricted Funds - Schools First Scholarship Restricted Funds - AAE Employee Scholarship Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign Restricted Funds - California Writer's Club	Total	\$0.00 \$145.00 \$4,016.80 \$144,284.59 \$96.62 \$100.00 \$2,398.98

THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE COMBINED BALANCE SHEET AND INCOME STATEMENT December 1 - December 31, 2013

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$1,620.54
Revenue		
Transfer from Savings - AVLTO	\$104.90	
Total	\$104.90	
	,	
Expenditures	# CF 00	
Art Show Expenses AVLTO Expenses	\$65.00 \$437.00	
Total	\$502.00	
Ending Balance	Total	\$1,223.44
SAVINGS (HIGH DESERT PARTNERSHIP)		
Beginning Balance		
Unrestricted Funds		\$58,356.13
Restricted Funds - HiDAS Endowment		\$64,003.62
Restricted Funds - Davis Endowment		\$12,407.36
Restricted Funds - Board Scholarship		\$286.29
Restricted Funds - AAE Staff Scholarship		\$279.33
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Rick Piercy Scholarship		\$2,421.94 \$600.54
Restricted Funds - IT Scholarship Restricted Funds - Damiani Scholarship		\$600.54 \$181.75
Restricted Funds - Senior Leadership Team		\$8,115.44
Restricted Funds - Bodhi Award Scholarship		\$0.00
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - AAE Employee Scholarship		\$145.00
Restricted Funds - AAE PTC Scholarship		\$4,016.80
Restricted Funds - Capital Campaign AAE		\$144,284.59
Restricted Funds - Capital Campaign NSAA		\$96.62
Restricted Funds - California Writer's Club		\$100.00
Restricted Funds - Apple Valley Legacy Trail Organization		\$2,398.98 \$305,185.86
Revenue		4000,100.00
Donation	\$60.00	
AAE Capital Campaign - Brick Campaign	\$150.00	
Interest	\$26.75	
Total	\$236.75	
Expenditures		
Transfer to Checking - AVLTO	\$104.90	
Total	\$104.90	
Internal Transfers		
Transfer from Unrestricted to IT Scholarship	\$28.75	
Transfer from AAE Employee Scholarship (inactive) to Unrestricted	\$145.00	
Ending Balance		
Unrestricted Funds		\$58,537.73
Restricted Funds - HiDAS Endowment		\$64,010.31
Restricted Funds - Davis Endowment		\$12,408.70
Restricted Funds - Foundation Board Scholarship		\$286.29
Restricted Funds - AAE Staff Scholarship Restricted Funds - Mike Klein Teacher Scholarship		\$279.33 \$7,473.47
Restricted Funds - Mike Klein Teacher Scholarship Restricted Funds - Rick Piercy Scholarship		\$7,473.47 \$2,421.94
Restricted Funds - IT Scholarship		\$629.29
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Senior Leadership Team		\$8,115.44
Restricted Funds - VPA Scholarship (Bodhi Award)		\$0.00
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - AAE Capital Campaign		\$4,016.80 \$144,447.07
Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign		\$144,447.97 \$96.62
Restricted Funds - NOAA Capital Campaign Restricted Funds - California Writer's Club		\$100.00
Restricted Funds - Apple Valley Legacy Trail Organization		\$2,294.08
	Total	\$305,317.70
Total Chapling and Cavings		#000 544 44
Total Checking and Savings		\$306,541.14

THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE COMBINED BALANCE SHEET AND INCOME STATEMENT January 1 - January 31, 2014

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$1,223.44
Revenue		
Transfer from Savings - AVLTO	\$64.04	
Transfer from Savings - SLT	\$59.15	
Transfer from Savings - Art Show	\$60.00	
Total	\$183.19	
Expenditures		
Art Show Expenses	\$60.00	
SLT Expenses	\$59.15	
AVLTO Expenses	\$64.04	
Total	\$183.19	<u> </u>
Ending Balance	Total	\$1,223.44
SAVINGS (HIGH DESERT PARTNERSHIP)		
Beginning Balance		#F0 F07 70
Unrestricted Funds Restricted Funds - HiDAS Endowment		\$58,537.73 \$64,010.31
Restricted Funds - Davis Endowment		\$12,408.70
Restricted Funds - Board Scholarship		\$286.29
Restricted Funds - AAE Staff Scholarship		\$279.33
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Rick Piercy Scholarship Restricted Funds - IT Scholarship		\$2,421.94 \$629.29
Restricted Funds - 11 Scholarship Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Senior Leadership Team		\$8,115.44
Restricted Funds - Bodhi Award Scholarship		\$0.00
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - AAF BTC Scholarship		\$0.00
Restricted Funds - AAE PTC Scholarship Restricted Funds - Capital Campaign AAE		\$4,016.80 \$144,447.97
Restricted Funds - Capital Campaign NSAA		\$96.62
Restricted Funds - California Writer's Club		\$100.00
Restricted Funds - Apple Valley Legacy Trail Organization		\$2,294.08
		\$305,317.70
Revenue		
AVLTO Donation	\$50.00	
AAE Capital Campaign Donation	\$500.00	
AAE Capital Campaign - Brick Campaign	\$525.00	
AAE Staff Scholarship	\$210.00	
SLT	\$387.20	
Foundation Board Scholarship Interest	\$700.00 \$26.01	
Total	\$2,398.21	
r otar	Ψ2,000.21	
Expenditures		
Transfer to Checking - AVLTO	\$64.04	
Transfer to Checking - SLT	\$59.15	
Transfer to Checking - Art Show Expenses Total	\$60.00 \$183.19	
i otai	ψ103.19	
Ending Balance		
Unrestricted Funds		\$58,482.93
Restricted Funds - HiDAS Endowment		\$64,016.81 \$12,410.00
Restricted Funds - Davis Endowment Restricted Funds - Foundation Board Scholarship		\$12,410.00 \$986.29
Restricted Funds - AAE Staff Scholarship		\$489.33
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Rick Piercy Scholarship		\$2,421.94
Restricted Funds - IT Scholarship Restricted Funds - Damiani Scholarship		\$629.29 \$181.75
Restricted Funds - Danilani Scholarship Restricted Funds - Senior Leadership Team		\$8,443.49
Restricted Funds - VPA Scholarship (Bodhi Award)		\$0.00
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - AAE PTC Scholarship Restricted Funds - AAE Capital Campaign		\$4,016.80 \$145,485.97
Restricted Funds - AAE Capital Campaign Restricted Funds - NSAA Capital Campaign		\$145,465.97 \$96.62
Restricted Funds - California Writer's Club		\$100.00
Restricted Funds - Apple Valley Legacy Trail Organization		\$2,280.04
	Total	\$307,532.73
Total Checking and Savings		\$308,756.17
i otal Grecking and Savings		φουο, <i>1</i> σσ.1 <i>1</i>

High Desert "Partnership in Academic Excellence" Foundation, Inc.

17500 MANA ROAD, APPLE VALLEY, CA 92307 (760) 946-5414 X201 (760) 946-9193 FAX

RESOLUTION NO. 2014 – 01 VOLUNTARY RETIREMENT PROGRAM

BOARD RESOLUTION

WHEREAS, California Government Code section 53216 authorizes school districts to establish and maintain qualified retirement plans; and

WHEREAS, The High Desert Partnership in Academic Excellence Foundation, Inc. (the "Organization") provides the State Teachers Retirement Plan ("STRS") and the Public Employees Retirement Plan ("PERS") to eligible employees; and

WHEREAS, the Organization may make available additional retirement plans under California Government Code section 53224;

THEREFORE, IT IS RESOLVED that the Board of Directors of the Organization hereby adopts the Voluntary Retirement Program (the "Plan") and allows eligible employees to participate in such Plan; and

RESOLVED FURTHER, that the Organization may make additional employees eligible, as deemed appropriate; and

RESOLVED FURTHER that the Board herby appoints the Director of Finance as Plan Administrator and authorizes and directs the Plan Administrator to take whatever action, including entering into other contracts or agreements as necessary, to administer, attain and maintain the tax qualified status of the plan under Internal Revenue Code of 1986, as amended.

AYES:	NOES:	ABSTAIN:	ABSENT:	
Excellence For	undation, Inc. of San B	ernardino County, Califor	e High Desert Partnership rnia, hereby certify that the gular meeting thereof hele	e above and foregoing
		Secretary	of the Board of Directors	

AUDIT REPORT

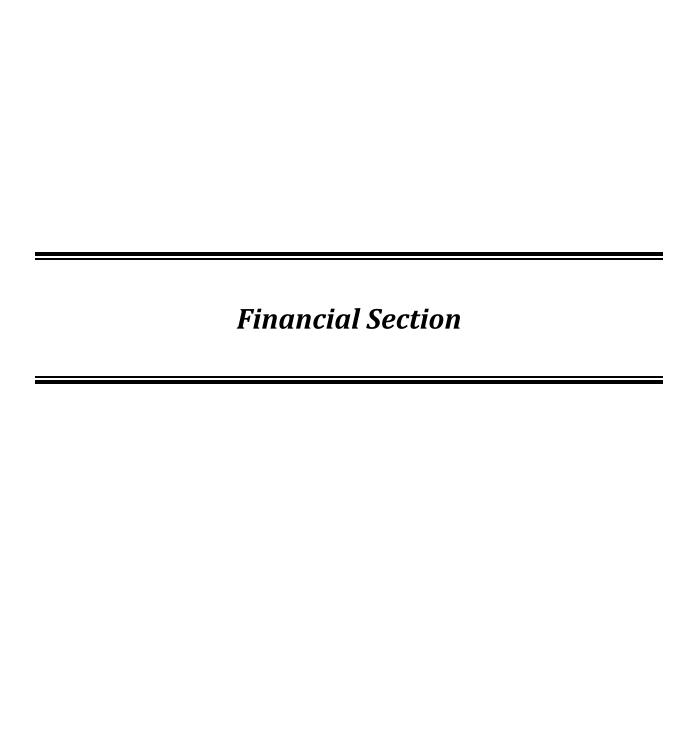
For the Fiscal Year Ended June 30, 2013



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INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-13*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc., as of June 30, 2013, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

1

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s basic financial statements. The other supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The other supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2013 on our consideration of the Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control over financial reporting and compliance.

December 2, 2013

Nigro & Digro, PC

Statement of Financial Position June 30, 2013

ASSETS		
Current Assets		
Cash	\$	3,897,602
Accounts Receivable		5,615,021
Laptop Lease Receivable		172,800
Laptop Inventories		75,890
Prepaid Expense		51,712
Total Current Assets		9,813,025
Non-Current Assets		
Laptop Lease Receivable Long-term		333,662
Unamortized Debt Issuance Costs		460,980
Total Non-Current Assets		794,642
Total Non-Current Assets		794,042
Capital Assets		
Non-depreciable Assets		2,910,610
Depreciable Assets		14,387,163
Accumulated Depreciation		(5,631,087)
Total Capital Assets, Net		11,666,686
Total Assets	\$	22,274,353
LIABILITIES AND NET ASSETS		
Liabilities		
Current Liabilities		
Accrued Payroll and Payroll Expenses	\$	787,779
Accounts Payable	·	747,021
Deferred Revenues		421,506
Due to Student Groups		18,859
Current Portion of Long Term Liabilities		504,522
Total Current Liabilities		2,479,687
Long Term Liabilities		
Laptop Capital Lease, Less Current Portion		349,985
		5,530,000
Loans Payable, Less Current Portion Total Long Term Liabilities		
Total Long Term Liabilities	-	5,879,985
Total Liabilities		8,359,672
Net Assets		
Unrestricted		13,770,306
Temporarily Restricted		67,501
Permanently Restricted		76,874
Total Net Assets		13,914,681
Total Liabilities and Net Assets	\$	22,274,353

Statement of Activities

For the Fiscal Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	
REVENUES, GAINS, AND OTHER SUPPORT		11000110000			
Federal Special Education	\$ -	\$ 276,298	\$ -	\$ 276,298	
National School Lunch	-	266,705	-	266,705	
Other Federal Revenues	83,655	242,462	-	326,117	
State General Purpose Entitlement	9,414,461	-	-	9,414,461	
District In-Lieu Property Tax	760,124	-	-	760,124	
State Categorical Block Grant	1,144,824	-	-	1,144,824	
Lottery	259,918	53,914	-	313,832	
Special Education	-	788,344	-	788,344	
Class Size Reduction	368,424	-	-	368,424	
Other State Revenues	101,453	-	-	101,453	
Donations	85,336	39,514	-	124,850	
In-Kind Donations	-	457,749	-	457,749	
Student Activities	131,171	-	-	131,171	
Class Fees	79,667	-	-	79,667	
Food Services	48,976	21,226	-	70,202	
Gain on Sale of Asset	12,298	-	-	12,298	
Other Local Revenues	372,008	-	-	372,008	
Interest Earned	33,135	89	206	33,430	
Net Assets Released From Restrictions:					
Other Federal Restricted Funds	248,567	(248,567)	-	-	
Lottery	53,914	(53,914)	-	-	
Special Education	1,064,642	(1,064,642)	-	-	
Food Service	287,931	(287,931)	-	-	
Restricted Donations	472,600	(472,100)	(500)		
Total Revenues, Gains, and Other Support	15,023,104	19,147	(294)	15,041,957	
EXPENSES					
Program Services:					
Academy For Academic Excellence	9,376,980	_	-	9,376,980	
Norton Space and Aeronautics Academy	3,959,446	_	-	3,959,446	
Lewis Center For Educational Research	677,358	_	-	677,358	
Management and General	948,373	_	-	948,373	
ranagement and deneral	310,070			310,070	
Total Expenses	14,962,157	-		14,962,157	
Change in Net Assets	60,947	19,147	(294)	79,800	
Net Assets, July 1, 2012	13,709,359	48,354	77,168	13,834,881	
Net Assets, June 30, 2013	\$ 13,770,306	\$ 67,501	\$ 76,874	\$ 13,914,681	

Statement of Cash Flows For the Fiscal Year Ended June 30, 2013

Increase in Net Assets	\$ 79,800
Adjustments to reconcile increase (decrease) in net	
assets to net cash provided (used) by operating activities:	
Depreciation	400,664
(Increase) decrease in operating assets:	
Accounts Receivable	(1,187,810)
Inventory	5,474
Prepaid Expense	(16,728)
Increase (decrease) in operating liabilities:	
Accrued Payroll and Payroll Expenses	23,301
Accounts Payable	556,364
Deferred Revenues	395,018
Due to Student Groups	961
Net Cash Provided by Operating Activities	257,044
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of Equipment, Furniture, and Building Improvements	(2,248,112)
Sale of Equipment, Furniture and Building Improvements	 17,702
Net Cash Used by Investing Activities	 (2,230,410)
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds from Bond Issuance and Capital Leases	6,146,467
Costs of Bond Issuance	(460,980)
Payments on Outstanding Loans	(2,220,875)
Net Cash Provided by Financing Activities	3,464,612
Net Increase (Decrease) in Cash	1,491,246
Cash, July 1, 2012	 2,406,356
Cash, June 30, 2013	\$ 3,897,602
SUPPLEMENTAL DISCLOSURE	
Interest paid	\$ 153,833

Statement of Functional Expenses For the Fiscal Year Ended June 30, 2013

	Program Services											
	A	ademy For Academic Excellence	A	ton Space and eronautics Academy	For	ewis Center Educational Research	Total Program Services		Management And General		Total Expenditures	
Certificated Salaries Classified Salaries Benefits Total Salaries and Benefits	\$	4,260,724 1,517,061 1,601,590 7,379,375	\$	1,705,444 582,489 627,068 2,915,001	\$	97,007 289,967 118,258 505,232	\$	6,063,175 2,389,517 2,346,916 10,799,608	\$	12,259 264,518 91,348 368,125	\$	6,075,434 2,654,035 2,438,264 11,167,733
Books & Supplies Services, Other Operating Expenses Debt Service Depreciation and Amortization		670,017 1,256,276 71,312		539,330 497,978 7,137		31,419 65,323 75,384		1,240,766 1,819,577 153,833		1,867 165,896 - 412,485		1,242,633 1,985,473 153,833 412,485
Totals	\$	9,376,980	\$	3,959,446	\$	677,358	\$	14,013,784	\$	948,373	\$	14,962,157

Notes to Financial Statements June 30, 2013

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

A. Promises to Give

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

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. As of June 30, 2013 the Foundation determined that there were no uncollectible accounts.

B. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Accounting Policies

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

D. Basis of Accounting

The Foundation's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

E. Financial Statement Presentation

The Foundation follows FASB ASC 958-210-45. Under paragraphs 9-11, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by the statement, the Foundation does not use fund accounting in its financial statement presentation.

F. Contributions

The Foundation has also adopted FASB ASC 958-605. The "Contributions Received" subsections of that standard provides guidance for contributions of cash and other assets received, including promises to give. Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions, or conditions.

G. Income Taxes

The Foundation is a not-for-profit Foundation that is exempt from income taxes under Section 501(c) (3) of the Internal Revenue Code and Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision has been made for income taxes. Management has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels.

Notes to Financial Statements June 30, 2013

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

G. Income Taxes (continued)

The primary tax positions evaluated are related to the Foundation's continued qualification as a tax-exempt organization and whether there are unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more than likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Foundation files informational returns in the U.S. federal jurisdiction and the state of California.

H. Cash

Cash consists of funds held in financial institutions. The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation's cash balances were deposited in three financial institutions. As of June 30, 2013 the Foundation did not hold any cash as investments.

Cash balances are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). As of June 30, 2013, \$3,602,273 of the Foundation's bank balance was exposed to custodial credit risk.

I. Custodial Credit Risk

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

J. Laptop Lease Payments Receivable (Inventory)

The Foundation, through one of its schools, the Academy for Academic Excellence, has begun a program to enable students in certain grade levels to obtain laptop computers. The Foundation leases the computers from the manufacturer and then offers to lease them to the student's parents under the same terms and for the same price. The lease payments receivable are carried on the books as Current Lease Payments Receivable for payments due within one year, and Lease Payments Receivable for the portion due after one year. The Foundation has reduced the total receivable by 5% of the balance due to account for estimated uncollectible amounts.

K. Laptops Held for Resale

As stated above, the Foundation has obtained laptops for certain of its students. There is a time difference between the lease/purchase of the laptops and when the school issues them to students. During that time laptops that have not yet been issued to students are on hand for resale. The cost of those laptops is carried as laptops held for resale.

L. Inventory

Inventories are recorded using the purchases method in that the cost is recorded as an expense at the time the individual inventory items are requisitioned. Inventories are valued at cost and consist primarily of laptops.

M. Deferred Revenues

Deferred revenues are recognized as revenue for the laptop interest to the extent that qualified expense has been incurred. Deferred revenues of laptops are recognized as collections are made on leases.

Notes to Financial Statements June 30, 2013

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)

N. Common Core Implementation

The 2013-14 budget plan provides \$1.25 billion in one-time funding to schools for implementation of the CCSS. (Of this amount, the budget plan counts \$1 billion towards meeting the 2012–13 minimum guarantee and \$250 million towards meeting the 2013–14 guarantee.) The CCSS are nationally developed standards for math and English/Language Arts that the state adopted in 2010. Under current law, schools are required to align instruction to the CCSS beginning in 2014–15. The \$1.25 billion in CCSS funding must be spent in 2013–14 or 2014–15 for professional development, instructional materials, and technology that assist schools in aligning instruction to the CCSS. Local governing boards are required in a series of public meetings to discuss and adopt a plan for spending the funds and must report how the funds were spent to the California Department of Education (CDE) by July 1, 2015. Since a portion of the Common Core Implementation funding is appropriated for 2012-13, \$388,000 has been recorded as a receivable with an offset to Deferred Revenue in anticipation of the funds.

NOTE 2 - CASH

On June 30, 2013 the organization maintained accounts at several banks, Union Bank being the primary depository. As described below, the organization entered into an agreement with Union Bank whereby its existing note payable secured by a deed of trust on real estate in Apple Valley, Ca., along with a line of credit were retired. New obligations were issued. As part of the refinancing, the organization entered into a building contract to construct a gymnasium on its Apple Valley Campus. During the construction and the first years under the debt obligation, Union Bank is acting as trustee of funds set aside for the construction and payment of obligation debt and interest. The accounts involved are listed below as Cash and Equivalents Held by Trustee Bank. All of the funds in the accounts are invested in Blackrock Liquidity Fund T Fund Dollar MMKT Shares. Each share is valued at \$1 and there is no gain or loss on the transactions:

Cash	
Union Bank	\$ 1,551,660
Union Banc Investment Services	250,000
Desert Community Bank	85,732
Bank of American Fork	49,500
Total Cash in Banks	1,936,892
Cash Held by Trustee Bank	
Union Bank Corporate Trust Department	 1,960,710
Total Cash and Cash Equivalents	\$ 3,897,602

Notes to Financial Statements June 30, 2013

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2013 consisted of the following:

Federal Government:	
Title I	\$ 50,013
Special Education	93,349
School Lunch and Breakfast Program	11,322
State Government:	
Block Grant Entitlement	3,999,319
Categorical Block Grant	388,805
Class Size Reduction	181,106
Special Education	263,162
Lottery	146,713
Common Core	388,000
Other State	885
Local:	
Laptop Lease	506,462
Property Tax	78,910
Other Local	13,437
Total	\$ 6,121,483

NOTE 4 - CAPITAL ASSETS AND DEPRECIATION

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

Depreciation expense for 2012-13 was \$400,664. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

	Estimated Useful Life in Years
Furniture, Equipment and Leasehold Improvements	3-10
Cassini Documentary	5
Mojave River Campus	10-39

Notes to Financial Statements June 30, 2013

NOTE 4 - CAPITAL ASSETS AND DEPRECIATION (continued)

A schedule of changes in capital assets for the year ended June 30, 2013 is shown below:

	Balance, July 1, 2012		Additions		Retirements		Ju	Balance, ne 30, 2013
Capital assets not being depreciated:		_		_				
Land	\$	798,729	\$	-	\$	-	\$	798,729
Construction in progress		83,576		2,058,320		30,015		2,111,881
Total capital assets not being depreciated		882,305		2,058,320		30,015		2,910,610
Capital assets being depreciated:								
Buildings & improvements	1	10,320,665		-		-		10,320,665
Furniture & equipment		1,898,249		-		123,913		1,774,336
Leasehold improvements		1,879,082		219,807		-		2,098,889
Cassini documentary		193,273		-		-		193,273
Total capital assets being depreciated		14,291,269		219,807		123,913		14,387,163
Accumulated depreciation for:								
Buildings & improvements		(2,849,500)		(269,593)		-		(3,119,093)
Furniture & equipment		(1,607,072)		(59,397)		(106,211)		(1,560,258)
Leasehold improvements		(686,789)		(71,674)		-		(758,463)
Cassini documentary		(193,273)		-		-		(193,273)
Total accumulated depreciation		(5,336,634)		(400,664)		(106,211)		(5,631,087)
Total capital assets being depreciated, net		8,954,635		(180,857)		17,702		8,756,076
Total capital assets, net	\$	9,836,940	\$	1,877,463	\$	47,717	\$	11,666,686

NOTE 5 - LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2013 is shown below:

		Balance, ıly 1, 2012	 Additions	 eductions	Balance, ne 30, 2013	Amount Due Within One Year	
Bank Loan Bonds Payable Charter School Revolving Loan Capital Leases	\$	1,810,259 - 100,000 548,656	\$ 5,640,000 - 506,467	\$ 1,810,259 - 50,000 360,616	\$ 5,640,000 50,000 694,507	\$	- 110,000 50,000 344,522
Total Long-Term Liabilities	\$	2,458,915	\$ 6,146,467	\$ 2,220,875	\$ 6,384,507	\$	504,522

A. Bank Loan/Authority Loan

Previously, the Foundation had entered into an agreement with Desert Community Bank for a note to fund additional costs associated with the Mojave River Campus expansion. The note was dated April 22, 2003, with monthly payments including variable interest at 1.5% over the WSJ Prime Rate, beginning at 6% and not to exceed 11%. The note principal was \$2,700,000. The term of the note was 20 years with a maturity date of April 24, 2023. The note was secured by real estate and other collateral described in a Commercial Security Agreement. The note was paid in full during the year.

B. Bonds

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

Notes to Financial Statements June 30, 2013

NOTE 5 - LONG-TERM LIABILITIES (continued)

B. Bonds (continued)

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

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

Fiscal Year	Amount				
2013-2014	\$	110,000			
2014-2015		110,000			
2015-2016		115,000			
2016-2017	125,000				
2017-2018		130,000			
2018-2023		725,000			
2023-2028	870,000				
2028-2033	1,045,000				
2033-2038	1,245,000				
2038-2042		1,165,000			
Total	\$	5,640,000			

C. Charter School Revolving Loan

The Foundation entered into an agreement with the California Department of Education for a revolving fund loan. The loan is unsecured. The loan bears interest at 1.65% per annum.

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

D. Capital Leases

The Foundation has entered into various agreements with Apple Inc. for MacBooks. The leases were entered into in seven phases and call for payments to be made over a three year period. Imputed interest on the leases is between 4.5% - 5.2% per annum.

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

	P	hase I		Phase II		Phase III		Phase IV		Phase V		Phase VI		Phase VII		Total
Fiscal Year	A	mount	Amount		Amount		Amount		Amount		Amount		Amount		Amount	
2013-2014	\$	9,499	\$	34,567	\$	61,447	\$	70,187	\$	12,690	\$	45,072	\$	111,060	\$	344,522
2014-2015		-		-		-		58,486		12,690		45,072		111,060		227,308
2015-2016		-		-						2,116		18,740		101,821		122,677
														<u>.</u>		
Totals	\$	9,499	\$	34,567	\$	61,447	\$	128,673	\$	27,496	\$	108,884	\$	323,941	\$	694,507

Notes to Financial Statements June 30, 2013

NOTE 5 - LONG-TERM LIABILITIES (continued)

E. Line of Credit

The Foundation entered into an agreement with Union Bank for a note which represents a line of credit. The maximum amount of funds available under the line of credit is \$2,000,000. As of June 30, 2013, there is no outstanding balance. This line of credit replaced the Foundation's previous line of credit with Desert Community Bank.

NOTE 6 - NET ASSET CLASSIFICATIONS

Temporarily restricted net assets consisted of the following at June 30, 2013:

Restricted for Capital Campaign Donations Restricted for Scholarships	\$ 42,842 24,659
Total Temporary Restricted Net Assets	\$ 67,501

Permanently restricted net assets are those net assets not available for expenditure, but the Foundation may spend the interest thereon. Permanently restricted net assets as of June 30, 2013 were as follows:

HIDAS Endowment	\$ 63,971
Davis Aeronautics	 12,903
Total Permanent Restricted Net Assets	\$ 76,874

NOTE 7 - DONATIONS

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

Cash Contributions	\$ 124,850
FMV of Donated Facilities	457,749
Total Public Support Donations	\$ 582,599

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSES

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

Notes to Financial Statements June 30, 2013

NOTE 9 - EMPLOYEE RETIREMENT PLANS

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

Plan Description and Provisions

Public Employees' Retirement System (PERS)

Plan Description

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

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the Foundation is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2012-13 was 11.417%. The contribution requirements of the plan members are established by State statute.

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

			Percent of Required
	Cor	ntribution	Contribution
2012-13	\$	313,865	100%
2011-12	\$	275,045	100%
2010-11	\$	255,264	100%

State Teachers' Retirement System (STRS)

Plan Description

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

Notes to Financial Statements June 30, 2013

NOTE 9 - EMPLOYEE RETIREMENT PLANS (continued)

State Teachers' Retirement System (STRS) (continued)

Funding Policy

Active plan members are required to contribute 8.0% of their salary. The required employer contribution rate for fiscal year 2012-13 was 8.25% of annual payroll. The contribution requirements of the plan members are established by State statute. The Foundation's contributions to STRS for the last three fiscal years were as follows:

			Percent of Required
	Cor	ntribution	Contribution
2012-13	\$	459,313	100%
2011-12	\$	425,554	100%
2010-11	\$	415,170	100%

Alternative Retirement Program (APL)

Plan Description

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

Funding Policy

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

NOTE 10 - COMMITMENTS AND CONTINGENCIES

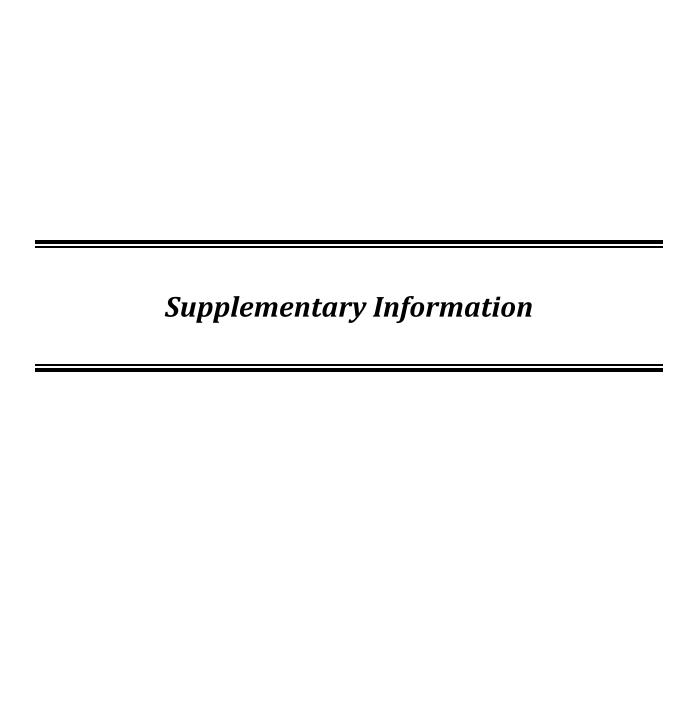
State and Federal Allowances, Awards, and Grants

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

NOTE 11 - SUBSEQUENT EVENTS

On October 22, 2013, the Organization entered into an interest rate swap agreement with Union Bank. The agreement contains a notional amount of \$3.67 million and a fixed interest rate of 3.24 percent. The purpose of the swap agreement was to establish a fixed rate on the loan used to pay off previous secured debt and construct the gym.

Events subsequent to June 30, 2013 have been evaluated through December 2, 2013, the date at which the Foundation's audited financial statements were available to be issued. No events requiring disclosures other than the one described above have occurred through this date.



Organizational Structure June 30, 2013

The High Desert "Partnership in Academic Excellence" Foundation, Inc. (the Foundation) is a California nonprofit public benefit corporation under Internal Revenue Code Section 501(c)(3), whose purpose is to promote and support the educational needs of the students, teachers, and community members. The promotion and support is accomplished through several areas, including providing tours of the center for students and sponsoring various educational programs. Beginning in July 1997, the Foundation also became the umbrella organization for the Academy of Academic Excellence (Charter No. 0127). The Academy is a charter school sponsored by Apple Valley Unified School District. On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Space and Aeronautics Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in Kindergarten through Second Grade. One grade level is being added each school year.

BOARD OF DIRECTORS

Member	Office	Term Expires
H.O. "Bud" Biggs	Chairman of the Board	December, 2015
Robert Lovingood	Vice Chairman	December, 2014
Russell Stringham	Treasurer	December, 2014
Andy Jaramillo	Secretary	December, 2014
David Bains	Director	December, 2013
Duberly Beck	Director	December, 2016
R. Everett "Buck" Goodspeed	Director	December, 2014
Jack Hamilton	Director	December, 2016
Scott Johnson	Director	December, 2014
Jeffrey Lewis, Ph.D	Director	December, 2013
Kirtland Mahlum	Director	December, 2015
Michael Orosco, Ph.D	Director	December, 2013
Jose Palafox	Director	December, 2014
D. Kevin Porter	Director	December, 2015
Donna Siegel	Director	December, 2014
Marcia Vargas	Director	December, 2016
Regina Weatherspoon-Bell	Director	December, 2013
Rick Wolf	Director, AVUSD Appointee	December, 2015

ADMINISTRATOR

Richard Piercy, President/CEO

Statement of Financial Position – Combined Charter Schools June 30, 2013

		demy for	and a	orton Space Aeronautics Academy	*Lewis Center For Educational Research			
ASSETS			1					
Current Assets								
Cash	\$	4,328	\$	425,980	\$	3,467,294		
Accounts Receivable		-		-		5,615,021		
Laptop Lease Receivable		-		-		172,800		
Stores Inventories (Laptops)		-		-		75,890		
Prepaid Expenses		-		-		51,712		
Total Current Assets		4,328		425,980		9,382,717		
Non-Current Assets								
Laptop Lease Receivable Long-term		-		-		333,662		
Unamortized Debt Issuance Costs		-		-		460,980		
Total Non-Current Assets		-		-		794,642		
Capital Assets								
Non-depreciable Assets		_		_		2,910,610		
Depreciable Assets		_		-		14,387,163		
Accumulated Depreciation		_		-		(5,631,087)		
Total Capital Assets, Net		-		-		11,666,686		
Total Assets	\$	4,328	\$	425,980	\$	21,844,045		
Liabilities								
Current Liabilities								
Accrued Payroll and Payroll Expenses	\$	-	\$	-	\$	787,779		
Accounts Payable		-		-	•	747,021		
Deferred Revenues		-		-		421,506		
Due to Student Groups		-		-		18,859		
Current Portion of Long Term Liabilities		-		-		504,522		
Total Current Liabilities		-		-		2,479,687		
Long Term Liabilities								
Laptop Capital Lease, Less Current Portion		=		-		349,985		
Loans Payable, Less Current Portion		-		-		5,530,000		
Total Long Term Liabilities		-		-		5,879,985		
Total Liabilities	,			-		8,359,672		
Net Assets								
Unrestricted		4,328		425,980		13,339,998		
Temporarily Restricted		-		-		67,501		
Permanently Restricted		-		-		76,874		
Total Net Assets		4,328		425,980		13,484,373		

^{*} These amounts do not agree with the Statement of Functional Expenses because the amounts on this page include allocated overhead costs.

Statement of Activities – Combined Charter Schools For the Fiscal Year Ended June 30, 2013

REVENUES, GAINS, AND OTHER SUPPORT		cademy for nic Excellence	* Norton Space and Aeronautics Academy		* Lewis Center For Educational Research	
Federal Special Education	\$	215,908	\$	60,390	\$	_
National School Lunch	4	75,780	4	190,925	*	_
Other Federal Revenue		15,364		310,753		_
General Purpose Entitlement		6,546,284		2,868,177		_
District In-Lieu Property Tax		760,124		-		_
Categorical Funding		649,182		495,642		_
Lottery		222,580		91,252		_
Special Education		540,854		247,490		_
Class Size Reduction		137,088		231,336		_
Other State Revenues		86,240		15,213		_
Donations		29,759		21,488		73,603
Donations In-Kind		404,870		-		52,879
Student Activities		128,899		2,272		-
Class Fees		58,476		5,763		15,428
Food Services		47,142		23,060		
Gain on Sale of Assets		-				12,298
Other Local Revenues		177,750		717		193,541
Interest		20,706		3,137		9,587
Transfers		(488,518)		(425,000)		913,518
Total Revenues, Gains, and Other Support		9,628,488		4,142,615		1,270,854
EXPENSES						
Certificated Salaries		4,265,382		1,709,367		100,685
Classified Salaries		1,646,069		705,756		302,210
Benefits		1,645,986		669,427		122,851
Books and Supplies		670,017		539,330		33,286
Services, Other Operating Expenses		1,329,722		517,114		138,637
Debt Service		71,312		7,137		75,384
Depreciation and Amortization		-		-		412,485
Total Expenses		9,628,488		4,148,131		1,185,538
Change in Net Assets		-		(5,516)		85,316
Net Assets, July 1, 2012		4,328		431,496		13,399,057
Net Assets, June 30, 2013	\$	4,328	\$	425,980	\$	13,484,373

^{*} These amounts do not agree with the Statement of Functional Expenses because the amounts on this page include allocated overhead costs.

Statement of Cash Flows – Combined Charter Schools For the Fiscal Year Ended June 30, 2013

CASH FLOWS FROM OPERATING ACTIVITIES	Academy for Academic Excellence		Norton Space and Aeronautics Academy		Lewis Center For Educational Research	
Increase (decrease) in Net Assets	\$	-	\$	(5,516)	\$	85,316
Depreciation		-		-		400,664
(Increase) Decrease in operating assets:						
Accounts Receivable		-		-		(1,187,810)
Inventory		-		-		5,474
Prepaid Expense		-		-		(16,728)
Increase (Decrease) in operating liabilities:						22 201
Accounts Payroll and Payroll Expenses		-		-		23,301
Accounts Payable Deferred Revenues		-		-		556,364 395,018
Due to Student Groups		_		_		393,016 961
Due to student di oups	-					701
Net Cash Provided (Used) by Operating Activities				(5,516)		262,560
CASH FLOWS FROM INVESTING ACTIVITIES						
Purchase of Equipment, Furniture and Building Improvements		-		-		(2,248,112)
Sale of Equipment, Furniture and Building Improvements		-				17,702
Net Cash Used by Investing Activities		_				(2,230,410)
CASH FLOWS FROM FINANCING ACTIVITIES						
Proceeds from Bond Issuance and Capital Leases		_		_		6,146,467
Costs of Bond Issuance		_		_		(460,980)
Payments on Outstanding Loans		_		_		(2,220,875)
, c						
Net Cash Provided by Financing Activities		-		-		3,464,612
Increase (Decrease) in Cash		-		(5,516)		1,496,762
Cash , July 1, 2012		4,328		431,496		1,970,532
Cash, June 30, 2013	\$	4,328	\$	425,980	\$	3,467,294

Schedule of Average Daily Attendance For the Fiscal Year Ended June 30, 2013

ACADEMY FOR ACADEMIC EXCELLENCE

	Second Period Report	Annual Report
Certificate Number:	EB7C94D1	26C57235
Elementary:		
Kindergarten	90.20	90.38
Grades 1 through 3	287.38	288.99
Grades 4 through 6	315.91	318.11
Grades 7 and 8	219.36	218.74
Total Elementary	912.85	916.22
Secondary:		
Grades 9 through 12	403.20	398.67
Total Secondary	403.20	398.67
Total Average Daily Attendance	1,316.05	1,314.89

NORTON SPACE AND AERONAUTICS ACADEMY

	Second Period	Annual
	Report	Report
Certificate Number:	A1B1103A	46BA8C3A
Elementary:		
Kindergarten	111.25	110.94
Grades 1 through 3	303.40	302.01
Grades 4 through 5	138.66	138.53
		_
Total Average Daily Attendance	553.31	551.48

All ADA is generated through classroom-based instruction.

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

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Schedule of Instructional Time For the Fiscal Year Ended June 30, 2013

ACADEMY FOR ACADEMIC EXCELLENCE

	1986-87 Minutes		2012-2013	Number of Days	
Grade Level	Previously Required	Reduced*	Actual Minutes	Traditional Calendar	Status
Kindergarten	36,000	34,971	35,100	180	Complied
Grade 1	50,400	48,960	56,600	180	Complied
Grade 2	50,400	48,960	53,640	180	Complied
Grade 3	50,400	48,960	53,640	180	
Grade 4	54,000	52,457	53,640	180	Complied Complied
Grade 5	54,000	52,457	58,972	180	Complied
Grade 6	54,000	52,457	58,972	180	Complied
Grade 7	54,000	52,457	65,720	180	Complied
Grade 8	54,000	52,457	65,720	180	Complied
Grade 9	64,800	62,949	65,720	180	Complied
Grade 10	64,800	62,949	65,720	180	Complied
Grade 11	64,800	62,949	65,720	180	Complied
Grade 12	64,800	62,949	65,720	180	Complied

NORTON SPACE AND AERONAUTICS ACADEMY

	1986-87	Minutes	2012-2013	Number of Days	
	Previously	5 l li	Actual	Traditional	G :
Grade Level	Required	Reduced*	Minutes	Calendar	Status
Kindergarten	36,000	34,971	38,340	180	Complied
Grade 1	50,400	48,960	54,120	180	Complied
Grade 2	50,400	48,960	54,120	180	Complied
Grade 3	50,400	48,960	54,120	180	Complied
Grade 4	54,000	52,457	54,120	180	Complied
Grade 5	54,000	52,457	54,120	180	Complied
Grade 6	54,000	52,457	54,120	180	Complied

The Charters are only required to follow Education Code Section 46201 annual minutes requirements since the schools were not in operation during 1982-83.

The Charters have received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the Charters and whether the Charters complied with the provisions of Education Code Sections 46200 through 46206.

^{*} Amounts reduced as permitted by Education Code Section 46201.2 (a).

Schedule of Expenditures of Federal Awards For the Fiscal Year Ended June 30, 2013

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
U.S. Department of Agriculture: Passed through California Dept. of Education (CDE): Child Nutrition Cluster: National School Lunch Program School Breakfast Program Total Child Nutrition Cluster Total U.S. Department of Agriculture	10.555 10.553	13523 13525	\$ 236,768 29,937	\$ 266,705 266,705
National Aeronautics and Space Administration (NASA): Passed through Southwest Research Institute NASA Juno Project Total NASA	43.NNM06AA75C	N/A		42,657 42,657
U.S. Department of Education: Passed through California Dept. of Education (CDE): No Child Left Behind Act (NCLB): Title I, Part A, Basic Grants Low-Income and Neglected Title II, Part A, Improving Teacher Quality Local Grants Title III, Limited English Proficient Student Program Charter School Facilities Incentive Grant Individuals with Disabilities Education Act (IDEA): IDEA Basic Local Assistance Entitlement, Part B, Section 611	84.010 84.367 84.365 84.282D 84.027	14329 14341 14346 14531 13379		214,513 22,943 3,805 83,264 276,298
Total U.S. Department of Education				600,823
Total Expenditures of Federal Awards				\$ 910,185

The schedule of expenditures of Federal awards includes the Federal grant activity of the Foundation and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States of America Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements For the Fiscal Year Ended June 30, 2013

There were no differences between the Annual Financial and Budget Report (SACS) and the Audited Financial Statements in any funds.





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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. as of and for the year ended June 30, 2013, and the related notes to the financial statements, and have issued our report thereon dated December 2, 2013.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as Findings 2013-1 and 2013-2 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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

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

Purpose of this Report

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

December 2, 2013



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE

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

Report on Compliance for Each Major Federal Program

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs for the year ended June 30, 2013. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, The High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of The High Desert "Partnership in Academic Excellence" Foundation, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

December 2, 2013

Nigro & Digro, PC



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

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

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-13*, published by the Education Audit Appeals Panel, for the year ended June 30, 2013. The Organization's State programs are identified in the schedule below. Compliance with the requirements of laws, regulations, contracts, and grants is the responsibility of the Organization's management. Our responsibility is to express an opinion on The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance based on our audit.

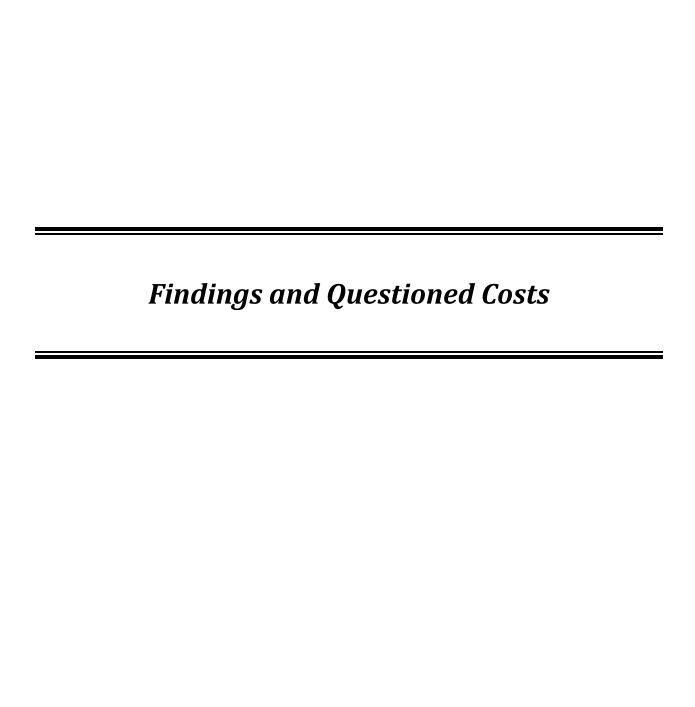
We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-13*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to below occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with those requirements.

	Procedures in	Procedures
Description	Audit Guide	Performed
Class Size Reduction:		
General Requirements	7	Yes
Option One	3	Yes
Option Two	4	Not applicable
Districts with Only One School Serving K-3	4	Not applicable
After School Education and Safety Program:		
General Requirements	4	Not applicable
After School	5	Not applicable
Before School	6	Not applicable
Charter Schools:		
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom-Based Instruction/Independent Study	15	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	3	Not applicable
Annual Instructional Minutes - Classroom Based	4	Yes

In our opinion, The High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the compliance requirements referred to above for the year ended June 30, 2013.

The purpose of this report on State compliance is solely to describe the scope of our testing of State compliance and the results of that testing based on the requirements of the *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2012-13*. Accordingly, this report is not suitable for any other purpose.

December 2, 2013



Schedule of Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2013

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issue	d:	Un	modified
Internal control over financial	reporting:		
Material weakness(es) ide	ntified?		No
Significant deficiency(s) id	entified not considered		
to be material weaknesse	es?		Yes
Noncompliance material to fir	nancial statements noted?		No
Federal Awards			
Internal control over major pr	ograms:		
Material weakness(es) identified?			No
Significant deficiency(s) id	entified not considered		
to be material weaknesse	s?		No
Type of auditors' report issue	d on compliance for		
major programs:		Un	modified
•	hat are required to be reported		
in accordance with Circula	r A-133, Section .510(a)		No
Identification of major progra	ms:		
CFDA Numbers	Name of Program/Cluster		
10.553, 10.555	Child Nutrition Cluster		
Dollar threshold used to distin	nguish between Type A and		
Type B programs:	51	\$	300,000
Auditee qualified as low-risk a	auditee?		Yes
State Awards			
Internal control over state pro	ograms:		
Material weakness(es) identified?			No
Significant deficiency(s) id	entified not considered		
to be material weaknesse	s?		No
Type of auditors' report issue	d on compliance for		
state programs:		Un	modified

Schedule of Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2013

SECTION II - FINANCIAL STATEMENT FINDINGS

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

Five Digit Code	AB 3627 Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Finding 2013-1: Information Technology (I.T.) Controls (30000)

Observation: During our review of the controls over bank account access, we noted that the Director of Information Technology has full access to all of the Foundation's bank accounts. This allows the Director of Information Technology to modify other user's access to the banking system. Additionally, it allows the Director of Information Technology to initiate transactions. Since the Director of Information Technology also has access to enter transactions into the Foundation's financial system, this represents a lack of segregation of duties. This creates the opportunity for the misappropriation of assets to go undetected through the Foundation's current control process. The Foundation does not currently require changes to account access to be approved by the governing board.

Recommendation: Access to the bank accounts should be restricted to individuals responsible for processing payroll and the CFO. We recommend that the Director of Information Technology be removed from all bank account access. Additionally, we recommend that the Business Office implement a procedure to periodically review which employees have access to the bank accounts. All approvals for changes to bank account access should originate from the governing board. These approvals should be reviewed annually or more often, as necessary.

Organization Response: We have removed the access that the Director of Information Technology had for making changes to users profiles. Presently only the Director of Finance has such access. Since the change was made based on the findings, the Board did not originate this change. In the future, any such changes will originate with the Board. An annual review of access authority will be made by the business department.

Schedule of Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2013

SECTION II - FINANCIAL STATEMENT FINDINGS (continued)

Finding 2013-2: Cash Receipt Controls (30000)

Observation: The Norton Space and Aeronautics Academy currently collects funds for its before school child care program. The site is responsible for its own accounting of the program, and funds are sent to the Business Office for deposit. During our audit, it was noted that there is currently no oversight in place to ensure that all collections at the site are sent to the Business Office for deposit. While the site is using prenumbered receipts, there is currently no monitoring in place to ensure that all receipt numbers are used in order and that there are no missing receipts or gaps in the receipt numbers used. Additionally, the oversight of accounts receivable is handled at the site level. This provides the opportunity for the misappropriation of cash to be hidden with a write-off or other alteration of the corresponding receivable. Alteration of the accounts receivable sub-ledger would eliminate the compensating control where the account holder would be contacted for collection of the funds, and would then respond with proof of payment. Without additional oversight controls in place, the concern is that someone at the site could misappropriate funds and the Business Office would not detect the theft.

Recommendation: The Business Office should implement additional controls to ensure that all collections at the site are being deposited accordingly. Such controls could include reconciling the pre-numbered receipt book at the site to actual cash collections. For a stronger internal control, we recommend that the site accounting system be modified so that only the Business Office can alter the accounts receivable sub-ledger. The Business Office should also implement a procedure for collection letters to be sent on any delinquent accounts so that if an account goes delinquent for non-payment, any misappropriation of the funds will be detected with confirmation from the account holder.

Organization Response: New procedures have been implemented as outlined. Such procedures include reconciliation of the pre-numbered receipts by separate employees with final review by business office staff, lock-up of cash during the day so that outside access is limited and a revised procedure for follow-up of unpaid accounts. A formal subsidiary ledger system maintained by the business department is not effective or efficient due to the geographical separation. There is now a segregation of duties of employees to effect the control recommendation.

Schedule of Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings required to be reported by Circular A-133, Section .510(a) (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

There were no federal award findings or questioned costs in 2012-13.

Schedule of Audit Findings and Questioned Costs For the Fiscal Year Ended June 30, 2013

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

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

There were no state award findings or questioned costs in 2012-13.

Summary Schedule of Prior Audit Findings For the Fiscal Year Ended June 30, 2013

There were no prior audit findings in 2011-12.

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

In planning and performing our audit of the basic financial statements of High Desert "Partnership in Academic Excellence" Foundation, Inc. for the year ending June 30, 2013, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the basic financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are an opportunity for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated December 2, 2013, on the financial statements of High Desert "Partnership in Academic Excellence" Foundation, Inc.

ASSOCIATED STUDENT BODY (ASB) FUNDS

Observation: At the school site, in our testing of cash receipts, we found that three of the eight deposits tested lacked sufficient supporting documentation. Two deposits were for events with ticket sales, lacking a ticket reconciliation form or listing of students who purchased tickets. The other deposit was for the vending machine, which lacked a copy of the check received for the deposit or a receipt. Without supporting documentation, we could not verify whether all cash collected had been deposited intact and into the correct ASB account.

Recommendation: Before any events are held, control procedures should be established that will allow for the reconciliation between money collected and fundraiser sales. Sound internal controls for handling cash discourage theft of ASB funds and protect those who handle the cash. It is important to tie all proceeds to the specific fundraiser from which they were generated and to ensure that all proceeds from an event are turned in and properly accounted for.

Observation: During our cash receipts testing two of the eight cash receipts that we sampled were not deposited in a timely manner. Collected checks were dated up to a month prior to being deposited to the bank.

Recommendation: The site should emphasize to the advisors and teachers that deposits should be made to the bookkeeper on a weekly basis or more often as needed. Money should never be left over the weekend or holidays because many thefts often occur during these times.

Board of Directors

High Desert "Partnership in Academic Excellence" Foundation, Inc.

ASSOCIATED STUDENT BODY (ASB) FUNDS (continued)

Observation: In our test of cash disbursements, we noted that all ten of the disbursements selected in our sample were not approved by the District representative, the ASB advisor, and/or the student representative until after the expenditure had already been incurred.

Recommendation: As a "best practice", approval by required parties should be obtained before the actual commitment to purchase the items in order to ensure the expense is a proper use of student-body funds and falls within budgetary guidelines. Education Code Section 48933(b) requires all expenditures from ASB funds be authorized by a student representative, an advisor, and a district representative (usually a principal or vice-principal) prior to disbursing the funds.

BUSINESS OFFICE

Observation: During our inquiries of the controls over information technology, we noted that the IT department assigns and modifies user access for all employees at the direction of the Human Resources department. However, the system does not allow for the Human Resources department to approve changes, and the IT department has the ability to make changes to user access without authorization. Additionally, the Human Resources department does not periodically review employee access to make sure it is consistent with their job duties.

Recommendation: We recommend that the Human Resources department implement a process to periodically review employee access no less than annually. The Human Resources department should verify that employee access is consistent with the access assigned by Human Resources.

We will review the status of the current year comments during our next audit engagement.

December 2, 2013

Nigro * Digro, PC

Transitioning – The Lewis Center for Educational Research Planning the Next Steps



A report to the Board of Directors of the High Desert "Partnership in Academic Excellence" Foundation, Inc. By Rick Piercy, President / CEO

December 10, 2015 will mark 30 years since that very cold night on the playground of Mojave Mesa Elementary School, when a group of teachers invited our Young Astronaut students and families to look through a telescope at Halley's comet. That night changed our lives, our town, and in many ways, our Nation. We have expanded from over 600 volunteers to an organization of nearly 300 employees, operating 2 schools, 2 radio telescopes for NASA in classrooms around the world, the K-16 Bridge Program, a nationally recognized JRAFROTC program and almost 200,000 have visited our Apple Valley campus on fieldtrips. In total we have touched the lives of hundreds of thousands of students in the Victor Valley and around the world. However, in reality we have only scratched the surface. The future holds untold opportunities for us to reach millions of families and to prepare generations of welleducated, caring and compassionate leaders.

What an awesome and exciting future awaits the Lewis Center, but no great organization continues unless we recognize that the gifts and skills that build the foundation are finite and that other skill sets are needed to move to the next level. Therein lies the incredible and weighty responsibility of the Board of Directors. You must ensure that each generation of leadership, whether in the classroom or in the boardroom, is skilled and equipped to lift the organization to the next level. Moving from "Good to Great" is not a destination as much as it is a continuous quest for improvement. We cannot rest on our past laurels but must strive to be the best of the best, because our students and their families deserve nothing less.

Many studies have shown that longevity of leadership is the most accurate indicator of organizational success. Why? The answer is really quite simple; longevity promotes the building of strong relationships, both in the organization and in the community that the organization serves. It would be great as a leader to find that the key was intellectual superiority, but it appears it's just the ability to win friends and influence people. I have found that some of my most important duties are to attend community events, fundraisers and campaign events. As the saying goes, "The Devil is in the details". Thus I use this as an example of the kind of detail and specificity needed in preparing for this transition. As an example, it is important for my replacement to know that he or she will have to pay for political events out of their own pocket. Many a non-profit has ended up losing their non-profit status because they paid for tickets to a political event. I also have to go to political events on my own time, in my own vehicle. I spend time at city council meetings, chamber of commerce meetings and events, and sitting on committees and boards. In a lot of ways the networking I do is critical to the success of the Additionally, I am contractually obligated to be available 24/7/365. This is absolutely necessary in this position. The President/CEO is not an 8-5 job. I deal with a lot of people and at any moment any one of then can be involved in a crisis. Thankfully I don't receive those calls often, but they happen; students killed in accidents, suicides or even murdered, a staff member arrested, a fire at the campus or a national or statewide emergency. These are not planned and wherever I am it is paramount that I take the leadership role. Having a great board,

administrators, teachers and support staff who think well on their feet really lightens the burden, but in the end it is the President/CEO who is held accountable. I am the one who must answer for the consequences and face the press.

I need to say that I have thoroughly enjoyed my career, but it has meant sacrificing a great deal of time with my children and grandchildren. I have a lot to make up for with them and my incredible wife Linda, the unsung hero of this story. To be honest with the Board, I plan to start a new school; it will only have 6 students with classrooms in two states. I'm going to call it "grandpa school". The following pages are my attempt to lay out a successful transition plan that includes some organizational changes that I believe will facilitate not only a smooth transition but make the LCER a more effective and efficient organization now and far into the future. I am also including a list of current projects; some I'm dedicated to completing, others to pushing forward and handing off. Getting these projects to the appropriate point will be pivotal in setting my retirement date. I am also dedicated to volunteering my time after retirement both in mentoring the new President/CEO as well as looking at other opportunities such as coaching and serving on the Board.

Current and Future Projects: (not in order of priority)

- 1. Consolidation of the 3 Apple Valley Campuses to MRC.
- 2. Parking and playfields at NSAA.
- 3. Development of 4 year college plan and timeline.
- 4. Traffic signal at Hwy 18 and road crossing on flood control (well on its way).
- 5. Increase teacher pay and quality.
- 6. Reorganization of the Administrative Team and Foundation Board.
- 7. Work with GAVRT and K-16 Bridge to build a comprehensive sustainability plan.
- 8. Permanent buildings and sports fields at NSAA and AAE.

As you can see this list is mixture of planning, implementation, construction and hopefully a launch to continued growth and success. I am including members of our team in this process allowing the Directors we have already in place and those yet to be filled to make the connections and develop the relationships necessary for our continued success.

Detailed description:

1. Consolidation of the 3 Apple Valley Campuses to MRC.

Moving all three campuses into one has three main components: a) A new signal light at Apple Valley Road and Tuscola. This project is currently underway with the appraiser and engineer compiling values so the Town can make offers to the land owners to purchase right-of-way, finishing drawings and preparing a budget for the project. The Lewis Center is obligated to pay 24% of the cost of the light and street work. b) The construction of a new parking lot north of the E building, changes in the traffic flow inside the campus and the removal and raising of the "Arizona Crossing" along with a new culvert and filling in of the wash behind the E and G buildings. c) The building of the new classroom plaza west of the current middle school, which includes 18 portable classrooms, new fire access and a gristmill and water tank. All the power poles will also be removed and the lines placed underground.

2. Parking and playfields at NSAA.

I believe that we may be turned down next year for more portables at NSAA, or that the requirements will be so onerous and prohibitively expensive as to preclude us from expanding. One of those requirements I believe will be a new parking lot and perhaps a signal at Central and Foisy. A contingency plan will be put in place. I also want to finish the hydroseeding of the ball field to provide a larger playground and PE space. Darren, Gordon, Lupita, the NSAA School Board and the new CEO will need to be included in this process.

3. Development of 4-year college plan.

It was the consensus of the Board to move forward on the college campus. Along with the work noted in #4, we need to develop a comprehensive plan that will address the structure of the educational model, concurrent enrollment of AAE students, safeguards and security, traffic flow, classrooms and supporting facilities, etc. The basic plan will be done during my tenure with a larger group designated to complete the specific planning process and oversee funding/construction and operations.

4. Traffic signal planning at Hwy 18 and road crossing on Flood Control project.

I have been working with County Flood Control for the past 15 years to construct the Desert Knolls Wash. The project is funded and in process. As currently proposed, our agreement with the County will trade the cost of the right-of-way purchase for putting in a traffic crossing culvert. We have contracted with Parsons Brinckerhoff to design and secure the approval from Caltrans for a signal light and turn lanes on Hwy. 18 west of Apple Valley Road. Currently it is our understanding that we have the right to name this new road, making it a great fundraising opportunity.

5. *Increase teacher pay and quality.*

I believe that we have a narrow window of opportunity to dramatically improve the quality and support of our teaching staff. Most of our teachers are very well qualified and competent educators who care deeply about their students and their chosen profession, however, as with any organization we have some teachers who aren't meeting our basic requirements, let alone the high quality standards the Lewis Center should be demanding of all our employees. Using data and observations to determine acceptable a "matrix of excellence", individuals who have not improved or show signs of making adequate progress will be notified prior to March 15th that they will not be employed by us next year. With the increases in funding I would like us to move the salary schedule to parity with the Apple Valley Unified School District and create a Master Teacher level to recruit the best teachers in California in specific disciplines. They will receive higher salaries and will work a longer year with supervisory duties. This may take more than the additional funding coming in. We may need to cut other places, increase class sizes or get rid of some programs, however I believe this to be absolutely critical to the future of this organization. To accomplish this I am requesting that the Board adopt a policy that requires minimum class sizes at each grade level, with a requirement that we increase enrollment in other classrooms until we have the minimum number of students to populate a new class. I also believe that we should explore moving to contracts for all employees that include in great detail

what we will require of them and what they can expect from the Lewis Center. The contract will also establish the criteria that will be used to measure success.

6. Reorganization of the Administrative Team and Foundation Board.

Both the Board and the Administrative Team need to develop a stronger working relationship. This could include evaluating existing committee functions and responsibilities, and eliminating or redefining others. We have talked about and developed policies and procedures to help Board members understand and carry out their duties in the past, but we have been lax in holding members accountable. I think it is critical that we shore up the policies about Board Member participation, responsibilities, interaction with staff, and rules of engagement. The Administrative Team must also change how we interact with the Board and how specific committees interact with staff associated with the committee's oversight. I have also spent the last year making changes in the Administrative Team; realigning duties, supervision and chain of command. Not only is this more efficient but will be critical in meeting the ratio of Administrative staff to teachers for the new LCFF accounting matrix.

7. Work with GAVRT and K-16 Bridge to build a comprehensive sustainability plan.

The GAVRT staff continues to grow in scientific sophistication as they work with NASA. With cuts to many agencies within the federal government many of the Nation's space programs and staff are being cut back. The science community, especially those in the space science fields are scrambling to do research, track spacecraft and basically cut costs while getting the research completed. This I believe is a great opportunity for us and more importantly the students. Ryan Dorcey continues to work with astronomers and scientists through NASA to include students in research projects. The last of the DoDEA funding will be used up by next year, so we will need to be creative to continue with a program that I believe is very important to the center and to our STEMS focus.

8. Permanent Buildings and sports fields at NSAA and MRC.

Currently NSAA is in need of more playfields and space. Facilities will be grassing in the baseball field at Norton and developing a large play space. This will be in by August 2014. AAE, because it has a high school, still needs to relocate the baseball field, build a softball field and put in the track and soccer field. This is an ongoing project which is contingent on the completion of #1. The ability for our teams to stay at school for practice will increase safety and security on the site. Plans are already in place and I'm hopeful that with new funding we may be able to make this happen in 2015 or sooner.

It is time to also begin the process of converting our temporary buildings to permanent structures. We are constrained to the square footage and locations on our Specific Plan but as was seen with the gym we can change the design and designation as long as we stay within the size constraints. These major capital campaigns will require very detailed plans and funding mechanisms

You as the Board will be at a crossroads soon and this plan is designed to make this transition as problem free as possible. In replacing the President/CEO, you will need to debate the benefits of a national search with those of selecting from within the community or the organization. There

are advantages and disadvantages to all three. As a Board you are unique in the world of business but not in the realm of charter schools. Some members of our Board are here for purely philanthropic reasons; you serve as a member of the community and bring varying backgrounds and expertise; others have very personal reasons to serve, as you are a parent of current or past students. Who you choose as President/CEO will be responsible for keeping the members of the Board focused, balanced and make sure you follow the rules and procedures as established in our bylaws, charter, as well as State and Federal laws. As I've looked over my notes to the Board in the past, there have been times when I have had to tell some of my bosses in no uncertain terms that their behavior was inappropriate. We have even had to ask Board members to resign. This would never happen on an elected school board or in most corporations. You need to select someone who will be willing to put their career on the line to protect the children we serve and to ensure the health of the organization. "Tough decisions, based on doing what is right for all students", should be the Board's mantra. But as I say to the students, "what is popular isn't always right and what is right isn't always popular."

This year the Governor's proposed budget adds substantial funding for schools. As stated above, I am recommending that this year we make some bold and sweeping changes based on our mission and support statements, data and best practices. First we need to make administrative services more efficient, which is a big part of this reports function. Secondly, we need to raise teacher salaries to be competitive. I believe we can reduce the need for more and more classrooms by raising class sizes marginally, thus increasing revenue. Lastly, we need to release teachers who consistently make little progress with students and employ proven Master Teachers at salaries compensatory with their abilities and merit of their work. This process should prove to be rare and only with approval of the Board. Each year our lowest performing administrators, teachers and support staff should be evaluated using objective measurements focused on student success, along with other proven matrixes. Those who are not meeting the needs of their students should be remediated or released. These decisions will not be arbitrary or capricious; they won't be based on personality, friendships or any number of subjective reasons. We will base these on published criteria and objective data. Some will see this as harsh and cold. I would respond that it is harsh and cold to allow mediocre teachers to rob students of the quality education they deserve and their need to exceed expectations and succeed in the ruthless competition of the 21st century world. As you are well aware, the Lewis Center for Educational Research is made up of incredible, talented and hardworking individuals. In the near future some tough decisions will need to be made to make sure we keep them. This will mean looking way outside the box for creative and innovative ways to make excellence happen. It will also require the Board to be involved in a meaningful way.

The bottom line is this. The decision you are about to make for the LCER will be one of the most important decisions of the past 29 years. Put away any selfish motives, objectives or bias, and make a decision that incorporates our guiding principles (attached). You as a Board adopted these and they should direct your decisions. To help you in this task I have also attached an article and a research study as part of your homework. These will give you some great background information and hopefully encourage your thinking as to what you individually and collectively want in the next leader.

The Lewis Center for Educational Research

Our Goal

That All of us (Students, Staff and Parents) Will Exceed Expectations

Motto:

Courage, Generosity and Honor

Mission Statement

The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

Foundational Pillars

Pillar I - The Lewis Center for Educational Research provides a safe and nurturing place for students, parents and staff.

Pillar II - The Lewis Center for Educational Research views all children as distinctively created beings, endowed with individually unique talents, gifts and challenges.

Pillar III – The Lewis Center for Educational Research believes we are blessed with exceptionally gifted employees and volunteers focused on providing each child and family we serve with our very best.

Pillar IV – The Lewis Center for Educational Research is dedicated to data-driven, innovative and research-based practices as the means of meeting the needs of its students.

Scholastic Administrator Magazine - Spring 2013

10 Lessons from the Best District in the Country

Mooresville's Mark Edwards on how it took his district five years to become an overnight success.

By Elizabeth F. Farrell

If they haven't been tossed already, textbooks at Mooresville Graded School District sit unused, piled in corners of classrooms. Desks are no longer neatly arranged in rows, and students rarely sit quietly and listen to extended lectures.

At Mooresville, 20 miles outside of Charlotte, North Carolina, this is the new norm. The district undertook a massive "21st Century Digital Conversion" in 2007. Students now frequently work in groups, and they use one of dozens of interactive learning platforms instead of textbooks. Rather than lecturing, teachers act as facilitators, circulating among groups or leading students in interactive lessons.

Results of this transformation are off the charts - the graduation rate for African-American students was 95 percent in 2012, up from 67 percent five years earlier. The overall graduation rate is the third highest in the state, and 88 percent of 2012 graduates are attending college, compared with 74 percent in 2007. Mooresville has accomplished this while keeping spending in check - among the state's 115 school districts, it ranks 100th in spending per student at \$7,463.

Mark Edwards has spearheaded the digital conversion since taking over as superintendent in 2007. The centerpiece is a one-to-one approach - every student from fourth grade on, along with every teacher, receives a MacBook Air. (Third graders get MacBooks.) Despite the major undertaking of distributing and maintaining 5,000 laptops, Edwards made it clear to parents, teachers, administrators, and students that the digital conversion wasn't about technology. It was about preparing all of the district's students for a successful and bright future.

"Ninety percent of our visitors come here talking about hardware and leave talking about culture. This was very much about engendering a culture of caring," says Edwards. "We implemented the digital conversion to increase student achievement and close gaps between different groups of students."

The success of the eight-school, 5,600-student district has earned it numerous accolades - Edwards spoke on a White House panel and was named AASA's Superintendent of the Year in February. A New York Times front-page profile of the district in 2012 - which called Mooresville the "de facto national model of the digital school" - was the most blogged education story of the year, Edwards says. Reports in The Wall Street Journal and on Fox News and PBS followed. In March, CoSN joined the parade, naming Mooresville as the winner of its TEAM Award. All that publicity has led to a steady stream of visitors from more than 40 states and countries. For educators with grand plans to transform their schools through technology, Mooresville has become a mecca of sorts.

Visitors to Mooresville schools may be inspired by what they see, but they probably won't get a full picture of the careful long-term efforts that made the success possible. Given the cultural shift and the moving parts involved, district leadership had to navigate a minefield of challenges to realize the digital conversion.

But before heading to North Carolina or buying thousands of computers, say veterans of the Mooresville transition, consider the following 10 lessons.

1. Build a Foundation

Among the many things that are "easy to say and hard to do" is building enthusiasm among stakeholders in the schools and community, says Edwards. Before going digital, it's crucial to convince them that they have a vested interest in the success of the conversion.

"It took a good two years to build a firm foundation," says Edwards. "We needed to build trust and a sense of shared aspiration."

He did this by emphasizing the "why" of the digital conversion. The district needed to become more focused on truly engaging students in learning and imparting skills that would equip them for real-world success. Achievement gaps, which had been widening for poor and minority students, needed to close, and graduation rates had to improve. Mooresville adopted the slogan "Every Child, Every Day" as a guiding mantra.

Edwards brought in outside education experts to explain how the conversion could transform learning and how it aligned with the skills students needed to succeed in a tech-centric economy.

Advisory councils of teachers and parents were created to consult on all aspects of the digital conversion plan. These groups still meet quarterly with school district officials.

2. Form Strategic Alliances

To provide the resources needed for the conversion, Edwards and other district leaders reached out to a wide variety of partners. Mooresville brought in instructional technology experts from Apple and Discovery Education. Through professional development sessions and consultation, they helped teachers and administrators implement curriculum changes and new approaches to learning. Colleagues from Virginia's Henrico School District - where Edwards had previously served as superintendent and pioneered a similar initiative - offered training and advice on implementing the one-to-one program.

Community partners also joined the effort. About one third of the district's students lacked Internet access at home, so the local cable company offered discounted packages to students' families. Fifteen percent of homes still don't have Net access, according to Scott Smith, the district's chief technology officer. But by working with town officials, the district was able to secure agreements for free Wi-Fi in parks, at the local library, and in all municipal buildings; some businesses also offer free Internet access.

To provide teachers and administrators with more intensive training to help lead the conversion, the district worked with nearby Wingate University to offer three graduate degree tracks - two doctoral programs in educational leadership and a master's program in instructional technology.

3. Thoroughly Think Through Logistics

"You name it, we probably discussed it," says Smith. "We played out so many different possible scenarios and challenges, and did a lot of vetting of equipment, services, and educational software programs—no decision was made lightly."

Before distributing computers, school officials created a detailed code of conduct that set clear expectations for laptop care and use. Students are required to charge their laptops at night so the devices are powered up for class time. They must use a school-issued backpack with a laptop sleeve, in addition to another protective case, for transporting their laptop between home and school. A robust firewall keeps students from accessing content that lacks redeeming educational value - including Facebook. Students and their families are required to take introductory classes at the beginning of each year to ensure that they understand how to operate and care for their laptops.

4. Rethink Fund Allocation

With 5,000 MacBooks in circulation, a district-wide management learning system, ongoing tech support, dozens of paid subscription software services, and new staff positions, one might think the cost of the digital conversion would have been prohibitive. But Mooresville officials insist it can be done without an influx of outside donations and grants. Though the district did receive a \$250,000 start-up grant from Lowe's, it funds 98 percent of the digital conversion costs through its operating budget, which is smaller than it was five years ago.

"Basically, we did this by repurposing existing funds," says Smith. "Textbooks are pretty much out of date by the time we get them, and we eliminated some positions to create new ones. We save on other expenses as well."

When budgeting, it's important to regard equipment expenses as operating costs instead of one-time capital expenses. Mooresville leases its equipment from Apple so it can spread the cost over multiple years. According to Smith, districts can make a big mistake by buying a ton of equipment because they often don't budget for maintenance costs, and technology can quickly become obsolete.

5. Apply Gentle Yet Sustained Pressure

To make huge cultural changes in how teachers were teaching and how students were learning, Mooresville's leadership eased teachers into the transition incrementally.

Teachers received brand-new MacBooks to take home over the winter break in the first year, with encouragement to "just try them out." The following semester, PCs that had been in every classroom were removed. High school English teachers were the first pilot group of instructors required to incorporate the Macs and learning software in their classroom instruction. Students used laptops wheeled in on carts.

Teacher enthusiasm began to build as they saw colleagues applying tech in the classroom. The following year, laptops were distributed to all 1,650 Mooresville High School students and 850 middle school students. By the beginning of the 2012-13 academic year, 4,400 of the original computers had been replaced with Airs and all students from third grade on up had their own MacBook's.

The steady pace of the transition was pivotal in convincing teachers that the digital conversion wasn't just the latest whim. Once they knew it wouldn't fizzle out, they were more willing to invest their time and effort into making the technology work for them.

"I've been a teacher, and I know, by our very nature, that we are control freaks," says Smith. "There was a lot of initial skepticism toward making this change, because it made everyone a first-year teacher all over again."

6. Empower and Educate Your Teachers

As you ease teachers into the transition, be sure to provide meaningful, sustained professional development and the time to complete it; Edwards built 10 early-release days into the academic year for professional development.

Prior to each school year, Mooresville also offers an annual summer training institute for its teachers—more than 90 percent attend. From the beginning of the digital conversion, teachers have been encouraged to experiment and collaborate to find the most effective methods and digital learning resources.

"Anything we are asked to do, the support is there," says Felicia Bustle, principal at Mooresville Intermediate School. "Having the time to get together and share ideas as teachers and administrators is key. The teachers are empowered to determine which programs and approaches will best serve the students."

The district also hired instructional technology specialists to help teachers find and incorporate appropriate resources and technology-based teaching approaches to meet Common Core curriculum standards.

Furthermore, Mooresville's school and district administrators tap "leader teachers" who identify particularly effective and innovative strategies and tactics to lead training seminars for their colleagues.

"Competency is evolutional," Edwards says. "Our best teachers five years ago wouldn't be in our top 70 percent now if they didn't grow."

7. Watch the Transformation

Once the district had cultivated trust and enthusiasm among a critical mass of Mooresville teachers, momentum spread rapidly. The noticeable uptick in student engagement inspired the more skeptical teachers to embrace technology in their classrooms.

"The kids think it's the coolest thing ever," says Stephen Mauney, Mooresville's executive director of secondary education. "They see how it is relevant to their future, and they love that they get to explore and analyze and think creatively."

Absentee rates have plunged, and the district is seeing far fewer disciplinary problems.

And the technology saves teachers time and provides them with more insight into their students' progress: Instead of manually grading quizzes and assignments, teachers administer them digitally and analyze aggregate and individual student test scores more easily. The technology also allows for a "flipped classroom," in which teachers use class time to help students work through assignments and present new material by recording their lectures on videos that students watch as homework.

8. Collect and Use Data Wisely

For parents, teachers, and administrators, the ability to track students' progress (or lack thereof) in real time is a huge advantage of the digital conversion.

Administrators benefit from having a bird's-eye view of overall progress and can swiftly intervene when a particular school, grade level, class, or even individual student seems to be falling behind. "I know where every student is every day, and I don't have to interrupt the teacher's day to get data on specific students," says Bustle. "It makes parent meetings entirely different, as we can talk about particular assignments and assessments."

And parents no longer have to rely on their children to find out when tests are scheduled or what the results are. In most cases, if a student finishes a test at 11 a.m., parents can log in remotely to see how their child did by 11:15.

Teachers say the data yielded by the conversion has created a far more collaborative environment with their peers. Each school is required to conduct quarterly data meetings to review progress at every level, but the majority of teachers meet informally with their colleagues on a weekly basis to compare results.

9. Share Best Practices

Success can be challenging to sustain, which is why Mooresville's leadership does not shy away from opportunities to share its experiences and best practices with education colleagues far and wide. The goal is to sustain momentum, and thus far it seems to be working. Parents like Shawn Huggins chose a two-hour round-trip commute so his 9-year-old son can attend school in Mooresville.

Teachers and administrators don't plan on leaving the district anytime soon. "I can't imagine going back to the way it was. It would seem like going backward," says Bustle. "Teaching here has been the best experience of my life."

10. Continue to Evolve

Though they enjoy their success, just about everyone involved thinks of the digital conversion as a work in progress. They know they have to remain flexible and respond quickly to changes in

technology. Teachers, curriculum experts, and tech staff are constantly vetting new interactive learning platforms and open-source courseware. They are considering moving to cloud computing. Dozens of vendors are regularly monitored to make sure Mooresville receives the best deals and service. Responsibility among students is reinforced through monthly digital citizenship lessons that emphasize Internet safety. Committees of parents and teachers meet regularly with district leaders tocollaborate on improvements and changes, and teachers are expected to attend the annual summer training.

Administrators say that as a result of the great strides their schools have made, and the improved baseline they use to judge their progress, moving the needle even further becomes more challenging.

"We're still building the plane as we fly it, and that's always going to be the case," says Smith, Mooresville's CTO. "It's easy to get hung up on the logistics, but the important part is why we are doing this: to change the teaching and learning environment in ways that are better for the kids."

Successful Schools: From Research to Action Plans

Willard R. Daggett, Ed.D.



Successful Schools: From Research to Action Plans

Willard R. Daggett, Ed.D. President, International Center for Leadership in Education

Presented at June 2005 Model Schools Conference

The International Center for Leadership in Education was created in 1991 with the sole intent of assisting schools to move all students toward a more rigorous and relevant education. In recent years, that mission has been taken up by other organizations, including the U.S. Department of Education, the Council of Chief State School Officers (CCSSO), and the Bill & Melinda Gates Foundation.

Early on in our work at the International Center, it became quite clear that educators, policy makers, and the public would support our mission and believe in the importance of it for students' post-school success. The International Center's team of consultants thus worked to help school districts communicate the need for rigor and relevance in education to the community. A second observation we made was that curriculums are overcrowded. A rigorous and relevant curriculum would require some slimming down in the sense that those items deemed non-essential for students' post-school success must be removed in favor of content that is relevant and necessary for life and work. Removal of content from curriculum cannot be done hastily, however. Significant changes as such require good data. The International Center specializes in providing schools and districts with the data and methods to make the necessary changes that will offer students the best and most relevant education possible.

One point that needs to be made clear is that change is not required because the education system has failed. It needs changing because it is still based on a century-old model that did not emphasize a rigorous and relevant curriculum for **all** students, but rather one that selected and sorted them. The world of today requires a different core of knowledge that all students need for success. The push of global competition, elimination of unskilled jobs, advancements in technology, and the demand for maintaining a middle class has led the public, media, and government to push for higher standards for all students. This is why change must happen in schools . . . and soon.

Research

With *No Child Left Behind* placing heavy emphasis on "scientific research," it makes sense to begin any discussion with the research base, and considerable research has been done on school reform. Seven meta-analyses have been done in recent years in an attempt to consolidate the findings of hundreds of projects. The following is a summary of the International Center's findings on each of the meta-analyses:

1. Ronald R. Edmonds, "Search for Effective Schools" NIE, East Lansing, MI. The Institute for Research on Teaching, College of Education, Michigan State University, 1981

Dr. Edmonds was the leading researcher in school reform in the 1970s, and his work is still highly respected by education leaders. He created what is now known as the "effective schools model." Dr. Edmonds' research noted the five following characteristics of successful schools:

- Strong administrative leadership
- Focus on basic skills
- High expectations for student success
- Frequent monitoring of student performance
- Safe and orderly schools

2. Jaap Scheerens and Roel Bosker, *The Foundations of Educational Effectiveness*, New York: Elsevier, 1997

Scheerens and Bosker's work was well recognized and embraced in the mid to late 1990s. They did research on a wide variety of school reform initiatives and came up with eight essential characteristics of successful schools. The characteristics they identified were:

- Monitoring of student progress
- Focus on achievement
- Parental involvement
- Creating a safe and orderly climate
- Focused curriculum
- Strong leadership
- Cooperative working environment
- Time on task
- 3. "Key High School Reform Strategies: An Overview of Research Findings." U.S. Department of Education, 1999.

For this report, a team of researchers studied the 300 most comprehensive school reform research studies done in the previous five years. The common characteristics they identified were as follows:

- Commitment to high academic expectations
- Small learning environments
- Structure learning around career/student interest
- Professional development focused on instruction
- Tie out-of-school learning to classroom learning
- Career and higher education counseling
- Flexible, relevant segments of instruction
- Assess on what students can do
- Partnerships with higher education
- Support alliances with parents and community
- 4. Robert J. Marzano, What Works In Schools Translating Research Into Actions. ASCD, 2003.

Robert Marzano reviewed research on school reform in his new book. The five characteristics he identified for highly successful schools were as follows:

- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- Safe and orderly environment
- Collegiality and professionalism
- 5. "High Poverty High Success: Schools That Defy The Odds," Quick and Quick, Leadership Media, 2000.

In June 2000, Drs. Doris Quick and Custer Quick, Senior Consultants at the International Center for Leadership in Education, did an analysis of five models of high achieving schools. They studied the

90-90-90 Schools, No Excuses Schools, Benchmark School Study, the Hope for Urban Education study, and the Beating the Odds study. They reviewed the characteristics that each of these major initiatives had found to be central to student success and established the following five overriding characteristics:

- A commitment to a rigorous and relevant curriculum for all students
- Implementation of a testing program that evaluated both students' conceptual knowledge and their ability to apply knowledge
- A focused and sustained staff development program
- Commitment to addressing the issue of student behavior
- Willingness to make organizational changes for the benefit of students
- 6. The Bill & Melinda Gates Foundation Education Reform Strategies Foundation Definitions of Effective High Schools, Targeted Literature Review of Major Constructs and Their Components: Evaluating the National School District and Network Grant Program, 5/30/02.

The Bill & Melinda Gates Foundation has made a major commitment to school reform, especially at the secondary school level, following an extensive review of the research on the components of successful schools. The characteristics they identified as most important were:

- Common focus on a few research-based goals
- High expectations
- Small, personalized learning environment
- Respect and responsibility for all
- Parent/community partnership
- Focus on performance
- Effective use of technology tools
- 7. Lawrence W. Lezotte, Robert D. Skaife, and Michael D. Holstead, *Effective Schools Only You Can Make A Difference*, All Star Publishing, 2002

In recent years, Larry Lezotte has picked up leadership on the effective school research that Ron Edmonds started in the 1970s. In his recent book, Lezotte noted the following as the most important characteristics of effective schools:

- Creating the school culture
- The correlates of effective schools
- Site-based management
- Data collection, disaggregation and analysis
- School improvement plans process
- Organizing schools for students
- Building community support
- Evaluation of student progress

A comprehensive analysis of this research yields ten central findings that I believe schools should use as a platform for success in their reform initiatives:

1. Create a culture that embraces the belief that all students need a rigorous and relevant curriculum *and* all children can learn.

- 2. **Use data** to provide a clear unwavering focus to curriculum priorities that is both rigorous and relevant by identifying what is essential, nice to know, and not necessary.
- 3. Provide students real-world **applications** of the skills and knowledge taught in the academic curriculum.
- 4. Create a **framework to organize curriculum** that drives instruction toward both rigor and relevance *and* leads to a continuum of instruction between grades and between disciplines.
- 5. Create **multiple pathways** to rigor and relevance based upon a student's personal interest, learning style, aptitude, and needs.
- 6. **Set high expectations** that are monitored and hold both students and adults **accountable** for student's **continuous improvement** in the priorities identified in #2 above.
- 7. Sustained **professional development** that is focused on the improvement of instruction.
- 8. Obtain and leverage parent and community involvement successfully in schools.
- 9. Establish and maintain safe and orderly schools.
- 10. Offer effective leadership development for administrators, teachers, parents, and community.

Characteristics of Successful Schools

In 2004, through feedback from several schools we were working with, it became apparent that, though the meta-analysis research was valuable and appreciated, their most urgent need was a series of specific characteristics they could readily adopt that would help their schools in the short term. In turn, the International Center, in conjunction with the Council of Chief State School Officers and with financial support from the Bill & Melinda Gates Foundation, conducted a study on the most successful high schools in the country, paying close attention to their feeder elementary and middle schools, to try to understand the characteristics that made them effective schools. This investigation provided **nine central characteristics of high performance in high schools:**

- 1. Focus instruction around students' interests, learning styles, and aptitudes through a variety of small learning community approaches—most commonly academies.
- 2. Administrators and teachers share an unrelenting commitment to excellence for all students, especially in the area of literacy.
- 3. An extraordinary commitment of resources and attention to ninth grade students.
- 4. A rigorous and relevant twelfth grade year.
- 5. A laser-like focus on data at the classroom level to make daily instructional decisions for individual students.
- 6. High-quality curriculum and instruction that focuses on rigor and relevance.
- 7. Provide students with adults with whom they can develop personal relationships and be allowed the opportunity to use reflective thought.
- 8. Focus and maintain professional development around a limited number of high-impact initiatives.
- 9. Solid and dedicated leadership.

Action Plan

As the International Center continues its work with and listens to schools, it is abundantly clear that schools understand and embrace the research and are gaining a clearer understanding of characteristics that high-performing schools possess. Schools now seek direction and support in developing specific action plans to implement these characteristics.

To assist schools in this effort, the International Center for Leadership in Education has created the Successful Practices Network. The Network was launched two years ago, starting out with a group of schools with whom we had working relationships. It is apparent from our work with these founding members of the Successful Practices Network that considerable resources and technical assistance is needed by most schools to be able to move forward with an action plan. Schools are so overwhelmed by the mountains of regulations, requirements, tests, and reporting they have to do that there is little time or energy left to feasibly implement an action plan.

The International Center has again partnered with the Council of Chief State School Officers to begin a detailed dialogue about how to support a group of selective schools in moving forward with an action plan. After extensive discussion, a five-year plan was developed to assist these schools. The International Center reached out to the Bill & Melinda Gates Foundation for assistance in providing resources to help the initiative, and we are deeply grateful and honored that the Foundation agreed to help.

We have developed, in consultation with many national organizations including NEA, AFT, National School Boards Association, National Governor's Association, Achieve, Education Trust, ASCD, U.S. Department of Education, and others, the criteria of how to identify a highly successful school. The criteria include four characteristics:

- 1. High academic performance in core areas as measured on state and national tests.
- 2. Programs that stretch students well beyond the core academic skills measured by state and national tests.
- 3. Community involvement.
- 4. Social and personal development.

The International Center has developed a detailed rubric to measure success in each of these four areas. Working with CCSSO, we are now in the process of selecting 25 "proven" high schools, given their socio-economic characteristics, that appear to be the nation's most successful based on the above criteria. These schools will represent a cross section of the nation's community settings based on socio-economic characteristics. Subsequently, a group of 75 "promising" schools from ten targeted states will be added to the Network. Finally, we will add the existing schools in the Successful Practices Network together with a select group of additional schools that show an interest and capacity to make substantial improvements in their schools. Together, these schools will all become part of our Successful Practices Network.

These schools will then begin work on an action plan. The action plan will consist of up to eight initiative areas that any K-12 school system nationwide can use to be successful. The International Center and our Successful Practices Network will provide technical assistance and support to these schools in selecting the areas of improvement.

Following are the seven central actions that we believe schools must take, those which members of the Successful Practices Network will have the opportunity to participate in, if they are to improve the academic success of all students.

1. Creating a Culture that Supports Change

Most educators did not enter public education because of a burning desire to raise test scores. They did so because of a desire to prepare and assist children for success in life. To do this, we must realize that our children are growing up in a world altogether different than we knew as children. Young people are being pushed to respond to the economic pressures presented by a highly skilled global workforce and a growing number of retirees who will rely on them to support social security. Modern technology requires a different skill-set than the past. Our students are lagging behind their peers from many other nations in acquiring the relevant, modern-day skills necessary to compete.

School districts must find a way to communicate this message clearly and unmistakably to administration, boards, teachers, students, and parents. Until schools can spread public awareness and get acceptance of these issues by all of these groups, every effort for change will be resisted and eventually die on the vine. The highest performing schools in America understand this, have persevered, and overcame the challenges they faced.

The International Center for Leadership in Education has developed a wide variety of resources that can assist schools in this process.

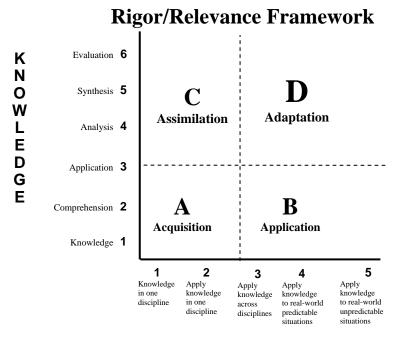
2. A Focus on Instruction Rather than Structure

Increasingly throughout the country, schools have come to understand the need to move towards a more rigorous and relevant curriculum. This message has been made loud and clear by the U.S. Department of Education, many state education departments, the Bill & Melinda Gates Foundation, etc. From the International Center's 15 years of experience in promoting rigor and relevance we know that the concept is often discussed, but only the highest performing schools have understood how to implement it.

Too often schools get caught up in trying to make structural changes such as moving to a small learning community, to block schedules, to magnet or charter schools, to year round schools, etc. They do this intending to create a different structure that will develop a closer personal relationship with students and make their education more relevant. Unfortunately, these changes are extremely emotional and take on many sacred tenets of instruction. Our experience has taught us that, while all of the above structural changes can be beneficial, more often than not they lead to such emotional upheaval in the community that they drain the energy, support, and resources for any additional substantial change.

Another strategy that has had some success is to not attack the structure of schools but rather the instruction that occurs at the classroom level. This is far less emotional and teachers who are adaptable can alter their techniques in a short time. The problem here is that not everyone will get with the program. We have found that you can count on faculty splintering into three camps. One group will be enthusiastic about change, one group will accept it as policy but not immediately embrace it, and a third group will resist change at all cost. Over time, most faculty members will come around, but it is a struggle to get to that point.

If teachers are to change their instruction methodologies, they need materials and training that are concrete and specific, not a vague concept. They need resources that they can employ in their classrooms the very next day. The International Center developed the Rigor/Relevance Framework to do just that.



APPLICATION

The Rigor/Relevance Framework requires all students to have academic rigor but, equally important, they must also understand and conceptualize relevant applications for each academic standard and benchmark being taught. Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies solely on lecturing does not provide students with optimal learning opportunities.

When implementing the Rigor/Relevance Framework in a classroom, school, district, or state, it is of great importance to develop local and—as Florida is working to do—state assessments that measure D quadrant skills. This enables students to not only gain knowledge but to develop skills such as inquiry, investigation, experimentation, and how to use trial and error.

With the Rigor/Relevant Framework firmly in place, schools can then begin to look at the other meaningful structural changes, such as small learning communities, that will indeed play to a child's interests, learning style, and aptitude. The Rigor/Relevant Framework will also bring to the classroom a structure that makes instruction easy and enjoyable for teachers.

3. Developing Relationships within the Building

Students who attend high-performing schools have personal relationships with adults and peers in their building. These relationships are not forced, but seemingly woven into the fabric of the schools.

For students to become all they are capable of being, they need ongoing direction and assistance. Schools that create an environment where one or more adults interact intimately with a child on a consistent basis will benefit the student greatly. A school committed to building personal relationships also understands the equally critical importance of adults communicating with each other. If we are to have an intimate understanding of our students and their lives, we need to interact with their parents as well.

In order to prepare students adequately for a "D-quadrant" world, they will need not only rigorous and relevant academic experiences, but also skills in working with others in a wide variety of settings. High-performing schools use a range of techniques and strategies to create personal relationships:

- Before the child is enrolled in class, teachers obtain from parents some basic information about their child's interests, learning style, and aptitudes. This sort of background information is essential in order to understand the students and help them grow.
- Teachers make monthly phone calls to parents to brief them on their child's progress and to obtain in return any new advice or significant goings on at home.
- In high schools, freshmen are assigned peer coaches who are juniors and seniors. Peer coaches need to be good role models for the younger student and also communicate well with the adult faculty member who looks after the student.
- The team of the peer coach, the teacher and/or adult faculty member assigned to the child, the parent, and the child periodically get together to share observations and discuss ways each of them can improve.

Almost certainly there will be some school faculty members who refuse to embrace the added responsibilities that go along with developing a close relationship with a student and his or her parents. The "It's not my job!" argument comes into play. School administrators need to be direct and uncompromising in convincing them otherwise. Naturally, as an administrator, it helps to have teachers in your camp who are enthusiastic about change and can assist in changing the attitudes of their more reluctant colleagues. Efforts must be made to hire and retain staff who share the vision.

By the time students are 18 years of age, they will have only spent 13 percent of their waking hours in school. Parents can and should, therefore, have a very profound impact on their children's education. It will never be easier than now to enlist their support. Parents today have different expectations and value their children's education more than in the past. Oftentimes, their involvement may seem excessive and border on inappropriate. They may concern themselves more with what you have done to their children than what you are doing for their children. The label of "helicopter parents" is right on the money. They hover over their children incessantly and their protect-the-child-at-all-cost attitude has even driven some teachers out of the profession.

Educators should use this newly found interest in their school to their advantage. No longer will it be difficult to impossible to involve them in important discussions about their children, school, and other education issues. In fact, the change in the culture of parenting is often the opposite of what it used to be; almost to an extreme with some of the helicopter parents. Millennials and their parents rely on e-mail and cell phones for communicating. It is suggested that the adult faculty member working with the child and parent use these open lines of communication for relationship building.

We need to recognize parents for what they are, dedicated caregivers who can be a tremendous resource for educators who for decades, have wanted more parental involvement in children's education. Every year more and more parents are pulling their kids out of public education and schooling them at home. In fact, home schooling is the fastest growing method of delivering K-12 education in America. These students have no regulations, no buildings, no certifications, and no state tests but are outperforming students in public education overall. If public education is to survive, we need to integrate some of the best aspects of home schooling, i.e., parents as stakeholders, into our classrooms.

Finally, it is very important that the schools establish a series of guiding principles for all relationships to be built around. The guiding principles that many schools use are those from the character-centered teaching initiative that exists in the U.S. They are:

- 1. Respect
- 2. Responsibility
- 3. Contemplation
- 4. Compassion
- 5. Initiative
- 6. Adaptability

- 7. Perseverance
- 8. Honesty
- 9. Optimism
- 10. Trustworthiness
- 11. Courage
- 12. Loyalty

Schools today can create relationships with and around the child that exemplify these guiding principles. They will go a long way in preparing that child for success in all aspects of life.

4. Start with Special Education and English as a Second Language Students

Most schools in America attempt to mold a curriculum to the average to above-average student and then try to figure out how to shape it to fit the special education (SE), English as a second language (ESL) students, and talented or gifted students. High-performing schools do the opposite.

In developing curricula, high-performing schools will typically focus on nine central factors in planning student education and instruction. These factors are:

- 1. Using data, they carefully weigh content that is essential versus content that is nice to know but not critical for success after graduation.
- 2. They go to great ends to fully understand the interests, learning style, and aptitudes of each student.
- 3. They engage parents actively in a discussion of the child's needs and how to meet those needs most effectively.
- 4. They use proven methodologies to teach to the unique interests, learning style, and aptitudes of each student.
- 5. They monitor the success and failures of students on an ongoing basis and take appropriate corrective actions.
- 6. They stay current with the research and data on learning and integrate it into the classrooms.
- 7. They focus on the end result for students, which is to prepare them for work, college, family, and community participation rather than solely on standards and assessments.
- 8. They use technology to improve the learning opportunities for students.
- 9. They break learning down into its smallest incremental parts to guide instruction for students.

These nine characteristics are not uniquely suited to help SE and ESL students—they are good for all students. High performing schools begin by determining the needs of the hardest to serve students then by applying the same principles to the other students. The result is dramatic improvement for all students.

To do this, schools must create a culture that supports the belief that all children can learn, that a big majority of students can meet the standards, that more students than are presently meeting the standards can do so, and that we generally have too low of an expectation level for our students.

Another reason to focus on SE and ESL is that both of these groups will grow dramatically in number in the coming years. The demographics of America will continue to shift as immigration brings more students with limited English speaking ability and children in poverty into schools. Advancements in health care will make more young children with disabilities well enough to enter general education programs.

In schools throughout the country we have found that elementary, SE, and ESL educators have a tendency to focus more on students and less on content. In middle schools and high schools, the teachers have a tendency to focus more on content and not on individual students. It is this attention to students that will help improve the performance of all students because it replaces a focus on teaching with a focus on learning.

Because of their tendency to focus on the total needs of children, high-performing schools nationwide are increasingly placing SE, ESL, and elementary educators in leadership roles in both individual buildings and across the district at the principal level and at curriculum leadership levels.

5. Data-based Decision-making

Good data is a necessary ingredient in any curriculum restructuring initiative. American curriculum is so overcrowded with content that it is difficult for teachers to provide students with the process skills that enable them to know how to apply the content being taught. Teaching students how to apply knowledge takes considerable time, which teachers simply do not have. Therefore, schools need to make some difficult decisions regarding content that is essential versus that which is nice to know so that time can be made available for teaching process skills.

Prisoners of Time, a study by the National Education Commission on Time and Learning, reported that as of 1994, 11 states permit school terms of 175 days or less and only one state requires more than 180 days. If one accepts the *Prisoners of Time* estimate of 5.6 hours of classroom time per day in a school year of 180 days, there is a total of 13,104 hours of classroom time in 13 years of K-12 schooling. The highest estimate of the percentage of time that is typically allocated to instruction within the current system is 69 percent. This means that of the 13,104 available hours, teachers have 9,042 hours to teach, reinforce, and assess the knowledge identified in the average state curriculum.

The Mid-continent Regional Education Laboratory, under the leadership of Bob Marzano, worked with a large number of teachers to determine how much time was needed to teach all the standards and benchmarks in the four core academic areas. Simply stated, they concluded that 15,465 hours of time was necessary; nearly 6,500 more hours than is available.

hours of time was necessary; nearly 6,500 more hours than is available.

High-performing schools have figured out how to eliminate many extraneous standards and benchmarks without sacrificing the quality and relevance of the students' education. Their decisions are based on what students need to know and be able to do once they graduate, being mindful to cover content that will be tested on the state exams. It is amazing how few teachers are aware of the data that is available to them to make these types of decisions themselves. The International Center for Leadership in Education created the *Curriculum Matrix* to help districts make good decisions about the curriculum and focus their instruction.

The Curriculum Matrix correlates a state's standards in math, science, and English language arts to that state's testing program and to the essential skills graduates will need in their post-school lives. The Curriculum Matrix is a user-friendly crosswalk of state standards to state assessments as well as the curriculum survey of essential skills, also developed by the International Center. High, medium and low instructional priorities are assigned to the standards based on the crosswalks. This is the type of data districts need to determine priorities that will help raise scores on the state-mandated tests and, equally as important, to focus instruction on skills/knowledge students need for success in their post-school responsibilities.

The Curriculum Matrix Summary Table for Florida's English language arts curriculum is provided below. It shows of the 521 benchmarks in Florida's curriculum in grades three through twelve, 126 (or 24 percent) of them are assessed by the Florida Comprehensive Assessment Test (FCAT). The number of benchmarks tested is arrived at by summing the high (H) and medium (M) priority columns under the FCAT for all grades. The Curriculum Matrix is completed on a benchmark by benchmark basis, meaning each benchmark is aligned directly to the FCAT and the curriculum survey rankings. The summary table shown is intended to give an idea of how the Curriculum Matrix can be used as a platform to curriculum restructuring.

International Center's Florida Curriculum Matrix Summary Table

	Number of Standards	Number of Benchmarks	FCAT			Curriculum Survey of Essential Skills		
English LA			Н	M	L/ No Q	H 1-35	M 36-70	L 71 +
Grade 3	11	51	10	7	34	31	8	12
Grade 4	11	51	16	1	34	28	13	10
Grade 5	11	51	10	7	34	28	13	10
Grade 6	11	52	10	5	37	22	18	12
Grade 7	11	52	10	5	37	22	19	11
Grade 8	11	52	14	1	37	22	18	12
Grades 9-12 Test 9 th Grade	11	52	14	1	37	25	11	16
Grades 9-12 Test 10 th Grade	11	52	14	1	37	25	11	16

The International Center has found that the data compiled in the Curriculum Matrix can be applied to career and technical education (CTE) and arts programs as well. Career and technical education students, in some schools, are outperforming college-prep students on state math, science, and English language arts tests. What these schools have done can be replicated in most CTE programs and lead to similar success. The schools compared the academic standards/benchmarks in their state to what was actually on the state tests in English, math, and science. Often, only a relatively small portion of the standards/benchmarks made up a majority of the test questions. They embedded this content in their CTE curricula and trained their CTE teachers to cover them. Not surprisingly, when taught these high-priority standards in an applied setting, the CTE students mastered them and performed well on the state tests.

Once teachers are armed with data, they then need professional development to show them how to use the data to make daily decisions at the classroom level. The International Center's experience with the high-performing schools has been that, unless professional development accompanies this data, teachers are often overwhelmed by it and not sure how to use it. A district that has received the proper training is then able to put information systems in place that will track how well students are doing on a state-wide, district-wide, school-wide, and classroom-by-classroom basis.

At all levels of education, from the classroom to the state, it is critical that we assess what we value and not simply value what we assess. Tests need to be developed that are based in the D quadrant and then gear instruction towards getting students prepared to master the content covered in these assessments which will, in turn, provide them with valuable life skills.

Some well-intended districts have found that their assessment policies were driving students in a direction opposite of what would be best for them. For example, a number of schools we have worked with found that high-performing students have shied away from IB and AP courses because it was negatively impacting their GPA. Other schools informed us that they were not providing Quadrant D instruction because the state tests were based in Quadrant A.

Fortunately, many states have begun to take these issues seriously. For example, the state of Florida has completed a detailed analysis of the FCAT to determine where they place on the Rigor/Relevance Framework. Based on their evaluation, Florida is now looking at the necessary changes that will move the FCAT into Quadrant D.

6. Transition Years

As students progress in a high-performing district, the transition is smooth from pre-K to kindergarten, kindergarten to 1st grade, elementary to middle school, middle school to high school, and from high school to higher education or work.

Let's look at ninth grade as an example, although similar strategies and techniques are used at each of the other levels in which transition occurs between schools. When a student is in eighth grade, the transition to ninth grade/high school must begin early in the eighth grade. High performing schools and districts use strategies such as these:

- Eighth grade students are provided copies of the high school student newspaper.
- Teachers from ninth grade visit eighth grade classrooms on a regular basis.
- Parent's night for eighth graders is held at the high school.
- Eighth graders visit the high school on at least two occasions.
- The eighth grade teacher loops to the ninth grade with the students.
- Detailed information about each student is collected in eighth grade and shared with ninth grade faculty before the students arrives in the fall.

Once the student reaches ninth grade numerous initiatives are undertaken to ensure their success in the high school. Among these initiatives are:

- 1. Loop the eighth grade teachers to the ninth grade, which provides students with a contact person who they know and a person who knows them.
- 2. Assign the best teachers to ninth grade; those teachers who can best relate to students.
- 3. Implement a menu of intervention programs that will spring into action if a student runs into any difficulty.
- 4. Compilation of data is faithfully maintained in the ninth grade. Students are reviewed every six weeks and the evaluation is shared with parents and students and appropriate actions are taken.
- 5. Focus on literacy at all times.
- 6. Assign a high school junior and senior who is good role model to act as a peer coach to each ninth grade student.
- 7. Extend instruction and provide bussing for students who are struggling.

Transition years are crucial. Moving to a new school in the district should not be a fractured event but a seemingly natural continuation of a student's educational experience.

7. Systems

High performing schools cannot be maintained without extensive support from the district and state. State departments of education have felt financial constraints over the last several years and have had to reduce their technical assistance staff and become more of a regulatory agency. This, we have

found, has had a very negative impact in enabling schools to achieve high standards for all students. A similar circumstance exists in a large number of districts throughout the country.

High performing schools emerge when the district and the state allocate their limited resources to assist teachers rather than regulate them. Support is provided in the following ways:

- Extensive resources in the area of curriculum and curriculum support services for classroom teachers.
- Technology is made available for classroom teachers
- Peer coaches are assigned to students.
- Professional development is widely available, but does not occur on district-wide staff
 development days. Instead districts use their limited resources to invite teachers to high-quality,
 well-focused professional development activities. The top one-third of teachers will jump at this
 opportunity. This proves to be a more cost effective use of resource.

It is becoming increasingly clear that school districts across the country and state departments of education must find new and innovative ways to provide technical assistance to classroom teachers. Kentucky and Florida provide good models in this respect.

Summary

To assist individual schools and school districts across the U.S., the International Center, CCSSO, and the Bill & Melinda Gates Foundation have joined hands to provide a series of services that will help them implement the eight actions listed above. The services that will be available to members of the Successful Practices Network include the following:

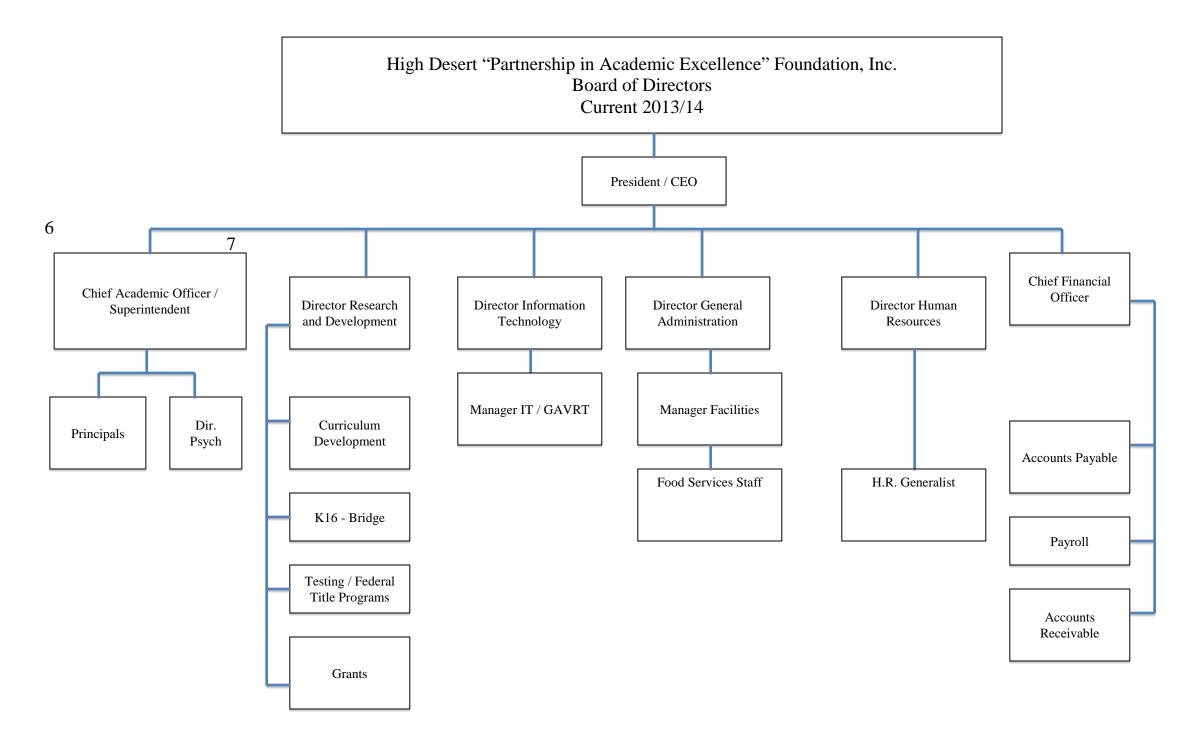
- An ongoing series of products and services that will create a culture supportive of change. Among
 these will be high-quality DVDs and videos that can be used in public access stations and other
 appropriate distribution centers in the community. A monthly Web cast by Dr. Daggett will
 promote a continuing need to raise our standards for all students in our schools.
- Monthly e-mails that discuss the need for change that schools can share with teachers, administrators, boards, parents, community members, and students.
- Monthly dissemination of Quadrant D lessons that schools can use to teach standards and benchmarks that are high-priority items on state assessments.
- Actions to implement comprehensive school reform including:
 - Study tours to the 25 high performing, proven schools in Successful Practices Network.
 - A symposium that will study the specific strategies and techniques used by the highest performing schools in each of the eight action items. The symposium will be held on October 1-3 in Washington, D.C.
 - Reduced fees for the 2006 Model Schools Conference.
 - Onsite evaluators who will assess challenges and successes of a school in relation to the eight action areas.

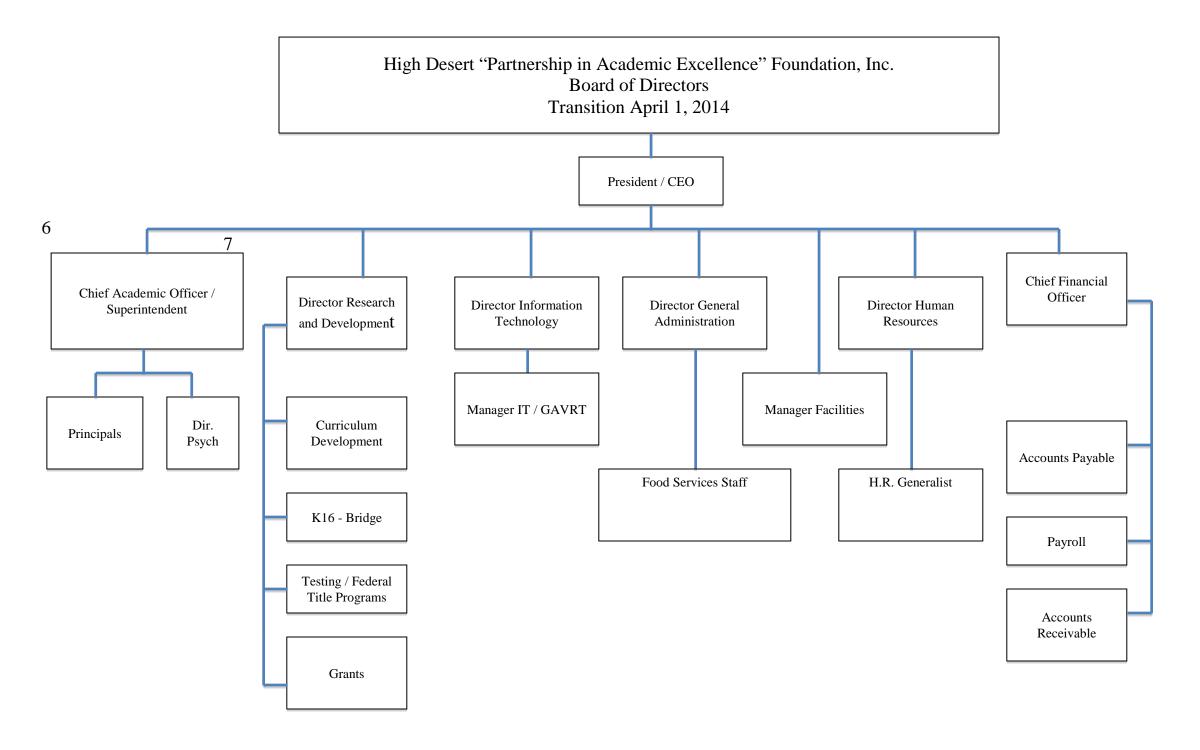
- On-call technical assistance from the International Center for Leadership in Education in each of the eight action areas.
- Other items as identified by individual school districts.

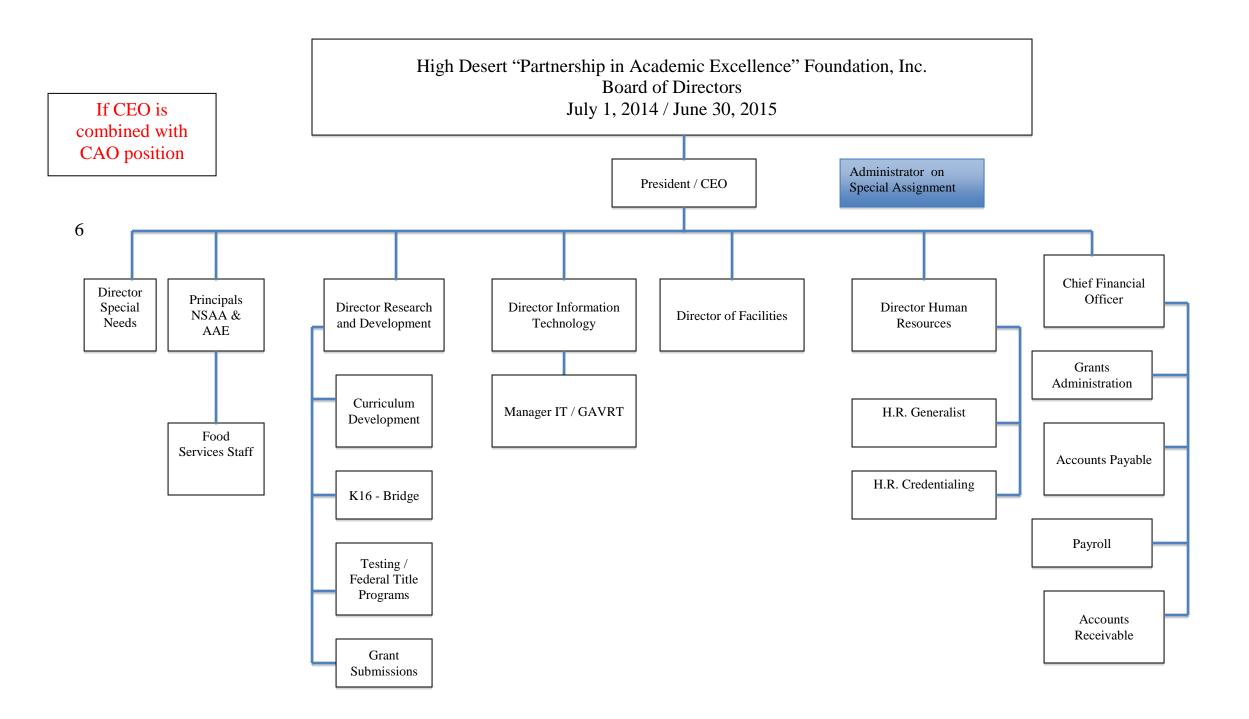
These services will be available, in most cases, at no charge to SPN members. Certain instances may require a reduced fee for network members. Non-network members may obtain these services on a fee-for-service basis.

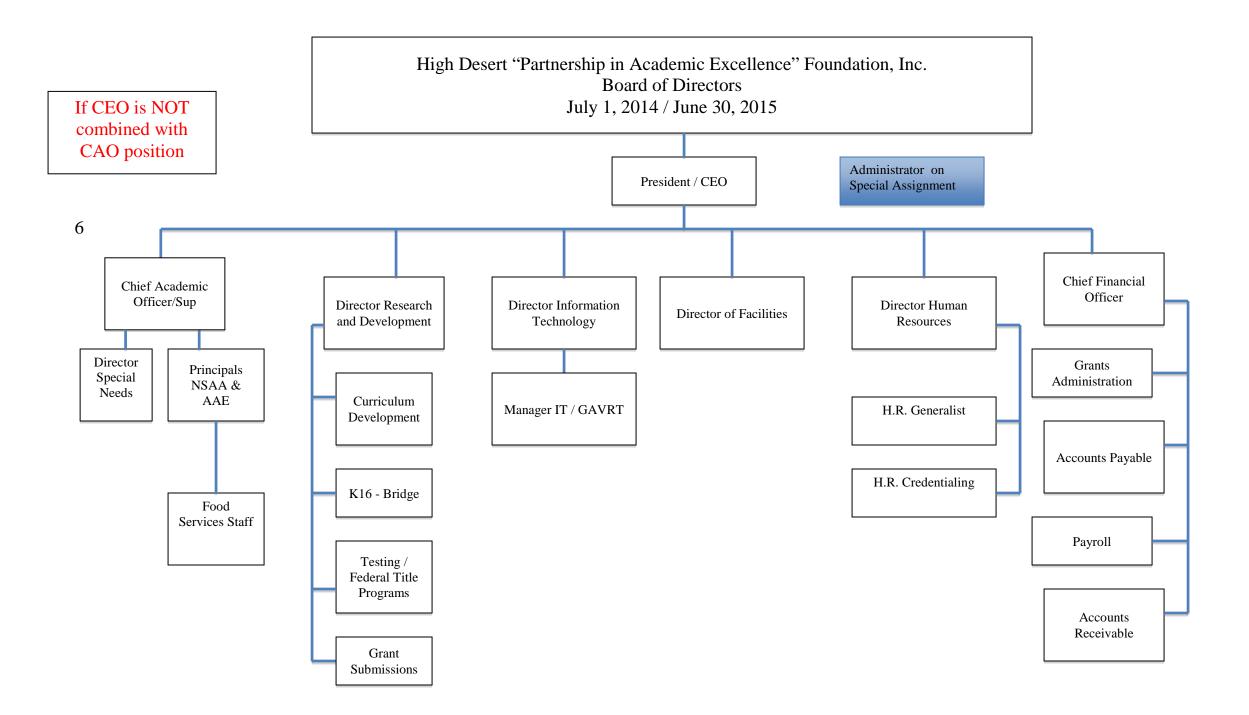
In order to move the Lewis Center forward and strengthen our resolve to meet the mission that has been laid out before us we propose making some changes to the current leadership structure. I believe that this will help us meet the new demands of LCFF and become more efficient and effective as an organization. I have put in our current flow chart and have also included flowcharts representing the Manager of Facilities move in April, the transitional implementation during the 2014/15 school year (which will take an unknown number of months to fully enact) and the final chart 2015/16 school year which is proposed to be phased in during the 2014/15 school year and should effectively meet the needs of the organization for several years. I have also included a copy of the job descriptions with any changes highlighted in red.

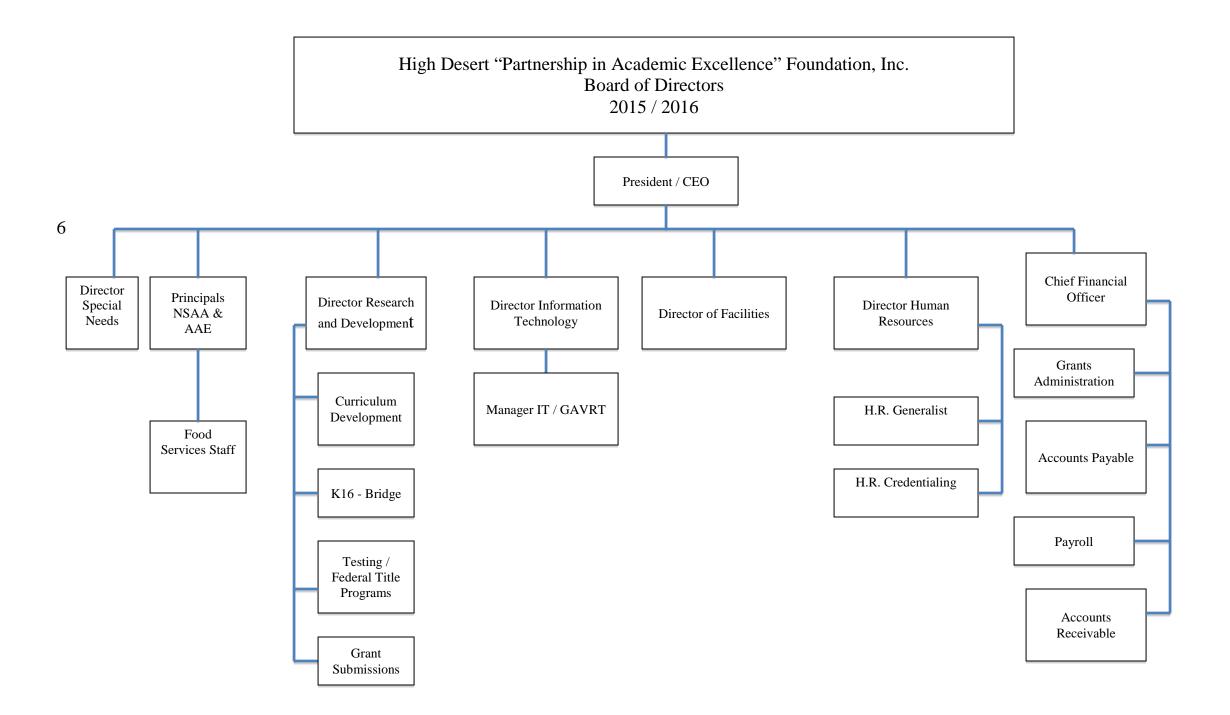
Last year we moved into the American Security Bank building and were able to bring together the Foundation Administrative Team. We hired Jim Quinn as the Director of Finance, Jim Southwick was promoted to Director of Research and Development, and Stacy Newman was promoted to Director of Human Resources from a Manager position. A couple of support staff also moved to new positions of more responsibility. Cheryl Dale continues her duties of ensuring that we are in compliance with State and Federal Law, Regulations and LCER Policies and Procedures, overseeing the GA Department, and ensuring compliance of Categorical Programs, Food Services and Credentialing. Cheryl has begun to cross train support personnel in all areas of the General Administration oversight in preparation for a smooth transition as she plans to retire by 2015. Cheryl will also assist in coverage of the HR department while Stacy is on maternity leave.











LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

JOB DESCRIPTION President / Chief Executive Officer ("CEO")

MISSION STATEMENT: The Lewis Center for Educational Research ("LCER") is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION:</u> The President/CEO is employed by and works under the direction of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors ("Foundation"). The President/CEO will provide executive leadership in administering the various aspects of the Foundation, LCER, the Academy for Academic Excellence ("AAE") Charter School, the Norton Space and Aeronautics ("NSAA") Charter School, as well as future program development and opportunities for growth and expansion. The President/CEO will be responsible for providing organizational direction and guidance in a collaborative and results-oriented fashion. As the President/CEO, he/she will be expected to provide consistent leadership through example, provide guidance and support, and make complicated decisions pertaining to personnel, budget and programs.

REQUIRED QUALIFICATIONS:

- Master's degree in education, school administration, business/leadership or related field.
- Five years of full time school administrative experience.
- Five years of successful full time teaching experience.
- ♦ Valid California Drivers License.
- ♦ Administrative Services Credential is not required but preferred.

PRE-EMPLOYMENT REQUIREMENTS:

- A certificate stating freedom from tuberculosis.
- ◆ Candidates selected for employment are required to be fingerprinted and cleared by the CA Department of Justice through the Lewis Center (LCER) and must provide the LCER with a certificate stating freedom from tuberculosis before beginning work.

JOB REQUIREMENTS (Skills, Knowledge and Abilities):

- Adeptness at dealing effectively with employees and others on a one-to-one basis and in groups.
- Effective oral and written communication skills.
- Ability to forge cooperative relationships with community members and other public agency personnel.
- Operating procedures of an educational based organization.
- Principles, practices and techniques related to areas of responsibility.
- Applicable Federal, State and local laws, regulations and procedures.
- Principles and practices of organization.
- Administrative and personnel management.
- School and community partnerships.
- ♦ Student expulsion process.

- Research and development of the LCER, AAE and NSAA; and curriculum development, course of study and scope and sequence in a comprehensive educational program.
- Organize and present ideas effectively in oral and written form.
- ♦ Maintain effective, cooperative working relationships with administrators, certificated and classified employees, parents, students and community members.
- Effectively represent the Foundation in the community; plan, organize and direct programs, services and projects related to areas of assignment.
- Budget and effectively manage budget; prepare clear, complete and concise reports and proposals.
- Analyze situations carefully and adopt effective courses of action.
- Supervise, train and evaluate assigned staff.
- ♦ High moral and ethical character.
- Demonstrate ability to maintain effective working relations with employees, parents, students, and the community.
- ♦ Ability to work under pressure and meet deadlines.
- Ability to organize work, lead and supervise associates.
- Will be required to use personal vehicle to travel between campuses and attend meetings as needed.

JOB RESPONSIBILTIES/DUTIES:

- Provide leadership in planning, developing, implementing and evaluating the overall instructional programs provided under the umbrella of the Foundation.
- Ensure that the various programs and projects are consistent with the established goals, objectives and policies, and implement the Vision of the Foundation.
- ♦ Provide oversight for the Lewis Center's research-based, longitudinal study to ensure its compliance to proven scientific guidelines.
- ♦ Direct the integration and coordination of services with other organizations, AVUSD, SBCSS, groups, schools, colleges, universities and individuals.
- Represent the Foundation at various community functions, Chamber of Commerce meetings and events.
- Facilitate a friendly, "team orientated", collaborative working environment for employees of the Foundation and LCER, and support informed decision-making among the team to effect improved communication, trust and efficiency throughout the organization.
- Define quality indicators for the organization through the active participation of the staff.
- ♦ Ensure the establishment of K-12 Common Core Standards, benchmarks, rubrics and curriculum guides that provide measurable student results-indicators to ensure instructional quality and accountability.
- Design, develop and implement a comprehensive evaluation program for employees of the Foundation.
- Provide program evaluation utilizing research-based models.
- ♦ Implement state-of-the-art Instructional Technology.
- Direct and prepare an annual budget for all organizational factions of the Foundation..
- Direct and oversee staff, ensuring compliance with procedural policies.
- Oversee the development of board policies related to all areas of operation, including but not limited to personnel, fiscal management and educational issues.
- ♦ Actively seek out partnerships with businesses, organizations and individuals to promote the goals and mission of the Foundation.
- Actively seek grants to fund the programs and activities of the Foundation and its various organizations.
- Communicate with political leaders to promote and clarify the goals and mission of the Foundation.
- Oversee all building programs of the Foundations.
- Act as the designated officer of the Board to initiate legal opinion from the Foundations' attorneys, secure Board approval before initiating any legal action on behalf of the Board.

- Supervise School Principals and Directors, ensuring that all policies, procedures and legal obligations of the Foundation and its schools and various programs are strictly enforced.
- Perform other duties as assigned by the President/CEO.

WORKING CONDITIONS:

Environment:

- ♦ Indoor/Outdoor school campus environment.
- Subject to constant interruptions, public contact and multiple tasks and timelines.
- ♦ Occasional outside weather conditions.
- Occasionally works weekends and/or evenings.

Physical Abilities:

- ♦ Ability to observe, see, hear, and respond to children and youth's needs, emergencies, and conflicts that might occur in any form of program setting.
- ♦ Ability to stand, sit, stoop, walk, kneel, and perform grasping and handling motions and torso rotations on a continuous basis and the ability to reach in all directions.
- ♦ Ability to hear and speak clearly to exchange information in person and/or on the telephone.
- Seeing to read and compose written materials.
- Dexterity of hands & fingers to operate computer keyboard & other office equipment for extended periods of time.
- ♦ Lift or lift and carry up to 35 pounds.

Employment Policy: It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status. The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

I have received my copy of the employee job	description for the position of	at the
	derstand and agree that it is my responsibility to rorking conditions contained in the job description.	•
	description creates or is intended to create a prorche Lewis Center is an at-will employer. I also uning conditions, may be changed at any time.	*
Employee's Signature	Date	

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

JOB DESCRIPTION Chief Academic Officer / Superintendent

MISSION STATEMENT: The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION:</u> The Chief Academic Officer / Superintendent (CAO) is employed by and works under the direction of the President/CEO of the Lewis Center for Educational Research. The CAO will provide leadership in administering the various aspects of the Lewis Center for Educational Research, the Academy for Academic Excellence Charter School, the Norton Space and Aeronautics Charter School, as well as future program development and opportunities for growth and expansion. The CAO will be responsible for providing organizational direction and guidance in a collaborative and results-oriented fashion. As the Chief Academic Officer, he/she will be expected to provide consistent leadership through example, provide guidance and support, and make complicated decisions pertaining to personnel, budget and programs.

REQUIRED QUALIFICATIONS:

- Bachelor's degree in education, school administration or other related educational field.
- Five years of school administrative experience.
- Five years of successful full time teaching experience.
- Appropriate California teaching credential.
- ♦ Valid California Drivers License.

PRE-EMPLOYMENT REQUIREMENTS:

- ♦ A certificate stating freedom from tuberculosis.
- ♦ Candidates selected for employment are required to be fingerprinted and cleared by the CA Department of Justice through the Lewis Center (LCER) and must provide the LCER with a certificate stating freedom from tuberculosis before beginning work.

JOB REQUIREMENTS (Skills, Knowledge and Abilities):

- Adeptness at dealing effectively with employees and others on a one-to-one basis and in groups.
- Effective oral and written communication skills.
- Ability to forge cooperative relationships with community members and other public agency personnel.
- Operating procedures of an educational based organization.
- Principles, practices and techniques related to areas of responsibility.
- Applicable Federal, State and local laws, regulations and procedures.
- Principles and practices of organization.
- ♦ Administrative and personnel management.
- School and community partnerships.
- ♦ Student expulsion process.

- Research and development of the LCER, AAE and NSAA; and curriculum development, course of study and scope and sequence in a comprehensive educational program.
- Organize and present ideas effectively in oral and written form.
- Maintain effective, cooperative working relationships with administrators, certificated and classified employees, parents, students and community members.
- ♦ Effectively represent the LCER in the community; plan, organize and direct programs, services and projects related to areas of assignment.
- Budget and effectively manage budget; prepare clear, complete and concise reports and proposals.
- Analyze situations carefully and adopt effective courses of action.
- Supervise, train and evaluate assigned staff; work under pressure and meet deadlines.
- ♦ High moral and ethical character.
- Demonstrate ability to maintain effective working relations with employees, parents, students, and the community.
- ♦ Ability to work under pressure and meet deadlines.
- Ability to organize work, lead and supervise associates.
- Will be required to use personal vehicle to travel between campuses and attend meetings as needed.

JOB RESPONSIBILTIES/DUTIES:

- Provide leadership in planning, developing, implementing and evaluating the overall instructional programs provided under the umbrella of the LCER.
- Ensure that the various programs and projects are consistent with the established goals, objectives and policies, and implement the Vision of the LCER.
- Oversee Special Education and Student Support Services.
- ♦ Direct the integration and coordination of services with other organizations, AVUSD, groups, schools, colleges, universities and individuals.
- Represent the LCER at community functions and events.
- Serve as supervisor to school principals; provide oversight to all LCER schools.
- ♦ Facilitate a friendly, "team orientated", collaborative working environment for employees of the LCER, and support informed decision-making among the team to effect improved communication, trust and efficiency throughout the organization.
- Define quality indicators for the organization through the active participation of the staff.
- ♦ Ensure the establishment of K-12 Common Core Standards, benchmarks, rubrics and curriculum guides that provide measurable student results-indicators to ensure instructional quality and accountability.
- Design, develop and implement a comprehensive evaluation program for employees of the LCER.
- Provide program evaluation utilizing research-based models. Work collaboratively with the Director of Research and Development.
- ♦ Implement state-of-the-art Instructional Technology.
- Oversee and monitor the preparation of the annual school budgets for both AAE and NSAA, and associated support services.
- Direct and oversee staff, ensuring compliance with procedural policies.
- Perform other duties as assigned by the President/CEO.

WORKING CONDITIONS:

Environment:

- ♦ Indoor/Outdoor school campus environment.
- Subject to constant interruptions, public contact and multiple tasks and timelines.

- Occasional outside weather conditions.
- Occasionally works weekends and/or evenings.

Physical Abilities:

- ♦ Ability to observe, see, hear, and respond to children and youth's needs, emergencies, and conflicts that might occur in any form of program setting.
- ♦ Ability to stand, sit, stoop, walk, kneel, and perform grasping and handling motions and torso rotations on a continuous basis and the ability to reach in all directions.
- Ability to hear and speak clearly to exchange information in person and/or on the telephone.
- Seeing to read and compose written materials.
- ♦ Dexterity of hands & fingers to operate computer keyboard & other office equipment for extended periods of time.
- ♦ Lift or lift and carry up to 35 pounds.

Employment Policy: It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status. The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

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I have received my copy of the employee job description. Lewis Center for Educational Research. I understand a with job qualifications, requirements, and working controls.	and agree that it is my responsibility to read	at the and familiarize myself
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Employee's Signature	Date	

Financial Officer Page 1 of 2

LEWIS CENTER FOR EDUCATIONAL RESEARCH 17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414

JOB DESCRIPTION

"Chief Financial Officer"

MISSION STATEMENT: The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>GENERAL DESCRIPTION:</u> Under the supervision of the President/Chief Executive Officer (CEO) and working the senior administrative team, the financial officer is responsible for maintaining and controlling all financial affairs of the Lewis Center for Educational Research.

MINIMUM REQUIREMENTS:

BS in accounting, finance, business administration or related field with experience.

Work Experience: Five to fifteen years experience in financial oversight and accounting services. Significant

office management experience and proven track record of success in a Certified Public Accounting firm or public educational organization, tax preparation, budgets, profit/ loss and

financial reports. California public school experience and or being a CPA preferred.

REQUIRED SKILLS & ABILITIES:

- Ability to interpret, apply, and explain company and board policies and applicable laws
- ♦ Excellent oral and written communication skills
- ♦ Ability to supervise others
- Perform advanced professional-level work in school finance, budget formulation, administration and planning
- Interpret and administer statutes, regulations and policies; analyze and evaluate administrative and technical literature
- Analyze, evaluate and assimilate complex technical data and administrative problems and prepare sound policy and procedural recommendations based on such information; prepare complex financial spreadsheets
- Interpersonal skills including tact, courtesy and diplomacy; ability to maintain confidentiality
- ♦ Understanding of customer relations and service
- Proficiency in Microsoft Access, Excel, and Word or other comparable database, spreadsheet, and word processing programs
- Ability to work independently and perform complex varied tasks
- ♦ Ability to work in a flexible environment

MAJOR JOB RESPONSIBILITIES:

- Personally direct and carry the primary leadership and technical role in the development of the annual LCER budget and financial forecasts, analyzing and interpreting the Governor's Budget, State and other finance indicators, and enrollment projections to develop sound income prediction
- Meet with the Board of Directors' Budget and Audit Committee
- Prepare technically sound administrative studies, analyses, findings, recommendations and reports for operational and organizational purposes; develop recommended policies and regulations
- Develop revenue and expenditure projections

Financial Officer Page 2 of 2

• Develop projections of fixed and personnel expenses; provide advice and consultation to site and departmental budget managers; and establish budget-related committees

- Provide advice and consultation to department budget managers
- Monitor and review financial data using analytical review processes and tests for reasonable and established sound internal accounting controls
- Responsible for the overall compliance of Categorical funding sources for NSAA: Title I, Title II and Title III
- Other related duties as assigned by President / CEO

WORKING CONDITIONS

Duty Days: 188.8 during the 2013 /14 fiscal year. Normal work year is 210 days per year.

Environment:

Subject to interruptions, public contact and multiple tasks

Physical Abilities:

- ♦ Hearing and speaking to exchange information
- Sitting, walking and standing for extended periods of time
- ♦ Ability to hear and speak clearly to exchange information in person and/or on the telephone
- Seeing to read and compose written materials
- Operating a computer keyboard and other office equipment for extended periods of time
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- ♦ Lift or move up to 35 pounds

	escription for the position of at and agree that it is my responsibility to read and familiarize d working conditions contained in the job description.
	escription creates or is intended to create a promise or representation of he conditions of the job, including hours, wages, and working
Employee's Signature	Date

LEWIS CENTER FOR EDUCATIONAL RESEARCH ACADEMY FOR ACADEMIC EXCELLENCE

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

DIRECTOR, SPECIAL NEEDS

JOB DESCRIPTION

<u>MISSION STATEMENT:</u> The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION:</u> Under the direction of the Chief Academic Officer / Supt., the Director of Special Needs shall provide administrative leadership for the service-based organizational support of the AAE and NSAA to meet the learning needs of students eligible for special education services as mandated by State and Federal laws. The Director, Special Needs shall be responsible for providing support services that will include mandated health services and Language, Speech and Hearing services.

MINIMUM QUALIFICATIONS:

Education: Master's Degree preferred

Experience: Minimum of five years successful teaching experience; at least two in years in special

education administration, desirable

Credential: Appropriate California Teaching Credential, CA Administrative Credential preferred

Skills: Adeptness at dealing effectively with employees and others on a one-to-one basis and in

groups; effective oral and written communication skills; ability to work with parents who

may be highly emotional about their children's needs.

Knowledge: Special education rules, regulations, codes, laws and procedures; expulsion procedures as

required by State and Federal laws; interpersonal skills using tact, patience and courtesy; principles and practices of supervision and training; oversight of Special Education at the

AAE and NSAA organizations, operation, policies and objectives, laws, rules and regulations related to assigned service areas; administrative methods involved in the management of diversified special education programs, policies and practices; curriculum

design and implementation; public speaking; research methods and report writing

techniques.

Ability To: Coordinate AAE and NSAA special education programs and services in accordance with

State, Federal and AAE rules and regulations; prepare and deliver oral presentations; establish and maintain cooperative and effective working relationships with others; maintain records and prepare reports; assign and review the work of others. Supervise and evaluate assigned personnel; maintain current knowledge of program rules, regulations, requirements and restrictions; analyze situations accurately and adopt an

effective course of action; work independently with little direction; meet schedules and

time lines; plan and organize work.

MAJOR DUTIES AND RESPONSIBILITIES:

- Directs the integration and coordination of special education programs and services at the AAE and NSAA.
- ♦ Conducts evaluations of AAE and NSAA special education programs and services necessary for instructional improvement.
- ♦ Coordinates necessary modifications of special education program and services as a result of evaluations, legislation and research evidence.
- ♦ Interprets AAE and NSAA special education programs and services to staff, parents/guardians and community members.
- ♦ Serves as AAE and NSAA representative on the Special Education Local Plan Area (SELPA) Steering Committee.
- ♦ Coordinates with school sites articulation of Individual Education Plans (I.E.P.) for AAE and NSAA special education students, grades K-12.
- Ensures school sites meet mandated time lines for special education referrals, assessments and I.E.P. meetings, as required by State and Federal laws.
- Coordinates resolution of special education due process complaints and parent complaints as related to special education programs and services.
- Provides supervision and evaluation of certificated and classified staff as assigned by the CAO / Supt.
- Develop and prepares an annual program budget for the Special Education area, monitoring, supervising and approving expenditures in accordance with AAE and NSAA policies.
- ♦ Plans, organizes, coordinates and evaluates staff development activities for the Special Education service area personnel.
- Coordinates, monitors and supervises Lewis Center participation in the State Special Education monitoring programs including the Quality Assurance Program.
- Oversee and ensure the training to AAE and NSAA staff and administrators on Section 504 Assessments and Accommodation Plans and Behavior Management/Improvement Plans.
- ♦ Ensures AAE and NSAA representation on the Community Advisory Committee (C.A.C), using SELPA guidelines.
- ♦ Helps ensure that all Lewis Center staff are aware of, and adhere to all State and Federal regulations regarding students with IEPs and 504s.
- Directs Health Services programs and ensures mandated health services are provided to students.

- Prepares and distributes guides, procedures and instructional or program information pertaining to special education programs and services, as necessary.
- Ensures AAE and NSAA representation at Behavioral Health Services' meetings and ensures students are provided appropriate services.

MAJOR DUTIES AND RESPONSIBILITIES (cont.)

- Ensures that Transportation Services, as designated on students' I.E.P.'s are provided, as required.
- ♦ Attends Admin, AAE and NSAA Foundation Board meetings, and Teaching and Learning Team meetings, as requested by the CAO/Superintendent.
- Performs other administrative duties as assigned by the CAO / Supt.
- Participates in the selection of special education staff.
- Participates in program evaluation and analysis.
- ◆ Participates in budget administration.
- ♦ Administers Language, Speech & Hearing (LSH) services, supervising LSH staff.

Physical Demands and Working Conditions:

Mobility: Must possess mobility of arms to reach and dexterity of hands to grasp and manipulate small objects such as would be needed to use a pen or a keyboard. Must possess sufficient mobility to operate a vehicle to travel to school sites and other meetings.

Vision: Must possess vision (which may be corrected) to read small print and computer screens.

Speech & Hearing: Must possess hearing (which may be corrected) to use a telephone and to hear discussion and questions during public and school meetings. The individual is required to speak clearly and distinctly, to make lengthy oral presentations and to converse by telephone.

Mental and Emotional: The individual is required to establish effective relationships with a wide range of people, to give direction and to exercise tact, diplomacy, empathy and firmness in sometimes highly emotional situations.

Other Conditions: The individual is required to use a personal vehicle to visit school sites, to attend meetings.

Duty Days: 210

LEWIS CENTER FOR EDUCATIONAL RESEARCH 17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414

JOB DESCRIPTION

Director, Information Technology

MISSION STATEMENT: The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION</u>: Under the direction of the President / Chief Executive Officer, the Director, Information Technology will work closely with the President/CEO managing and coordinating the development and production of activities in the computerized management information systems including computer operations, technical support, systems analysis, software development, database management, and telecommunications. The Director, Information Technology, is a salaried, exempt position.

REQUIRED QUALIFICATIONS:

Education and Experience – Bachelor's degree in a related field (Computer Science, CIS, etc) required and four years experience in data and project management.

- ♦ *Administration and Management* Knowledge of principles and processes involved in business and organizational planning, coordination, and execution. This includes strategic planning, resource allocation, manpower modeling, leadership techniques, and production methods.
- ♦ Active Learning Working with new material or information to grasp its implications.
- *Confidentiality* Must be able to effectively deal with confidential information.
- *Critical Thinking* Using logic and analysis to identify the strengths and weaknesses of different approaches.
- ♦ Equipment Selection Determining the kind of tools and equipment needed to do a job.
- ♦ *Identification of Key Causes* Identifying the things that must be changed to achieve a goal.
- ♦ Judgment and Decision Making Weighing the relative costs and benefits of a potential action.
- Operations Analysis Analyzing needs and product requirements to create a design.
- ♦ *Oral/Written Comprehension and Expression* The ability to communicate information and ideas, both verbally and in writing, so others will understand.
- ♦ Systems Evaluation Looking at many indicators of system performance and efficiency, taking into account their accuracy.

RESPONSIBILITIES:

- Consults with senior management to analyze computer system needs for management information and functional operations, determine the scope and priorities of projects, and to discuss system capacity and equipment acquisitions.
- Work collaboratively with the Director of Facilities in planning, permitting and constructing of projects, both new and renovation at any and all sites of the LCER.
- Responsible for management of IT and Global Operations budget; Recommends and develops plans for systems development and operations, hardware and software purchases, and budget.
- ♦ Manages the development, implementation, installation, and operation of information and functional systems for the LCER.
- Develops, implements, and monitors management information systems policies and controls to ensure data accuracy, security, and legal and regulatory compliance.
- Negotiates and contracts with consultants, technical personnel, and vendors for services and products.

- Provides support to end users in the selection, procurement, usage and maintenance of software programs and hardware.
- Manages computer operation scheduling, backup, storage, and retrieval functions.
- Reviews reports of computer and peripheral equipment production, malfunction, and maintenance to determine costs and impact, and address problems.
- Develops, maintains, and tests disaster recovery plans.
- Responsible for management, supervision and evaluation of Information Technology and Global Operations personnel.
- Participate as a member of Executive Team as well as attend Foundation Board meetings.
- Customer support for GAVRT, Bridge, and other educational programs.
- Responsible for implementation of LCER development and support of GAVRT antennas.
- Other related duties as assigned by President / CEO.

WORKING CONDITIONS

Environment:

• Subject to interruptions, public contact and multiple tasks

Physical Abilities:

- Hearing and speaking to exchange information
- Walking and standing for extended periods of time
- Ability to hear and speak clearly to exchange information in person and/or on the telephone
- Seeing to read and compose written materials
- Operating a computer keyboard and other office equipment for extended periods of time
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Lift or move up to 35 pounds

Employment Policy: It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status.

The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

Lewis Center for Educational Research Confirmation of Receipt of Job Description

I have received my copy of the employee job description for the position of Director, Information Technology at the Lewis Center for Educational Research. I understand and agree that it is my responsibility to read and familiarize myself with job qualifications, requirements, and working conditions contained in the job description.

I understand and agree that nothing in the job description creates or is intended to create a promise or
representation of continued employment. I acknowledge that the Lewis Center is an at-will employer. I also
understand that the conditions of the job, including hours, wages, and working conditions, may be changed at any
time.

Employee's Signature	Date	

LEWIS CENTER FOR EDUCATIONAL RESEARCH

Academy for Academic Excellence Norton Space & Aeronautics Academy 17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414

JOB DESCRIPTION Director of Research and Development - LCER

<u>MISSION STATEMENT:</u> The Lewis Center for Educational Research is an organization grounded in our three core principles, Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

DESCRIPTION: Under the direction of the President / CEO, the Director of Research and Development is responsible for planning, developing, and implementing the LCER's Assessment and Accountability Systems. Provide leadership, support and assistance to sites and LCER staff in the gathering, tracking, reporting and interpreting student, subgroup, school, and LCER progress toward meeting State Standards and State and Federal program requirements. Give direction and resources to Administration in order to assist all schools and department with providing high quality, standards-based, data-driven instruction, resulting in continual student achievement as measured by AYP/API, CST results and other State, Federal and LCER measurements. Oversee and direct the development of curriculum and educational programs for GAVRT, K-16 Bridge and local and global outreach programs, State & National testing, Federal Title I, II and III programs and grant writing. Ensure that materials are aligned with Common Core standards, tested in the AAE and NSAAclassrooms and have a proven, data driven evaluation that meets a high quality standard.

MINIMUM QUALIFICATIONS:

- Masters Degree in Education required.
- California Administrative Services Credential preferred.
- Current California Teaching Credential required.
- Five years of increasingly responsible experience involving educational technology, a variety of assessments to include student assessments and data management systems required.
- Experience with Common Core preferred.
- Experience in administering extra-curricular activities and/or coaching required.

PRE-EMPLOYMENT REQUIREMENTS:

- A certificate stating freedom from tuberculosis.
- Candidates selected for employment are required to be fingerprinted and cleared by the CA Department of
 Justice through the Lewis Center (LCER) and must provide the LCER with a certificate stating freedom
 from tuberculosis before beginning work.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES:

- High academic standards.
- Excellent oral and written communication skills.
- Ability to travel between campuses.
- Ability to operate Microsoft Suite program (Word®, Outlook®, PowerPoint, and Excel®).
- Ability to work confidentially, with discretion and make skillful decisions.
- Ability to be flexible and adjust easily to change.
- Ability to work under pressure and meet deadlines.
- Ability to work with parents, staff and students in a warm manner.

- Ability to organize and present ideas effectively in oral and written form.
- Ability to operate a computer, word processor, copier, FAX, and other office machines.
- Ability to administer tests associated with standardized knowledge and necessary testing regulations.
- Ability to work with an assessment database program.
- Ability to function as part of a team.
- Ability to self-manage productivity.
- Ability to interpret analysis of standardized tests.
- Knowledge of teaching and learning strategies.
- Excellent organizational skills with attention to accuracy and detail essential.
- Experience in modern administrative office practices and procedures, office equipment, record keeping and filing.

MAJOR DUTIES AND RESPONSBILITIES:

- Proactively plan, direct, monitor and implement LCER, State and Federal testing requirements through assessment, accountability, planning, research, and evaluation systems, and assist with innovative developments and special projects.
- Use Aeries, Illuminate and additional data bases to gather, analyze, interpret, inform and communicate with all stakeholders regarding data-based refinements and improvements, as well as student, school and District progress towards systemic accountability targets.
- Provide coaching and support to site personnel empowering them to use District data-management tools for the ongoing measurement of student progress in order to inform immediate instructional decisions toward mastery of the LCER curricular Standards. Focus on student achievement and program results with regard to increasing academic achievement for all student subgroups.
- Provide access to data-based, functional, aggregated and disaggregated longitudinal school-level and district-level achievement data designed to assess student progress, overall achievement gains, effectiveness of practices, and other support data that inform and guide instructional improvement initiatives and provide evaluative information to various programs, projects and stakeholders.
- Lead the development of the LCER benchmark assessment system so as to measure student progress toward specific State and Common Core Standards, overall program effectiveness and progress toward teacher implementation of research-based, innovative and effective models of curriculum and instructional delivery strategies for all students, resulting in annual increases in student achievement.
- Provide training to sites and LCER staff in professional data-based communications, meaningful
 instructional assessments and reports that assist site personnel and Educational Services staff in the
 accomplishment of maximum improvement related to student achievement of State Standards, the
 improvement of benchmark assessments, the focus of teacher planning time and the meaningful utilization
 of resources through data collection and analyses.
- Using data, assist in ensuring the systematic alignment of assessment tools with standards-based curriculum and instruction, vertical and horizontal instructional continuity and articulation across schools.
- Develop and implement data-based information gathering and analyses systems to assist schools in providing for a continuum of meaningful parent involvement programs, effective site governance data and information that nurtures student success.
- In collaboration with others, develop data-based, results-oriented summaries of accountability targets.
- Assist in building capacity in parents, teachers, classified staff and principals, through providing relevant professional development data and information for improved decision-making that is aligned with LCER, State and Common Core Standards.
- Develop and/or implement special projects as assigned and collaborate with divisions and departments to achieve desired results.
- Oversee the curriculum development and educational programs associated to the GAVRT, K16Bridge and local and global outreach programs.
- Compliance and evaluation of Federal Categorical Programs

- Provide assistance to NSAA personnel in the development and writing of categorical program proposals and plans
- Compile and maintain accurate and complete written records and reports on results of all categorical programs and effectively disseminate the information, as appropriate to other educational agencies, state and federal agencies.
- Maintain liaison duties between LCER, agencies and other required participants for evaluation of categoriacal programs
- Monitor categorical programs and projects in cooperation with site principals
- Coordinate and evaluate the preparation and submission of required progress and evaluation reports
- Audit Compliance Tracking
- State and National testing, Federal Title I, II, and III programs and grant writing.
- Oversee all grants written on behalf of the LCER, AAE or NSAA to ensure that all reports and associated materials are completed and turned in on time.
- Oversee all consultants contracted to produce grants, curriculum or materials for the LCER, AAE and NSAA.
- Perform other related duties as assigned.

WORKING CONDITIONS:

Environment:

- School campus environment; indoor and outdoor.
- Subject to interruptions, public contact and multiple tasks.

Physical Abilities:

- Ability to observe, see, hear, and respond to children and youth's needs, emergencies, and conflicts that might occur in any form of program setting.
- Ability to stand, sit, stoop, walk, kneel, and perform grasping and handling motions and torso rotations on a continuous basis and the ability to reach in all directions.
- Ability to hear and speak clearly to exchange information in person and/or on the telephone.
- Seeing to read and compose written materials.
- Operating a computer keyboard and other office equipment for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
- Lift or lift and carry up to 35 pounds.

Lewis Center for Educational Research Confirmation of Receipt of Job Description

I have received my copy of the employee job description for the position of <u>Director of Research and Development</u> at the Lewis Center for Educational Research. I understand and agree that it is my responsibility to read and familiarize myself with job qualifications, requirements, and working conditions contained in the job description.

representation of continued employment. I acknow	scription creates or is intended to create a promise or owledge that the Lewis Center is an at-will employer. I also ng hours, wages, and working conditions, may be changed at
Employee's Signature	Date

LEWIS CENTER FOR EDUCATIONAL RESEARCH 17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414

JOB DESCRIPTION Director of Human Resources

MISSION STATEMENT: The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION</u>: Under the direction of the President / CEO, plan, organize, coordinate and direct the human resource operations for the Lewis Center ("LCER") assuring compliance with LCER policies and procedures, federal and state labor laws.

MINIMUM QUALIFICATIONS:

Education and Experience:

- Bachelor's degree in human resources, public administration or a related personnel field required.
- Five years of administrative or management experience in human resources, personnel or related field required.

KNOWLEDGE, SKILLS & ABILITIES:

- Principles and practices of public/charter personnel management.
- State and federal laws, regulations and current legislation related to personnel management.
- Principles of administration, supervising and training.
- ♦ Techniques of recruitment, examination, selection, classification, compensation, retention and records management.
- ♦ LCER organization, policies & procedures, objectives and operations.
- ♦ Plan, organize, coordinate and direct the LCER's personnel management program.
- Prepare and deliver oral presentations.
- ◆ Train, supervise and evaluate assigned staff.
- Accept and carry out responsibility for direction, control and planning.
- Excellent oral and written communication skills and ability to maintain strict confidentiality.
- ♦ Interpersonal skills including tact, courtesy and diplomacy.
- Establish and maintain effective working relationships with all staff, as well as outside clients.
- Ability to work independently in a flexible environment.

MAJOR JOB RESPONSIBILITIES:

- Plan, organize, coordinate and direct comprehensive personnel management program for classified and certificated employment to include recruitment, examination, interview, selection, classification, compensation, and retention along with records management functions.
- Prepare, disseminate and update job announcements and job descriptions; select and procure advertising mechanisms.
- Manage and oversee applicant screening, credentialing and interviewing processes.
- Review classified & certificated offers of employment and recommend placement on salary schedules.
- Prepare agendas and compile supporting documentation for Personnel Committee meetings; serve as Secretary to the Personnel Committee.
- ♦ Attend Administrative, Cabinet and Foundation board meetings and conferences.
- Serve as the Custodian of Records responsible for the security, storage, dissemination and destruction of the criminal records furnished to the agency and will serve as the primary contact for the Department of Justice.

- Participate in the formulation of LCER policies and procedures related to personnel as well as the employee handbook and ensure they are up to date.
- Review personnel management functions to assure the fair, consistent, efficient and objective interpretation and application of rules and regulations.
- Assure compliance with a variety of state and federal laws, LCER policies and Cabinet directives.
- Maintain current knowledge of legal requirements and procedures in public personnel management and employment.
- Communicate with personnel, managers, legal counsel and others concerning employment practices, policies and procedures and departmental operations.
- Counsel managers and supervisors on best practices in administering and tracking employee performance appraisals.
- Manage and oversee the preparation and dissemination of annual personnel documents to include salary calculations, offers of employments, notice of assignments, reasonable assurance notices and intent to return forms
- Respond to unemployment claims, appeals, wage statements and other requests for information from the Employment Development Department (EDD) as well as represent the LCER at appeals hearings.
- ♦ Manage and oversee employees' requests for family medical leaves, leave absences, return to work program and ensure compliance regarding federal and state family medical leave laws.
- ♦ Manage and oversee the LCER's Risk Management program to include but not limited to; workers compensation claims management; employee return to work program; ensuring compliance with current workers compensation laws.
- Serve as District Liaison for RIMS BTSA attending quarterly meetings and trainings
- Serve as the Credential Analyst for LCER. Attend S.B. CCTC meetings and conferences to obtain up-to-date information on all new laws affecting teacher credentials
- Evaluate and track Pre-Intern, Intern, and BTSA progress and assist teachers in obtaining or renewing California credentials
- Manage, oversee and ensure compliance of the LCER's consultant agreements.
- Assure the preparation and maintenance of required records, reports, statistical data and files.
- Represent the LCER and make oral presentations, trainings and reports as requested.
- Supervise and evaluate the performance of assigned personnel.
- Perform other related duties as assigned.

WORKING CONDITIONS

Environment:

- ♦ Indoor office environment.
- Subject to constant interruptions, public contact, multiple tasks and timelines.
- Occasional outside weather conditions.
- Occasionally works weekends and/or evenings.

Physical Abilities:

- ♦ Hearing and speaking to exchange information.
- Sitting and standing for extended periods of time.
- Operating a computer keyboard for extended periods of time.
- Bending or twisting at the waist.
- Seeing to read and compose written materials.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment for extended periods of time
- Lift or move up to 35 pounds.

LEWIS CENTER FOR EDUCATIONAL RESEARCH ACADEMY FOR ACADEMIC EXCELLENCE

17500 Mana Road, Apple Valley, CA 92307 (760) 242-3514

JOB DESCRIPTION

Director of Facilities and Maintenance

MISSION STATEMENT: The Lewis Center for Educational Research ("LCER") is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION:</u> Under the supervision of the <u>President / CEO</u>, supervise the facilities staff as well as oversee building, equipment, janitorial, and grounds maintenance and safety conditions at all Lewis Center facilities.

MINIMUM QUALIFICATIONS:

Education and Experience:

- ♦ High School diploma or equivalent and
- Three years prior general maintenance experience.
- 5 years supervision of maintenance and facility staff.
- A working knowledge of construction, ability to read and understand plans and drawings.

REQUIRED QUALIFICATIONS:

- Efficient oral and written communication skills.
- ♦ Ability to lift and operate equipment.
- Ability to work with students, parents and staff in a warm and friendly manner.
- Understanding of customer relations and service.
- ♦ Ability to supervise and evaluate staff
- Ability to work in a flexible environment.

MAJOR JOB RESPONSIBILITIES:

- Oversees all new and renovating construction, including planning, permitting, contracts and budget
- Works closely with NSAA and AAE Principals to make sure that their needs and those of the students are being address as it pertains to facilities and maintenance
- Produces a yearly budget with input form other Directors and staff
- Participates in public information meetings as well as communicating with neighbors who live near the schools
- ♦ Supervise janitorial services and grounds upkeep; update modifications to current building needs.
- ♦ Evaluate facilities staff annually
- ♦ Insure all safety standards are in place
- Research new products and technologies as it applies to facilities

- ◆ Train staff and volunteers on the proper use of the LCER's emergency fire and security equipment.
- ♦ Monitor building system and schedule maintenance, including safety, heating and air conditioning, electrical, plumbing and audio/visual systems, T-40, and weather stations.
- Maintain equipment and hardware inventory.
- ♦ Maintain/supervise daily classroom set-up to include room arrangements, technical placement and connections of computers, overhead projectors, sound systems, etc.
- Maintain/supervise preventative maintenance services on all building equipment.
- Maintain high level of consistency in all aspects of technical support for the LCER.
- Perform related duties as assigned by supervisor.

WORKING CONDITIONS

Environment:

• Subject to interruptions, public contact and multiple tasks, indoor and outdoor environment, regular exposure to fumes, dust and odors

Physical Abilities:

- Walking and standing for extended periods of time.
- Ability to see and have dexterity of hands and fingers to operate equipment and standard office machines.
- Ability to hear and speak clearly to exchange information in person and/or on the telephone.
- Lifting and moving heavy objects up to 50 pounds, bending at the waist, pushing and pulling maintenance and cleaning equipment, perform heavy physical labor.

Hazards:

• Contact with cleaning agents and chemicals.

I have received my copy of the employee jo at	ob description for the position of the Lewis Center for Educational Research. I understand and
	d familiarize myself with job qualifications, requirements, and
	ob description creates or is intended to create a promise or also understand that the conditions of the job, including hours, anged at any time.
Employee's Signature	Date

LEWIS CENTER FOR EDUCATIONAL RESEARCH 17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414

JOB DESCRIPTION

Administrator on Special Assignment

MISSION STATEMENT: The Lewis Center for Educational Research is an organization grounded in our three core principles of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

<u>DESCRIPTION:</u> Under the direction of the CEO/President, The Administrator on Special Assignment will provide training and quality reviews of the transitional assignments that have been transferred to other Directors. The Administrator on Special Assignment will provide support in accordance with the directions of the Board through the CEO/President as well as other duties as assigned. The ASA will be required to travel to the various LCER sites to provide training and evaluate progress. This assignment and position will end on June 30, 2015.

MINIMUM QUALIFICATIONS:

- AA degree or Certificate in School Business Management
- Ability to present training in varied subject matter to both management and staff using Power Point or similar media
- Five (5) years experience in School Business Administration
- A high degree of leadership ability
- Critical thinking and multi-tasking experience

SKILLS AND ABILITIES:

- Ability to train and mentorothers and delegate tasks effectively
- Excellent oral and written communication skills
- Ability to maintain confidentiality
- Interpersonal skills including tact, courtesy and diplomacy
- Proficiency in database, spreadsheet and word processing programs
- Ability to work independently and perform complex, varied tasks
- Ability to work in a flexible environment

JOB RESPONSIBILITIES:

Ensure that all areas of responsibility transferred to LCER Directors, Managers and their Staffs are fully trained and competent in the specific tasks and understand the obligations of their new responsibilities.

WORKING CONDITIONS:

Environment:

- Subject to interruptions, public contact and multiple tasks
- Required to drive to and work from various locations.

Physical Abilities:

- Hearing and speaking to exchange information
- Walking and standing for extended periods of time
- Ability to hear and speak clearly to exchange information in person and/or on the telephone
- Seeing to read and compose written materials
- Operating a computer keyboard and other office equipment for extended periods of time
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Lift or move up to 35 pounds

Employment Policy:

It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status. The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

I have received my copy of the employee job description for	or the position of Administrator on Special Assignment
at the Lewis Center for Educational Research. I understand	d and agree that it is my responsibility to read and
familiarize myself with job qualifications, requirements, ar	nd working conditions contained in the job description.
I understand and agree that nothing in the job description c	creates or is intended to create a promise or
representation of continued employment. I acknowledge the	hat the Lewis Center is an at-will employer. I also
understand that the conditions of the job, including hours,	wages, and working conditions, may be changed at any
time.	
Employee's Signature	Date

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

JOB DESCRIPTION Director, General Administration

MISSION STATEMENT: The Lewis Center will administer the research, development and delivery of educational programs based on student success through partnerships.

DESCRIPTION: Under the direction of the CEO/President, the Director, General Administration, will provide supervision of the day-to-day operations of the General Administration department. The Director General Administration coordinates the research, planning development, preparation and evaluation of the Categorical Programs for NSAA. The Director, General Administration is responsible for the compliance and Risk Management of the Lewis Center for Educational Research (LCER). This includes overall compliance of Federal Categorical funding, LCER policies, risk management, labor law, school issues, National School Lunch Verification and monthly reporting, as well as teacher credentialing, and required state reports for both accuracy and timeliness. The Director, General Administration serves as the District Liaison for BTSA and is also responsible for management and supervision of the GA Generalist, Food Services, Transportation, Facilities and Human Resources Departments. The Director, General Administration is a salaried, exempt position.

MINIMUM QUALIFICATIONS:

- AA degree or Certificate in School Business Management
- Ability to present training in varied subject matter to both management and staff using Power Point or similar media
- Five (5) years experience in School Business Administration
- A high degree of leadership ability
- Critical thinking and multi-tasking experience

SKILLS AND ABILITIES:

- Ability to supervise others and delegate tasks effectively
- Excellent oral and written communication skills
- Ability to maintain confidentiality
- Interpersonal skills including tact, courtesy and diplomacy
- Proficiency in database, spreadsheet and word processing programs
- Ability to work independently and perform complex, varied tasks
- Ability to work in a flexible environment

JOB RESPONSIBILITIES:

- Supervise and evaluate HR Manager, Facilities Manager, GA Generalist, Bus Drivers and Food Services Workers
- Responsible for the overall compliance of Categorical funding sources for NSAA: Title I, Title II and Title III
- Provide assistance to NSAA personnel in the development and writing of categorical program proposals and plans
- Review and evaluate requests from school personnel for projects and programs requiring categorical funding
- Monitor categorical programs and projects in cooperation with site principal
- Develop, review and coordinate all proposed and actual budgets for categorical programs and projects
- Maintain liaison duties between LCER, agencies and other required participants for evaluation of categorical programs
- Attend monthly ACPA meetings
- Coordinate and evaluate the preparation and submission of required progress and evaluation reports
- Compile and maintain accurate and complete written records and reports on results of all categorical programs and effectively disseminate the information, as appropriate to other educational agencies, state and federal agencies.
- Serve as District Liaison for RIMS BTSA attending quarterly meetings and trainings
- Serve as the Credential Analyst for LCER. Attend S.B. CCTC meetings and conferences to obtain up-to-date information on all new laws affecting teacher credentials
- Evaluate and track Pre-Intern, Intern, and BTSA progress and assist teachers in obtaining or renewing California

- teaching credentials
- Participate as a member of Cabinet and Administrative Team as well as attend Foundation Board meetings
- Assist HR Manager in developing and maintaining handbooks, new policies and procedures
- Delegate tasks effectively
- Risk Management in all LCER areas
- Evaluate National School Lunch Program (NSLP) Applications
- Track and submit Food Services information for NSLP reimbursement
- Workers Compensation reports required, training and tracking
- Staff Training Safety and Liability issues Disaster Facilities i.e. chemicals
- Corporate Insurance Liability, Fire, Theft, Vehicle
- Understanding current Charter School Law (State, Federal, Ed.Code)
- Audit Compliance Tracking
- Research and back-up for CEO/President as required
- Provide mediation and conflict resolution counseling
- Other related duties as assigned

WORKING CONDITIONS:

Environment:

Subject to interruptions, public contact and multiple tasks

Physical Abilities:

- Hearing and speaking to exchange information
- Walking and standing for extended periods of time
- Ability to hear and speak clearly to exchange information in person and/or on the telephone
- Seeing to read and compose written materials
- Operating a computer keyboard and other office equipment for extended periods of time
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Lift or move up to 35 pounds

Employment Policy:

It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status. The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

I have received my copy of the employee job description for the position of Director of General Administration at the
Lewis Center for Educational Research. I understand and agree that it is my responsibility to read and familiarize myself
with job qualifications, requirements, and working conditions contained in the job description. I understand and agree
that nothing in the job description creates or is intended to create a promise or representation of continued employment.
acknowledge that the Lewis Center is an at-will employer. I also understand that the conditions of the job, including
hours, wages, and working conditions, may be changed at any time.

Employee's Signature	Date

Academy for Academic Excellence School Board Committee

Regular Meeting of the Board of Directors

Minutes February 13, 2014

1.0 CALL TO ORDER:

The meeting was called to order by David Bains at 7:40 a.m.

2.0 ROLL CALL:

Directors Present: Jose Palafox, David Bains, Russell Stringham, and Rick Wolf.

Directors Absent: Kevin Porter, Robert Lovingood

Staff Members Present: Lisa Lamb, Gordon Soholt, Jim Southwick, Rena Payne

Student Representatives: Jordan Bean and Tabitha Vaage

3.0 PUBLIC COMMENTS: None

4.0 SPECIAL PRESENTATIONS/ANNOUNCEMENTS: None

5.0 STUDENT REPRESENTATIVE COMMENTS:

Jordan Bean and Tabitha Vaage share the following information: February:

- 1st: High School Homecoming
- 2nd: SRLA 18-mile Friendship Run
- 10th- 21st: PTC Spring Frozen Food Fundraiser
- 14th: AFJROTC Military Ball @ the Hilton Garden Inn
- All Month: Softball Discount Card Sale (ends March 1st)

March:

- 1st: MS Evening of Elegance Dance
- 7th: Concert Band Disneyland Field Trip
- 7th: Blood Drive
- 7th Senior Coffee House
- 22nd: Beginning of Spring Break
- 24th- 27th: Ambassadors Seattle Field Trip

6.0 CORRESPONDENCE: None

7.0 <u>DISCUSSION ITEMS</u>:

- Mr. Wolf requested that we consider recording our open public sessions of the Board Meetings.
- Mr. Soholt agreed that recording the public sessions is a good idea. Mr. Soholt has a recorder that we can use for recording the meetings.

8.0 INFORMATION:

.01 Principals Report

- Mrs. Lamb advised last month AAE held a parent interest meeting at Corwin Campus for all the 4th grade parents regarding the One to One Laptop Program. Approximately 85% of the parents agreed to participate in the One to One Laptop Program, which is enough to rollout 4th grade laptops in the upcoming weeks. K 2nd grade plan to use iPod & iPad touch centers in the classrooms. Third grade will use computer labs. 4th 12th grade will have laptops.
- National Honors Society held three levels of induction last month; elementary, middle school and high school.
- Special Needs Department has interventions in the work for all special needs students.
- Sports update Basketball games have been magical. AAE boy's basketball team is 2nd in the league and they are going to the playoffs. The AAE girl's basketball team is 3rd in the league and they are going to the playoffs. Michael Coulter made a slam dunk at the game and broke the backboard. All was ok, even though the backboard broke.
- Homecoming was fun and it was held in the AAE Gym. One of the highlights was glow sticks raining the colors blue & orange. The kids tossed the glow sticks from the top of the stairs and it was a sight to see.
- AAE school spirit is exploding. The pep rallies have been great. Mr. Ruiz has been a game changer with organizing our pep rallies. At the last pep rally, they recognized all of our sports teams, SRLA and ROTC.
- Mr. Ruiz is going to CADA(California of Director's of Activities) next month and he will bring back good actitivity ideas.
- Dr. Seuss Day is February 26th on all AAE campuses. Mrs. Lamb invited any Board members that are available to read to classes to come and participate.
- 55 AAE staff members are spending their 1st day of Spring Break at the Cue Conference (National Educational Technology Conference) on March 22, 2014. The special speaker at the conference is Sal Khan. Two teachers are attending 3 days of the conference, 53 teachers are attending only the Saturday session.
- Mr. Stringham stated the AAE expulsions look lower than ever?
- Mrs. Lamb advised expulsions have been low, however we are currently working on 3 possible expulsions.
- Mr. Palafox stated he noticed a county wide trend showing lower suspension/expulsion stats.
- Mrs. Lamb stated she is not aware of any county wide trends. Discipline has had a spike lately not just in dress code and tardies. However, this year discipline has gone down significantly.
- Mr. Wolf advised that a law went into effect state wide, asking us to understand cultural behavioral situations. The State wants to monitor suspension and expulsions.
- Mr. Soholt stated we are fortunate most of AAE discipline is dress code and tardies. AAE doesn't have the discipline impact that other districts may have.

9.0 CONSENT AGENDA:

- .01 Approve AAE Comparatives January 2014
- .02 Approve Dance Team Palm Springs, Ca Field Trip, May 2-4, 2014
- .03 Approve AAE Board Minutes January 16, 2014

On a motion by David Bains and seconded by Jose Palafox, vote 4-0 Consent Agenda items 9.01 to 9.03 were approved.

10.0 ACTION ITEMS: None

11.0 **STAFF COMMENTS:** None

12.0 BOARD MEMBER COMMENTS:

- Mr. Bains asked if we wanted to pull out of participating in Common Core can we because we are a Charter School?
- Mr. Soholt advised The Common Core State Standards Initiative is a state-led initiative.
 46 states are currently participating. In the March Board Meeting he will provide more information on Common Core.
- Mr. Soholt stated LCFF, LCAP is a funding formula based off of the LCAP. Common Core implementation will be part of the plan.
- Mrs. Lamb advised AAE teacher have already had their hands in Common Core curriculum. Our teachers are open to this type of instruction.
- Mr. Southwick advised other districts might be getting resistance in changing instruction because most Union teachers don't want to be told how to teach and Common Core causes a change in instructional strategies.
- Mr. Soholt stated a lot of us veteran teachers have seen things come and go. Like the No Child Left Behind. Some teachers wonder if Common Core is going to pass in 3 years and just be a thing of the pass.
- Mr. Soholt advised some of the states that he is aware of that have not signed on to Common core are: Alaska, Texas, Oklahoma, Michigan and Massachusetts to name a few
- Mrs. Lamb stated most districts are struggling with the computer aspect of the testing process. They just are not set up to handle it.
- Mr. Wolf stated some states feel Common Core is lowering the standards.
- Mrs. Lamb states Common Core is not lowering the standards, it allows us to compare state to state because we are all taking the same test and teaching the same skills.
- Mr. Wolf stated the Common Core programs will level state standards out.
- Mr. Bains asked if we are able to set up video projection access in the Gym conference room for future Board Meetings.
- Mr. Soholt will have I.T. department get us set up.
- Mr. Wolf requested the agenda be set up for close session.

13.0 ADJOURNMENT:

There being no further business to come before the Board, the meeting was adjourned at 8:19 a.m.

Respectfully submitted, Rena Payne Administrative Assistant to AAE Principal

	2012-2013		2013-2014			Comparison	
		Current Period			Current Period		
	Total Budget \$ -	Actual	Percent Total	Total Budget \$ -	Actual	Percent Total	Percent Budget-
	Revised	thru Feb 2013	Budget-to-date	Revised	thru Feb 2014	Budget-to-date	to-date Comparison
Revenue							
Revenue							
Revenue	9,443,648.00	7,317,360.54	77.48%	10,006,485.00	9,279,281.39	92.73%	15 25%
Budget Carryover	3,443,040.00	7,517,500.54	<u>11.4070</u>	169,000.00	112,666.67		<u>15.25%</u>
Capital Improvements				350,000.00	233,333.33		
Total Revenue	9,443,648.00	7 317 360 54	77.48%	10,525,485.00	9,625,281.39		15 250/
Total Revenue	9,443,046.00	7,317,360.54	17.40%	10,525,465.00	9,625,261.39	91.45%	<u>15.25%</u>
Expense							
Salaries							
Certificated							
Certificated Salaries	4,157,804.00	2,701,196.43	<u>64.97%</u>	4,583,583.00	3,137,575.43	<u>68.45%</u>	2 400/
Total Certificated	4,157,804.00	2,701,196.43		4,583,583.00	3,137,575.43		3.49%
Classified	4,137,004.00	2,701,190.43	04.97 /6	4,363,363.00	3,137,373.43	00.4376	3.49%
Classified Salaries	1,082,030.00	695.668.86	64.29%	1 122 909 00	710,665.56	62.73%	4.500/
	, ,	,		1,132,898.00	*		-1.56%
Referees	12,500.00	6,235.00		12,500.00	<u>6,443.00</u>		<u>1.66%</u>
Total Classified	1,094,530.00	701,903.86		<u>1,145,398.00</u>	717,108.56		<u>-1.52%</u>
Total Salaries	5,252,334.00	3,403,100.29	64.79%	5,728,981.00	3,854,683.99	67.28%	2.49%
Benefits	770 044 00	407.457.07	22.224	000 504 00	500 7 00 00	20.500/	
Health Benefits	773,844.00	487,457.37		828,564.00	526,768.08		0.58%
STRS	329,521.00	211,216.52		363,787.00	246,577.52		3.68%
PERS	142,214.00	78,736.85		149,712.00	81,345.15		-1.03%
Employer Costs	267,436.00	169,409.74		228,647.00	144,792.17		<u>-0.02%</u>
Total Benefits	1,513,015.00	946,820.48	62.58%	1,570,710.00	999,482.92	63.63%	1.05%
Books and Supplies							
Approved Text Books	78,000.00	66,581.77		128,083.00	33,186.84		-59.45%
Books	7,500.00	78.27		7,250.00	0.00	0.00%	-1.04%
Class Supplies	111,500.00	150,817.59	135.26%	112,613.00	137,331.50	121.95%	-13.31%
Equipment (under 5K)	14,600.00	3,845.76	26.34%	14,700.00	1,491.28	10.14%	-16.20%
Testing	12,200.00	8,976.25	73.58%	12,000.00	9,140.30	76.17%	2.59%
Field Trip	2,000.00	1,644.50	82.23%	2,000.00	6,241.49	312.07%	229.85%
Food	120,000.00	66,339.20	55.28%	120,000.00	70,684.50	58.90%	3.62%
Office Supplies	16,500.00	6,544.80	39.67%	10,500.00	10,318.51	98.27%	58.61%
Emergency-First Aid	1,500.00	51.31	3.42%	1,500.00	0.00	0.00%	-3.42%
Bus	32,000.00	11,392.50	35.60%	32,000.00	30,915.16	96.61%	61.01%
Computers				128,600.00	78,976.62	61.41%	
Books, Media, Library	12,000.00	10,893.89	<u>90.78%</u>	12,000.00	9,758.66	81.32%	<u>-9.46%</u>
Total Books and Supplies	407,800.00	327,165.84	80.23%	581,246.00	388,044.86	66.76%	<u>-13.47%</u>
Services, Other Operating Expenses							
Employee Admin	1,350.00	1,573.91	116.59%	1,600.00	1,476.99	92.31%	-24.27%
Travel	7,000.00	4,735.29	67.65%	12,000.00	(762.49)	-6.35%	-74.00%
Training and Conferences	13,000.00	19,818.17	152.45%	51,275.00	32,820.72	64.01%	-88.44%
Dues and Memberships	10,150.00	7,831.77	77.16%	10,150.00	9,620.00	94.78%	17.62%
AVUSD Fees	7,905.00	0.00	0.00%	7,800.00	0.00	0.00%	0.00%
S B Co Fees	·	1,350.00			1,500.00		
Legal Fees	750.00	870.00		850.00	892.00		0.00%
Consulting	72,000.00	40,492.50		79,250.00	2,035.00		-53.67%
SELPA Services	79,250.00	13,635.00		0.00	0.00		0.00%
Postage	250.00	539.15		250.00	1,886.00		0.0076
Rental - Leases	89,000.00	59,666.72		169,000.00	105,658.47		-4.52%
Special Events	10,100.00	2,893.96		10,100.00	4,586.99		16.76%
Furniture	5,000.00	5,000.00		7,500.00	0.00		
Total Services, Other Operating	295,755.00	158,406.47		349,775.00	159,713.68		<u>-53.56%</u>
Capital Outlay	230,730.00	100,400.47	JJ.JU /0	575,775.00	100,7 10.00	10.00/0	<u>-7.90%</u>
•				350,000.00	195,261.71		
Bldg Improvements Total Capital Outlay			400.000	350,000.00	195,261.71		l
	7.469.004.60	A 02E 402 02	100.00%				47.000/
Total Expense	7,468,904.00	4,835,493.08	2.61	8,580,712.00	5,597,187.16	2.43	-17.82%

CHARTER SCHOOL INTERIM REPORT 2nd Interim as of January 31 1st Interim as of October 31

Charter School Name: Academy for Academic Excellence
CDS #: 36750773631207
Charter Approving Entity: Apple Valley Unified School District
County: San Bernardino
Charter #: 127

CHARTER SCHOOL CERTIFICATION

	E-mail address		E-mail address		
	Telephone iauinn@lcer.org	berg@avusd org	Telephone Matthew Schulenberg@avusd.org		
	760-946-5414 ext 172		760-247-8001		
	Title		Title		
	Name Director of Finance	ame Senior Director Administrative Services	Name Senior Director Ac		
	James M. Quinn	19 12	For Approving Entity: Matthew Schulenberg		
		For additional information on the budget report, please contact:	For additional inforn		1
		County Superintendent/Designee (Original signature required)			1
	20de Section 47604.33. Date:	by the County Superintendent of Schools pursuant to Education Code Section 47604.33. Signed:	by the County Supe Signed:		
	IVE FORM: This report has been received	CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been received) 2013-14 CHARTE		
Charter Indicating Findings	Attached is copy of Letter to Charter Indicating Findings	th the Positive Statement	I have reviewed the report and concur with the Positive Statement		1
	() NOT POSITIVE	or	_) POSITIVE		
	Title: Asst. Sup. Adm. Services	Matthew Schulenberg			
		Charter Approving Entity (Original signature required)	Printed		
	Cale	Authorized Representative of	oiglied.		
oursuant to on 47604.33.	ALTERNATIVE FORM: This report has been reviewed pursuant to county Superintendent pursuant to Education Code Section 47604.3	To the County Superintendent of Schools: 2013-14 CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33 Standard	To the County Supe 2013-14 CHARTEI Education Code 476		
or for the subsequent fiscal year.	or for the				1
will be unable to meet its financial obligations for remainder of the fiscal year		obligations for the current fiscal year or two subsequent fiscal years.	obligations for the current fiscal year and two subsequent fiscal years.		
based upon current projections this charter		this Charter may not meet its financial	this Charter will be able to meet its financial		
ATIVE	Î	() QUALIFIED	POSITIVE	XX	
			CERTIFICATION OF FINANCIAL CONDITION:	ERTIFICATION OF	C
	Title: Director of Finance	Quinn	Name: James M. Quinn		
		(Orginal signature required)	Printed		
		Charter School Official			
	Date:		Signed:		
	uant to Education Code Section 47604.33.	has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.	has been approved.		
	IVE FORM. This report	To the entity that approved the charter school:	To the entity that applications of the country that applications o		

Charter School Attendance CH/BG Elementary and Union High Sponsor CH/U/BG Unified School District Sponsor	lo -	Name: Charter #:	Academy for Academic Excellence 127	ence	ł
			1st Interim ADA Report		Page 1 of 3
Sponsoring School District: Apple Valley Unified School I	fied School [Line	Adopted Budget Est	Revised Budget	Tst Interim Projected Budget
Non Classroom Funding Determination Rate*	0%				
Resident ADA					
	Class Non Class	(A-1a) (A-1b) (A-1c)	65	65	62
	Class Non Class Non	(A-1c) (A-1d) (A-1e) (A-1f)	65	65	62
 a. Grades One - Three b. Grades One - Three c. Grades 1-3 Special Education d. Grades 1-3 Special Education e. Grades 1-3 NPS/LCI f. Grades 1-3 NPS/LCI 	Class Non Class Non Class	(A-2a) (A-2b) (A-2c) (A-2d) (A-2e)	206	206	205
3. a. Grades Four - Six b. Grades Four - Six c. Grades 4-6 Special Education d. Grades 4-6 Special Education e. Grades 4-6 NPS/LCI f. Grades 4-6 NPS/LCI g. Total Resident Grades Four - Six	Class Non Class Non Class Non	(A-3a) (A-3b) (A-3c) (A-3d) (A-3e) (A-3f)	190	190	196
4. a. Grades Seven - Eight b. Grades Seven - Eight c. Grades 7-8 Special Education d. Grades 7-8 Special Education e. Grades 7-8 NPS/LCI f. Grades 7-8 NPS/LCI c. Total Resident Grades Seven - Eight	Class Non Class Non Class Non	(A-4a) (A-4b) (A-4c) (A-4d) (A-4e) (A-4f) (A-4f)	147	147	151 151

134	129	129	(B-3Q)	d. Total Moli-Desidelit Glades Four - OIX	
			S	Grades 4-6 NPS/LCI Total Non-Bookdoot Condon Form Condon	
			· ·	Grades 4-6 Special Education Grades 4-6 Special Education Grades 4-6 Special Education	
134	129	129	Class (B-3a) Non (B-3b)	a. Grades Four - Six Clas b. Grades Four - Six Non	ω
82	83	83	(B-2g)	Total Non-Resident Grades One - Three	
			s BBi	Grades 1-3 NPS/LCI Grades 1-3 NPS/LCI	
			Class (B-2c) Non (B-2d)	Grades 1-3 Special Education Grades 1-3 Special Education	
82	83	83	S	a. Grades One - Three b. Grades One - Three	2
25	26	26	(B-1g)	g. lotal Non-Resident Kindergarten	
			0	Kindergarten NPS/LCI Kindergarten NPS/LCI	
			o,	Kindergarten Special Education Kindergarten Special Education	
25	26	26	Class (B-1a) Non (B-1b)		B 1.
882	876	876	B ADA	resident ADA fend NON The First Table ADA	
100			;	Total Desired	
268	268	268	(A-5g)		
			S	Grades 9-12 NPS/I CI	
			Class (A-5c) Non (A-5d)	d. Grades 9-12 Special Education Class On the Control of the Cont	
200	2002	0007	,	b. Grades Nine - Twelve	
260	968	268	Class (A-5a)	a. Grades Nine - Twelve	5
Projected Budget	Revised Budget	Adopted Budget Est	Line	Resident ADA continued	Resider
1st Interim				State of Commission Control of Co	
		127	#	CH/I/RG/I Initial School District School	929
		my for Academic Excellence	Name:	Charter School Attendance	Charter

1,337	1,326	1,326	С			d Non-Resident	ADA Resident and Non-Resident	Total	
455	450	450	B ADA		Ä	Resident ADA	Total		
141	141	141	(B-5a) (B-5f) (B-5g)		- Twelve	Grades 9-12 Special Education Grades 9-12 NPS/LCI Grades 9-12 NPS/LCI Total Non-Resident Grades Nine - Twelve	Grades 9-12 Grades 9-12 Grades 9-12 Total Non-Re	ა - ტ ნ	
141	141	141	(B-5a) (B-5c)	Class Non Class		- Twelve - Twelve Special Education	Grades Nine - Twelve Grades Nine - Twelve Grades 9-12 Special E	.ပဲ ည ဖ ည	name of the second
73	71	71	(B-4e) (B-4f) (B-4g)	Class Non)n - Eight	Grades 7-8 NPS/LCI Grades 7-8 NPS/LCI Total Non-Resident Grades Seven - Eight	Grades 7-8 NPS/LCI Grades 7-8 NPS/LCI Total Non-Resident G	ò∓è	
			(B-4b) (B-4c)	Non Class Non		Grades Seven - Eight Grades Seven - Eight Grades 7-8 Special Education Grades 7-8 Special Education	Grades Seven - Eight Grades Seven - Eight Grades 7-8 Special E Grades 7-8 Special E	င်ပေပဲ မ	
Projected Budget 73	Revised Budget	Adopted P-2 Budaet Est	Line		ontinue	Non-Resident ADA/and NON-Unified Total ADA continued	ADA/and NON-L	Resident	Non
		my for Academic Excellence 127	Name: Charter #:			ol Attendance Elementary and Union High Sponsor G/Unified School District Sponsor	Charter School Attendance O CH/BG Elementary and Union High Spore CH/U/BG/Unified School District Sponsor	rter School CH/BG E CH/U/BG/	Char Onar

^{*} ADA for current year is modified by the Funding Determination rate on the Assumptions page if less than 100%. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

6.		: SNOIT MUSSA
2013-14 through 2015-16		
	127	CHARTER #
	36750773631207	CD2#
	Academy for Academic Excellence	CHARTER NAME:

	2015-16	Change	2014-15	2013-14	SNOIT:
0.12%	%66°l	%08'0	%Z8.1	%ZG.1	Sontrol Funding (LCFF) - BASC/FCMAT Calculator A (on Base)*
5.209	%69°81	%17.4	%6 7 '91	%8Z.11	A (on Gab)*
***************************************	9,320,466.00	***************************************	8902931	00.280,102,8	we COE, Choice Supp (as per FCMAT Calculator)
			W 444 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	00/000/	
00.0	126.00	%00'0	126.00	126.00	AllocationAmount/Per ADA (as per SCC Dartboard 2013-14 Adopled Budget)
00.0	31.00	%00.0	31.00	31.00	ti/cled
0		%0			% notanimating Determination %
					(ledionh'd bri
	375	ı	375	374	des K-3 Classroom based
U		0		0	Non-Classroom based (Independent Study)
0.0	%0 %0	%0	%0	%0	Funding deterministion % for non-classroom based
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			201010		MAIN BOOKE THAT
	330	0	330	330	des 4-6 Classroom based
,	100	0	7.55	0	Non-Classroom based (Independent Study)
).0	%0 %0	%0	%0	%0 %0	Funding determiniation % for non-classroom based
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	221	0	224	224	des 7-8 Classroom based
ver entre		0	NAME OF	0	Non-Classroom based (Independent Study)
0	%0	%0	%0	%0	Funding deterministion % for non-classroom based
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0.0	00:122	00.0	00.422	00.422	AGA behnual listoT
	601	0	601	601	des 9-12 Classroom based
		0		0	Non-Classroom based (Independent Study)
0	%0	%0	%0	%0	Funding deterministion % for non-classroom based
0.0	00.0	00.0	00.0	00.0	AGA beant based moorasiO-noV
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0.0	-	-		1	AUA (vhut2 trahnagahol) bass8 moosssl0-no
0.0	00.0	00.0	00.0	00.0	AGA (ybul? Jinebneqebin) beseB mooratsis/o-no AGA (ybul? Jinebneqebin) beseB mooratsis/o-nob bebnu
0.6)	1335.00	00.1	1338.00	1337.00	ACIA (Labra maniaganii) passa moressio non taonia
0.6)		00.f	1338.00	1337.00	P-2 Attendance
00.0	004,1	%12.0	004,1	1,397	themlionna bed
12.0-	%9E'96	%E1.0-	%49°96	%14°96	Enrollment Ratio
00 0	%00.0	7070 0	%12.0	25.80%	nent Growth Over Prior Year 1359
00.0	25.45	%12.0	25.45	04.82	TT 199 strio-Students per FTE
0.0	99	00.0	99	99	r of Teachers
0.0	- 00	00.0	-111222	A 10 (10 (10 (10 (10 (10 (10 (10 (10 (10	ro reducters
00.0	20'000	%00.0	000'09	000'09	e Teacher Cost (Salary and Benefits)
00.0	3	%00'0	£	8	od Column Increase
00.0	10,000	%00.0	10,000	10,000	er Employee Health and Welfare
0.00	8	%00.0	8	8	st Employee Retirement
00.0	198,000	%00.0	198,000	198,000	then - Rent
00.0	245,000	%00.0	245,000	245,000	- Electricity
i0/ΛI O #	\$100 miles	10/NIG#			(SAD) gnitseH -
i0//IO#		10/AIG#		12 dia 2	- Other
				1	oteogogn & column 2 goldente
69.4	93,205	%£7.₽	89,029	110,28	Stration Service Agreements Neersight Fees to Sponsor
10/NIO#	007/00	i0/\ld#	070100	Lucios	Administration Service Contract
10/NIO#		i0/AIG#	· · · · · · · · · · · · · · · · · · ·	Mark Sign	Other Costs:
					leworthy Assumptions for other budget line items
			and the same of th		oks, Supplies, Services, Capital Outlay, Debt)
10/AIQ#		10//10#			
10/\10# 10/\10#		10/NIQ# 10/NIQ#	1010000000000	Production and	

CHARTER NAME: Academy for Academic Excellence CDS # 36750773631207 CHARTER # 127

1ST INTERIM UNRESTRICTED 2013-14 through 2015-16

Change	2015-16	Change	2014-15	Change	2013-14	2013-14	2013-14	2013-14	
of	Budget	of	Budget	of	Budget	thru October 31	Budget	Budget	
Percen	Projected	Percent	Projected	Percent	Projected	Actual	Revised	Adopted	
					First Interim	First Interim	Latest		The state of the s

-9.24%	\$3,876	-0.04%	\$4,270	-1.34%	\$4,272		\$4,330	\$4,330	9790	Ending Balance
									9793-95	Adjustments for Audit and/or Restatements
-0.04%	4,270	-1.30%	4,272	0.00%	4,328		4,328	4,328	9791 9792	Beginning Balance at Adopted Budget Adjustments for Unaudited Actuals
										FUND BALANCE, RESERVES
24900.22%	(\$394)	-97.19%	(\$2)	-2908.97%	(\$56)	(\$702,832)	\$2	\$2		NET INCREASE (DECREASE) IN FUND BALANCE
44.58%	(\$791,008)	73.89%	(\$547,112)	117.01%	(\$314,624)	\$0	(\$144,982)	(\$144,982)		Net Sources & Uses
44.58%	791,008		547,112	24.08%	314,624	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	253,556	253,556	7600	Other Uses
			A CONTRACTOR OF THE CONTRACTOR				108,574	108,574	8900	OTHER SOURCES & USES Other Sources/Contributions to Restricted Programs
44.51%	\$790,614	73.92%	\$547,110	116.97%	\$314,568	(\$702,832)	\$144,984	\$144,984		EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES
2.00%	\$8,855,541	2.00%	\$8,681,904	0.00%	\$8,511,669	\$3,021,334	\$8,511,669	\$8,511,669		Total Expenditures
2.00%	73,954	2.00%	72,504	0.00%	71,082	455	71,082	71,082	7400	Debt Service (see Debt Form)
									7000	Other Outgo
2.00%	14,791	2.00%	14,501	0.00%	14,216	191,143	14,216	14,216	6000	Capital Outlay
2,00%	937,621	2.00%	919,236	0.00%	901,212	290,729	901,212	901,212	5000	Contracts & Services
200%	309,676	2.00%	303,604	0.00%	297,651	164,236	297,651	297,651	4000	Books & Supplies
2,00%	1,655,962	2.00%	1,623,493	0.00%	1,591,659	494,491	1,591,659	1,591,659	3000	Benefits
200%	1,533,938	2.00%	1,503,861	0.00%	1,474,374	441,549	1,474,374	1,474,374	2000	Classified Salaries
2 00%	4,329,599	2.00%	4,244,705	0.00%	4,161,475	1,438,731	4.161,475	4.161.475	1000	Certificated Salaries
				A TOTAL STATE STAT						SYDENDITURES
4.52%	\$9,646,155	4.56%	\$9,229,014	1.96%	\$8,826,237	\$2,318,502	\$8,656,653	\$8,656,653		REVENUE TOTALS
									8792	AB602 LOCAL SPECIAL EDUC TRF
0.00%	150,000	0.54%	150,000	-30.14%	149,200	112474	213576	213,576	8699	OTHER LOCAL REVENUES
									8660	INTEREST
					0	1000	SUDOLO	300,018	USCO	OTHER STATE REVENUE
	2			s replaced by LC	This revenue line lient is replaced by LCFF	1500	200048	305,749	0000	CALEGORICAL BLOCK GRAN
			FF	replaced by LC	This revenue line item is replaced by LCFF				8590	ECONOMIC IMPACT AID
									8560	LOTTERY - PROP 20 - RESTRICTED
-0.22%	175,689	0.07%	176,083	6.92%	175,952	76843	164567	164,567	8560	LOTTERY
									0230	STATE
0.90%	0,1,7,10	0.5076	000,400	-0.50/0	0.777		000000	000,000	0000	IN LIEU TROTERIT I AREX
	07C 728	7800 0		replaced by LC	Inis revenue line item is replaced by LCFF		90000	000 000	8019	GENERAL PURPOSE PRIOR YEAR
				replaced by LC	This revenue line item is replaced by LCFF		54/9183	5,4/9,183	8015	STATE AID GENERAL PURPOSE
0.00%	1,296,571	0.00%		20.63%	1296571	324143	1074864	1,074,864	8012	EPA
6.08%	7,149,625	6.21%	6,739,894		6345792	1803476			8011	LCFF
										REVENUES LOFF/REVENUE LIMIT SOURCES
Change	2015-16	Change	2014-15	Change	2013-14	2013-14	2013-14	2013-14		DESCRIPTION
Percent	Projected	Percent	Projected	Percent	Projected	Actual	Revised	Adopted		
					First Interim	First Interim	Latest			

FIRST INTERIM 10/31/2013										Page 2 of 3
DESCRIPTION		Adopted Budget 2013-14	Latest Revised Budget 2013-14	Interim Actual thru October 31 2013-14	First Interim Projected Budget 2013-14	Percent of Change	Projected Budget 2014-15	Percent of Change	Projected Budget 2015-16	Percent of Change
Components of Ending Fund Balance (Budget):										
a. Nonspendable										
Revolving Cash	9711									
Stores	9712									
Prepaid Expenditures	9713									
All Others	9719									1
General Reserve	9730		5614							
b. Restricted	9740									
c. Committed - Stabilization Arrangements	9750			adjoint the course						
Committed - Other	9760				The same of the sa					
d. Assignments	9780									
e. Unassigned/Unappropriated										
Reserve for Ecomonic Uncertainties	9789	The state of the state of								
Undesignated / Unappropriated Amount	9790	\$4,330	\$4,330		\$4,272	-1.34%	\$4,270	-0.04%	\$3,876	-9.24%
Economic Uncertainty and Unappropriated									C. N. Stern Strategick of the Strategic Strate	
Reserve Percentage (9789+9790/Ttl Exp)		0%	0%		0%	-2.03%	0%	4.40%	0%	-13.16%

0.000	\$150,000	0.54%	\$150,000		\$149,200	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
0.00%	150,000	0.54%	150,000		149,200	1 ROTC Reimbursement
						DETAIL OTHER LOCAL REVENUES PROJECTED
	\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE
						100
						1
						1
						U CONTROL DE LA CAMBRICA DEL CAMBRICA DE LA CAMBRICA DEL CAMBRICA DE LA CAMBRICA DEL CAMBRICA DE LA CAMBRICA DE LA CAMBRICA DE LA CAMBRICA DEL CAMBRICA DE LA CAMBRICA DEL CAMBRICA DE LA CAMBRICA DE LA CAMBRICA DEL CAMBRIC
						10
						P
						7 William Control of the Control of
	新加州村村		100			3 SOUTH AND COMPANY OF THE PROPERTY OF THE PRO
						1 EIGHT ONNE STATE TO
						LIST LINRESTRICTED STATE FLINDS RUDGETED IN OTHER STATE
0.00% -0.22%	\$175,689	0.00%	\$176,083		\$175,952	Lottery Unrestricted Allocation per ADA Lottery Unrestricted Estimated Award
		2000			400	
	\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE
			100 mm			
		organi or				
1						
						EDITATE ALLEMANTE THAT I TO CLAMING (MACALL PROPAGE) INCOMING MACHINE THAT ALL AND ALLEMANTE OF THE PROPAGE OF
					*	LIST FEDERAL Linrestricted programs. (Most Federal Programs are restricted and sholling be on restricted sheet)
						ASSUMPTIONS UNRESTRICTED PROGRAMS:
Change	2015-16	Change	2014-15	Change	2013-14	DESCRIPTION
Percent	Projected Budget	Percent of	Projected Budget	Percent of	Projected Budget	
					First Interim	

Academy for Academic Excellence 36750773631207

CHARTER NAME: CDS# CHARTER#

1ST INTERIM RESTRICTED 2013-14 through 2015-16

										Page 1 of 3
DESCRIPTION		Adopted Budget 2013-14	Latest Revised Budget 2013-14	First Interim Actual thru October 31 2013-14	First Interim Projected Budget 2013-14	Percent of Change	Projected Budget	Percent of	Projected Budget	Percent
REVENUES								9		9
LCFF/REVENUE LIMIT SOURCES	8011									
EPA	8012				Action of the Control	A CONTRACTOR				
STATE AID GENERAL PURPOSE	8015									
GENERAL PURPOSE PRIOR YEAR	8019							1000		2
IN LIEU PROPERTY TAXES	8096									
FEDERAL	8290	137,028	137,028	21,899	137,028	0.00%	139,769	2.00%	142,564	2.00%
STATE										
LOTTERY	8560									
LOTTERY - PROP 20 - RESTRICTED	8560	39,815	39,815	40,844	43,290	8.73%	43,322	0.07%	43,225	-0.22%
ECONOMIC IMPACT AID	8590	Ties.								
CA LEGORICAL BLOCK GRANI	0698								1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	
LOCAL CIPIES STATE SEVENCE	9590	825,700	825,700		0		0		0	
INTEREST	8660									
OTHER LOCAL REVENUES	8699				0		0		0	
AB602 LOCAL SPECIAL EDUC TRF	8792			225,084	825,700		842,214	2.00%	859,00	2.00%
REVENUE TOTALS		\$1,002,543	\$1,002,543	\$287,827	\$1,006,018	0.35%	\$1,025,305	1.92%	\$1	1.91%
EXPENDITURES										
Certificated Salaries	1000	447,005	447,005	163,976	447,005	0.00%	456,945	2.22%		1.78%
Classified Salaries	2000	329,353	329,353	151,682	329,353	0.00%	335,940	2.00%	342,659	2.00%
Benefits	3000	256,553	256,553	93,032	256,553	0.00%	261,684	2.00%		2.00%
Books & Supplies	4000	135,950	135,950	47,816	135,950	0.00%	138,669	2.00%		2.00%
Contracts & Services	5000	86,450	86,450	41,385	86,450	0.00%	88,179	2.00%		2.00%
Capital Outlay	6000			7,348						
Other Outgo Debt Service (see Debt Form)	7000			3						
Total Expenditures		\$1,255,311	\$1,255,311	\$505,331	\$1,255,311	0.00%	\$1,281,417	2.08%	\$1,306,026	1.92%
EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES		(\$252,768)	(\$252,768)	(\$217,504)	(\$249,293)	-1.37%		2.74%		1.98%
OTHER SOURCES & USES										
Other Sources/Contributions from Unrestricted	8900	253,556	253,556		249,279	-1.69%	256,112	2.74%	261,081	1.94%
Not Source & Library	/600	887	88/							
Not Conices a Caes		\$25,700	\$252,100	U¢	\$249,279	-1.36%	\$256,112	2.14%	\$261,081	1.94%
NET INCREASE (DECREASE) IN FUND BALANCE		0\$	\$0	(\$217,504)	(\$14)		\$0	-100.78%	(\$98)	-87714.32%
FUND BALANCE, RESERVES										
Beginning Balance	9791		0		0		(14)		(14)	-0.78%
Adjustments for Audit and/or Restatements	9793-95									
Ending Balance	9790	\$0	20	THE REPORT OF THE PERSON OF TH	(019)		(614)	-0 78%	(6113)	7003 5003

DESCRIPTION

Stores

9

0 0

	\$0		\$0		SO	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
						3
						LIST RESTRICTED LOCAL AWARD PROGRAMS
	\$0		\$0	Section 1	\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE
						18
						17
						16
	1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1					15
						14 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
	SERVICE OF STREET					13
						CO
						7
						LIST RESTRICTED STATE GRANT AND ENTITLEMENT PROGRAMS
0.00%	% 31 % \$43,225	0.00%	31 \$43,322		31 \$43.290	Lottery PROP 20 Restricted Allocation per ADA Lottery Estimated PROP 20 Restricted Award
2.00%	s142,564	2.00%	\$139,769		\$137,028	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE
			-			7 Cook Course of the Cook of t
						Sometimes of the state of the s
2.00%	6 142,304	2.00%	897,651		137,028	1 libe II and Nutrition
						LIST FEDERAL GRANT PROGRAMS
						ASSUMPTIONS UNRESTRICTED PROGRAMS:
Change	Budget 2015-16	of Change	Budget 2014-15	of Change	Budget 2013-14	DESCRIPTION
Percent		Percent	Projected	Percent	Projected Projected	

CHARTER NAME: Academy for Academic Excellence CDS # 36750773631207
CHARTER # 127

1ST INTERIM SUMMARY 2013-14 through 2015-16

															FUND BALANCE, RESERVES	NET INCREASE (DEC			OTHER SOURCES & USES	EXCESS (DEFICIENC			6					EXPENDITURES													REVENUES	DESCRIPTION	
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/Ttl Exp)	Undesignated / Unappropriated Amount	5	d. Assignments	Committed - Other			All Others	Prepaid Expenditures	Stores	Revolving Cash	odmo	Ending Balance	Adjustments for Audit and/or Restatements	Beginning Balance Adjustments for Unaudited Actuals	SERVES	NET INCREASE (DECREASE) IN FUND BALANCE	Net Sources & Uses	Other Uses	Other Sources	EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES	Total Expenditures	Debt Service (see Debt Form)	Other Outgo	Capital Outlay	Books & Supplies	Benefits	Certificated Salaries Classified Salaries		REVENUE TOTALS	AB602 LOCAL SPECIAL EDUC TRF	OTHER LOCAL REVENUES	LOCAL	OTHER STATE REVENUE	ECONOMIC IMPACT AID	LOTTERY - PROP 20 - RESTRICTED	STATE	FEDERAL	GENERAL PURPOSE PRIOR YEAR	STATE AID GENERAL PURPOSE	LCFF EPA	LCFF/REVENUE LIMIT SOURCES		
	9790	9789	9780	9760	9750	9/30	9719	9713	9712	9711		9790	9793-95	9791 9792		_		7600	8900			7400	7000	6000	4000	3000	2000			8792	8699		8590	8590	8560	5	8290	8019	8015	8011			
0%	\$4,330	0	0	0	000	0 0	0	0	0	0		\$4,330		4,328		\$2	\$107,786	254,344	362,130	(\$107.784)	\$9,766,980	71,082	0	14.216	433,601	1,848,212	1,803,727		\$9,659,196	0	213.576		1,131,718	0	39,815	103 607	137,028	903 636	5,479,183	1 074 864		2013-14	Adopted
0%	\$4,330	0	0	0			0	0	0	0		\$4,330	0	4,328		\$2	\$107,786	254,344	362,130	(\$107,784)	\$9,766,980	71,082	0	14.216	433,601	1,848,212	1,803,727		\$9,659,196	0	213.576		1,131,718	0	39,815	404 607	137,028	303 636	5,479,183	1 074 864		2013-14	
																(\$920,336)	\$0	0	0	(\$920,336)	\$3,526,665	547	0	198,491	212,052	587,523	593,231		\$2,606,329	225,084	112 474		1,566	0	40,844	76 043	21,899	0	0	1,803,476		2013-14	Hou OCTOBER 31
0%	\$4,258	0	0	0			0	0	0	0		\$4,258	0	4,328		(\$70)	(\$65,345)	314,624	249.279	\$65,275	\$9,766,980	71,082	0	14.216	433,601	1,848,212	1,803,727		\$9,832,255	825,700	149.200		O O	This revenue line item is repla	43,290	476.050	137,028	This revenue line item is replaced by LCFF	This revenue line item is	6,345,792		2013-14	Rudoet
-2%	-2%											-1.67%		0.00%		-3622.29%	-160.62%			-160.56%	0.00%	0%		0%	0%				1.79%		-30.14%		replaced by LCFF	replaced by LCFF	8.73%	6000	0.00%	replaced by LCF	replaced by LCF			Change	of
0%	\$4,256	0	0	0			0	0	0	0		\$4,256		4,258		(\$1)	(\$291,000)	547,112	256,112	\$290,999	\$9,963,321	72,504	0	1,007,415	442,273	1,885,177	1,839,801		\$10,254,320	842,214	150,000		0	1 71	43,322	476 000	139,769			6,739,894		2014-15	Projected Budget
4%	0%											-0.03%		-1.63%		-97.92%	345.33%			345.81%	2.01%			2%			2%		4%	2%	1%				0%	OW	2%	10/				Change	rercent
0%	\$3,764	0	0	0	0 0		0	0	0	0		\$3,764		4,256		(\$492)	(\$529.927)	791,008	261,081	\$529,435	\$10,161,567	73,954	0	14,791	451,118	1,922,880	1,876,597		\$10,691,002	859,058	150,000	,	0		43,225	475 000	142,564	020 728		7,149,625		2015-16	Projected
-15%	-12%											-11.57%		-0.03%		33496.67%	82.11%	45%	2%	81.94%	1.99%	2%		2%	2%		2%		4.26%	2.00%	0.00%				-0.22%	0.000	2.00%	n one				Change	Percent

Charter So	Chool	Charter School Attendance CH/BG Elementary and Union High Sponsor		Name: Aca Charter #: 127	Academy for Academic Excellence	nce		
CH/U	/BG	CH/U/BG Unified School District Sponsor			2nd Interim ADA Report			Page 1 of 3
Sponsorir	ng Scl	Sponsoring School District:	Apple Valley Unified	Line	Adopted Budget Est	1st Interim Projected Budget	Latest Revised Budget	2nd Interim Projected Budget
Non Class	sroom	Non Classroom Funding Determination Rate*	0%					
Resident ADA	ADA							
A 1. a.	μ.	Kindergarten	Class	(A-1a)	65	62	57	57
	, o	Kindergarten	Non	(A-1b)	0	0		
	٠,	Kindergarten Special Education	Class	(A-1c)	0	0		
d.		Kindergarten Special Education	Non	(A-1d)	0 0	0		
r ib	ib	Kindergarten NPS/LCI	Class	(A-1e)	o c			
ο :	. م	Total Resident Kindergarten		(A-1g)	65	62	57	57
2	, and	Grades One - Three	Class	(A-2a)	206	205	213	213
	Ò	Grades One - Three	Non	(A-2b)	0	0		
0	b	Grades 1-3 Special Education	Class	(A-2c)	0	0		
_	٩	Grades 1-3 Special Education	Non	(A-2d)	0	0		
	o, o	Grades 1-3 NPS/LCI	Class	(A-2e)	0			
		Total Resident Grades One - Three	NOI	(A-2a)	206	205	213	213
		Oracle Civ	Class	(A-3a)	190	196		203
ç	a i	Grades Four - Six	Non	(A-3b)	0	0		
	ç,	Grades 4-6 Special Education	Class	(A-3c)	0	0		
_	a	Grades 4-6 Special Education	Non	(A-3d)	0	0		
	Ġ.	Grades 4-6 NPS/LCI	Class	(A-3e)	0 0	0 0		
		Grades 4-6 NPS/LCI	Non	(A-31)				
	ö	Total Resident Grades Four - Six		(A-3g)	190	196	203	203
4	មា	Grades Seven - Eight	Class	(A-4a)	147	151	144	144
	5	Grades Seven - Eight	Non	(A-4b)	0	0		
200	ç	Grades 7-8 Special Education	Class	(A-4c)	0			
	٩	Grades 7-8 Special Education	Non	(A-4d)	0			
	e	Grades 7-8 NPS/LCI	Class	(A-4e)	0			
		Grades 7-8 NPS/LCI	Non	(A-41)	0	45		
	9	lotal Resident Grades Seven - Eight	TI.	(A-49)	141	101	1	-
	l			-				

				(10-01)			
	THE RESERVOIS CONTRACTOR OF THE PERSON NAMED IN CONTRACTOR OF THE PERSON N				Non	Grades 4-6 NPS/LCI	
) C	(B-Ze)	Class	Grades 4-6 NPS/LCI	œ.
			.			Olades 4-0 opecial Education	ç
			0	Bad	No	Condon A 6 Consist Education	L 9
			0	(B-3c)	Class	Grades 4-6 Special Education	n
			0	(B-3b)	Non	Grades Four - Six	Ö
126		134	129	(B-3a)	Class	Grades Four - Six	3 a.
74 74		82	83	(B-2g)	ree	Total Non-Resident Grades One - Three	9
		0	0	(B-2f)	Non	Grades 1-3 NPS/LCI	
		0	0	(B-2e)	Class	Grades 1-3 NPS/LCI	Ü
		0	0	(B-2d)	Non	Grades 1-3 Special Education	<u>a</u>
		0	0	(B-2c)	Class	Grades 1-3 Special Education	Ç
			0	(B-2b)	Non	Grades One - Three	Þ
/4		82	. &	(B-2a)	Class	Grades One - Three	2. a.
31		25	26	(B-1g)		Total Non-Resident Kindergarten	9.
		0	0	(B-1f)	Non	Kindergarten NPS/LCI	Ť.
		0	0	(B-1e)	Class	Kindergarten NPS/LCI	e.
		0	0	(B-1d)	Non	Kindergarten Special Education	d.
		0	0	(B-1c)	Class	Kindergarten Special Education	C.
		0	0	(B-1b)	Non	Kindergarten	b .
6		25	26	(B-1a)	Class	Kindergarten	. a.
		2	3			Non-Resident ADA/and NON-Unified Total ADA	n-Resider
884 885		882	876	B ADA	Resident ADA	Total	
268 268		268	268	(A-5g)		Total Resident Grades Nine - Twelve	ç
		0	0	(A-5f)	Non	Grades 9-12 NPS/LCI	-
		0	0	(A-5e)	Class	Grades 9-12 NPS/LCI	œ.
		0	0	(A-5d)	Non	Grades 9-12 Special Education	<u>a</u>
		0	0	(A-5c)	Class	Grades 9-12 Special Education	C.
		0	0	(A-5b)	Non	Grades Nine - Twelve	ь
268		268	268	(A-5a)	Class	Grades Nine - Twelve	5. a.
						Resident ADA continued	ident AD.
Budget	Budget	Budget	Budget Est	Line			
Projected	Revised	Projected	Adopted				
2nd Interim	Latest	1st Interim					22
						CH/U/BG/Unified School District Sponsor	CH/U/BC
			127	Charter #:		CH/BG Elementary and Union High Sponsor	CH/BG
			ademy for Academic Excellence	Name:		Charter School Attendance	rter Scho

135 135 444 444 1,329 1,329	455	1,326	c		ADA Resident and Non-Resident	Total AL
	455					
	151	004	DAUA	Resident ADA	Olai	
G 100	14.	450				0)
	141	141	(B-5g)	Õ	Total Non-Resident Grades Nine - Twelve	ç
	0	0	(B-5f)	Non	Grades 9-12 NPS/LCI	<u>.</u>
	0	0	(B -5e)	Class	Grades 9-12 NPS/LCI	œ.
MARCH CONTROL OF THE PROPERTY	0	0	(B-5d)	Non	Grades 9-12 Special Education	<u>a</u>
	0	0	(B-5c)	Class	Grades 9-12 Special Education	C
	0	0	(B-5b)	Non	Grades Nine - Twelve	Þ
135	141	141	(B-5a)	Class	Grades Nine - Twelve	5. a.
78 78	73	71	(B-4g)	#	Total Non-Resident Grades Seven - Eight	Ç
	0	0	(B-4f)	Non	Grades 7-8 NPS/LCI	<u>.</u>
	0	0	(B-4e)	Class	Grades 7-8 NPS/LCI	e.
	0	0	(B-4d)	Non	Grades 7-8 Special Education	<u>a</u>
	0	0	(B-4c)	Class	Grades 7-8 Special Education	C.
	0	0	(B-4b)	Non	Grades Seven - Eight	Ь.
78 78	73	71	(B-4a)	Class	Grades Seven - Eight	4. a.
	Budget	Budget Est	Line	nued	Non-Resident ADA/and NON-Unified Total ADA continued	Resident A
Latest 2nd interim Revised Projected	1st Interim Projected	Adopted P-2				
					CH/U/BG/Unified School District Sponsor	CH/U/BG/U
		127	Charter #:		0 CH/BG Elementary and Union High Sponsor	CH/BG Ele
		ademy for Academic Excellence	Name:		Ittendance	Charter School Attendance

^{*} ADA for current year is modified by the Funding Determination rate on the Assumptions page if less than 100%. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

REPORT PERIOD: SECOND INTERIM 1/31/2014

Academy for Academic Excellence 36750773631207

CHARTER NAME: CDS # CHARTER #

2013-14 through 2015-16

TER#	
127	36/50//363720/

						Page 1 of 1
ASSUMPTIONS:		2013-14	2014-15	Change	2015-16	Change
Local Control Funding	Local Control Funding (LCFF) - BASC/FCMAT Calculator					
COLA (on Base)*		1.57%	0	0.30% \$	\$ 0	0.12%
Funding Rate (on Gap)*	Gap)*	11.78%	\$ 0	4.71% \$	\$ 0	2.20%
LCFF pre COE, Choi	LCFF pre COE, Choice Supp (as per FCMAT Calculator)	\$ 8,501,085	\$ 8,902,931	4.73%	\$ 9,320,466	4.69%
Lottery AllocationAmo	Lottery AllocationAmount/Per ADA (as per SSC Dartboard 2013-14 Adopted Budget)					
Unrestricted		124	126	1.61%	126	0.00%
Restricted		30	30	0.00%	30	0.00%
Independent Study F	Independent Study Funding Determination %			0%		0%
ADA (2nd Principal)						
Grades K-3	Classroom based	375.00	\$ 375	000000	\$ 375	0.00
	Non-Classroom based (Independent Study)	0.00	•	8.58	9	0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	2
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	375.00	375.00	0.00	375.00	0.00
Grades 4-6	Classroom based	329.00	\$ 330	1.00	\$ 330	0.00
	Non-Classroom based (Independent Study)	0.00	\$	0.00	-	0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	0%
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	329.00	330.00	1.00	330.00	0.00
Grades 7-8	Classroom based	222.00	\$ 224	2.00	\$ 221	(3.00)
	Non-Classroom based (Independent Study)	0.00	\$	0.00	\$	0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	0%
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	222.00	224.00	2.00	221.00	(3.00)
Grades 9-12	Classroom based	403.00	\$ 409	6.00	\$ 409	0.00
	Non-Classroom based (Independent Study)	0.00	8	0.00	-	0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	403.00	409.00	6.00	409.00	0.00

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(books, supplies, services, capital outray, peor)	(books, supplies, services, capital outray, peor)	(BOOKS, Supplies, Services, Capital Outlay, Debt)	IDanka Carriage Carriage Carried Outland Danks	List Noteworthy Assumptions for other budget line items	Other Costs:	Administration Service Contract	1% Oversight Fees to Sponsor \$	Administration Service Agreements	- Other	- Heating (GAS)	- Electricity	Facilities - Rent \$	Cost per Emproyee Evanorious	Cost per Employee Retirement	Cost per Employee Health and Welfare	Step and Column Increase \$	Average Teacher Cost (Salary and Benefits)	Teachers Needed for Growth \$	Number of Teachers \$	Ciassioniii Statiiilig Natio-Students per FTE		Enrollment Growth Over Prior Year PY Enrollment \$ 1,359	ADA to Enrollment Ratio	Estimated Enrollment \$	I otal Funded P-2 Attendance	TUGI CIASSICUII DASKU ADA	Total Classroom Based ADA	Total Funded Non-Classroom Based (Independent Study) ADA	Total Non-Classroom Based (Independent Study) ADA	ASSUMPTIONS:
							85,011				245,000	198,000		8	10,000	3	50,000	•	55	20:10	OF 40	2.80%	95.13%	1,397	1,329.00	1,020.00	1 300 00	0.00	0.00	2013-14
							\$ 89,029		\$	-	\$ 245,000	\$ 198,000	•	A	\$ 10,000	\$	\$ 50,000	49	\$	20.70	35 A5	0.21%	95.57%	\$ 1,400	1,338.00	1,000.00	1 338 00	0.00	0.00	2014-15
	#DIVIOI	#DIV/0!			#DIV/0!	#DIV/0!	4.73%		#DIV/0!		0.00% \$	0.00%	0.0070	0.00%	0.00% \$	0.00% \$	0.00% \$	0.00	0.00	0.2.170	0.2407		0.44%	(3) \$	0.00%	0.00%	0 68%	#DIV/0!	#DIV/0!	Change
		E STATE OF THE STA					\$ 93,205		-	-	\$ 245,000	\$ 198,000			\$ 10,000		\$ 50,000		\$ 55	20.70	25 45	0.00%	95.36%	\$ 1,400	1,333.00	1,000.00	1 335 00	0.00	0.00	2015-16
	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	4.69%		#DIV/0!	#DIV/0!	0.00%	0.00%		0 00%	0.00%	0.00%	0.00%	0.00	0.00	0.0076	2000 0		-0.21%	0	-0.2270	0.000	-0 22%	#DIV/0!	#DIV/0!	Change

State of California Department of Finance (DOF) projected rates: COLA Funding Rate

30 00	8.60
/0/	%

1.57% 11.78%

Academy for Academic Excellence 36750773631207 127

CHARTER NAME: CDS # CHARTER #

2013-	2nd INTE
14 through 2015-16	INTERIM UNRESTRICTED

Page 1 of 3

Adjustments for Audit and/or Restatements Ending Balance	Beginning Balance at Adopted Budget Adjustments for Unaudited Actuals	FUND BALANCE, RESERVES	NET INCREASE (DECREASE) IN FUND BALANCE	OTHER SOURCES & USES Other Sources/Contributions to Restricted Programs Other Uses Net Sources & Uses	EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES	Total Expenditures	Other Outgo	Capital Outlay	Books & Supplies	Classified Salaries Benefits	Certificated Salaries	EXPENDITIBES	REVENUE TOTALS	AB602 LOCAL SPECIAL EDUC TRF	INTEREST	LOCAL	CALEGORICAL BLUCK GRANI	ECONOMIC IMPACT AID	LOTTERY - PROP 20 - RESTRICTED	STATE	FEDERAL	IN LIEU PROPERTY TAXES	STATE AID GENERAL PURPOSE	EPA	LCFF	REVENUES LCFF/REVENUE LIMIT SOURCES	DESCRIPTION	
	lget		NCE		EXPENDITURES									UC TRF			CANI						0			co.		
9793-95 9790	9791 9792		П	7600	П	Ē	7000	60 8	8	88	i TT			8792	8660	200	0000	8590	8560		8290	8096	8015	012	8011			
\$4,330	4,328		\$2	108,574 253,556 (\$144,982)	\$144,984	\$8,511,669	0	14,216	297,651	1,591,659	4,161,475		\$8,656,653	213,576	0	000,010	306,749	0	164,567		0	863 696	5,479,183	1,074,864	0		Budget 2013-14	Adopted
\$4 ,330	4,328		\$2	108,574 253,556 (\$144,982)	\$144,984	\$8,511,669	71 000	14,216	297,651	1,591,659	4,161,475		\$8,656,653	213,576	0	200,010	306,749	0	164,567		0	863 696	5,479,183	1,074,864	0		Budget 2013-14	Latest Revised
				\$0	\$2,662,397	\$5,419,484	6 740	402,633	308,564	869,237	2,526,622		\$8,081,881	1//004		000001	366037	600440	129513			375877	6425642				thru January 31 2013-14	Second Interim Actual
\$443	4,328		(\$3,885)	314,624 (\$314,624)	\$310,739	\$8,511,669	74 000	14,216	297,651	1,591,659	4,161,475		\$8,822,408	149,200	0		Illis revenue lilie lielli is replaced by LCFF	This revenue line item is replaced by LCFF	172,123		0	858.722 -0.58%	This revenue line item is	1,296,571	6,345,792		Budget 2013-14	Second Interim Projected
-89.77%	0.00%	1	-194358.49%	24.08% 117.01%	114.33%	0.00%		0.00%	0.00%	0.00%			1.91%	-30, 14%			is replaced by LCF	is replaced by LCFF	4.59%			-0.58%	s replaced by LCFF	20.63%			of Change	Percent
\$441	443		(\$2)	947,112 (\$547,112)	\$547,110	\$8,681,904	0	14,501	303,604	1,623,493	4,244,705		\$9,229,014	non'ne!	0		2		1/6,083		0	866,466		1,296,571	6,739,894		Budget 2014-15	Projected
-0.36%	-89.77%		-99.96%	73.89% 73.89%	76.07%	2.00%	2000	2.00%	2.00%	2.00%	2.00%		4.61%	U.5476					2.30%			0.90%		0.00%	6.21%		of Change	Percent
\$47	441		(\$394)	791,008 (\$791,008)	\$790,614	\$8,855,541	0	14,791	309,676	1,655,962	4,329,599		\$9,646,155	oun,uci	0				1/5,689		0	874.270		1,296,571	7,149,625		Budget 2015-16	Projected
-89.38%	-0.36%		24900.22%	44.58% 44.58%	44.51%	2.00%	2000	2.00%	2.00%	2.00%	2.00%		4.52%	0.00%					-0.22%			0.90%		0.00%	6.08%		of Change	Percent

Economic Reserve	Undesig	Reserve	e. Unassigne	d. Assignments	Committed - Other	c. Committee	b. Restricted	General Reserve	All Others	Prepaid Expenditures	Stores	Revolving Cash	a. Nonspendable	Components of Env	DESCRIPTION
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/Ttl Exp)	Undesignated / Unappropriated Amount	Reserve for Ecomonic Uncertainties	Unassigned/Unappropriated	nts	d - Other	Committed - Stabilization Arrangements		serve		penditures		Cash	able	Components of Ending Fund Balance (Budget):	
	9790	9789		9780	9760	9750	9740	9730	9719	9713	9712	9711			
0%	\$4,330	0		0	0	0		0	0	0	0	0			Adopted Budget 2013-14
0%	\$4,330														Revised Budget 2013-14
•								51							Actual thru January 31 2013-14
0%	\$443					THE RESERVE OF THE PARTY OF THE									Projected Budget 2013-14
-89.84%	-89.77%														Percent of Change
6	\$441														Projected Budget 2014-15
4.70%	-0.36%														Percent of Change
0%	\$47														Projected Budget 2015-16
-89.84%	-89.38%			365											Percent of Change

Scord Inform Projected Projected Projected South Projected Budget Only Budget	0.00%	\$150,000	0.54%	\$150,000		\$149,200	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
Second Interim Projected Budget of Budget of Budget Other 2014-15 Change 2015-16 Cha							
Second Interim Projected Parcent Budget of Budget 2014-15 Change 2015-16							5
Second Interim Projected Parcent Budget of Budget of Budget of 2014-15 Change 2015-16 Change 2015-1							
Second Interim Projected Parcent Budget of Budget Of Budget Of Budget Of 2014-15 Change 2015-16 Cha							
Second Interim Projected Projected Budget of Budget of Budget of Change 2014-15 Change 2015-16 Chan	0.00%	150,000	0.54%	150,000		149,200	1 ROTC Reimbursement
Second Interim Projected Budget of Budget Of Budget Of Budget Of Change 2014-15 Change 2015-16 Ch							DETAIL OTHER LOCAL REVENUES PROJECTED
Second Interim Projected Projected Budget of Budget of Budget of Change 2014-15 Change 2015-16 Chan		\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE
Second Interim Projected Percent Budget of Budget of Budget of 2013-14 Change 2014-15 Change 2015-16 Change 2015-1	Seminar many		200.0				18
Second Interim Projected Percent Projected Percent Budget of Budget or 2014-15 Change 2015-16 Change			1				
Second Interim							0.00
Second Interim Projected Percent Budget of Budget of Budget of 2014-15 Change 2015-16 Change 2015-1							15.5
Second Interim							14
Second Interim				TOTAL STATE OF THE			12
Second Interim				1000000			11
Second Interim							10
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Second Interim Projected Percent Projected Percent Budget of Budget of Budget ot Change 2014-15 Change 2015-16 Cha							
Second Interim Projected Percent Projected Percent Budget of Budget of Budget ot Change 2014-15 Change 2015-16 Cha							5
Second Interim			8230				4
Second Interim			122.2				ω N N N N N N N N N N N N N N N N N N N
Second Interim							
Second Interim		To the second se					LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE
Second Interim Projected Projected Percent Budget Of Sudget Change 2014-15 Change So	-0.22%	\$175,689	2.30%	\$176,083		\$172,123	Lottery Unrestricted Estimated Award
Second Interim Projected Percent Projected Percent Budget of Budget of Budget 2013-14 Change 2014-15 Change 2015-16	0.00%	126	1.61%	126		124	Lottery Unrestricted Allocation per ADA
Second Interim Projected Percent Projected Projected Budget of Budget Change 2014-15 Change 2015-16							
Second Interim Projected Percent Projected Percent Projected Percent Budget of Budget Of Budget 2014-15 Change 2015-16		\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE
Second Interim Projected Projected Percent Projected Projected Percent Budget of Budget Of Budget 2013-14 Change 2014-15 Change 2015-16							٥
Second Interim Projected Projected Percent Projected Projected Percent Budget of Budget of Budget 2013-14 Change 2014-15 Change 2015-16			92 F10E				7 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
Second Interim Projected Percent Projected Percent Projected Percent Budget of Budget of Budget Change 2014-15 Change 2015-16							9
Second Interim Projected Percent Projected Percent Projected Percent Budget of Budget of Budget 2013-14 Change 2014-15 Change 2015-16							
Second Interim Projected Percent Projected Percent Projected Percent Budget of Budget of Budget Change 2014-15 Change 2015-16							- Company of the comp
Second Interim Projected Percent Percent Projected Percent Perce							2 months and a second s
Percent Projected Percent Projected of Budget of Budget Change 2014-15 Change 2015-16							LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)
Percent Projected Percent Projected of Budget of Budget Change 2014-15 Change 2015-16							ASSUMPTIONS UNRESTRICTED PROGRAMS:
	of Change		of Change	Budget 2014-15	of Change	Budget 2013-14	DESCRIPTION
	Jament		Donost	Droinoted	Doront	Second Interim	

CHARTER NAME: CDS # CHARTER #

2ND INTERIM RESTRICTED 2013-14 through 2015-16

O INICIED	TOTOTO	

Adaptive Control Secretary Project Pro	Machine Mach	48.79%	(\$4,551)	84.11%	(\$3,059)		(\$1,661)		\$0	\$0	9790	Ending Balance
Management Man	Majority										9793-95	Adjustments for Audit and/or Restatements
Mary	Macapied California Calif	84.11%	(3,059)		(100,1)		C			0	9792	Adjustments for Unaudited Actuals
Mary			2000		14 DD41					0	9791	HUND BALANCE, RESERVES
NA Adaptide Revised Adaptide Revised Percent Sound Sender Revised Adaptide Revised Revis	No.		1									
NA STREET, PROPERTY LAKES ELEPH CONTENT SOURCES LOFF REVENUE LIMIT SOURCES LOFF REVENUE CONTENT SOURCES LOFF REVENUE CONTENT SOURCES LOFF REVENUE CONTENT SOURCES EN STATE AND GENERAL PURPOSES BRITE SOURCES LOFF REVENUE CONTENT SOURCES EN STATE AND GENERAL PURPOSES BRITE SOURCES LOFF REVENUE CONTENT SOURCES LOFF REVENUE CON	Page	6.80%	(\$1.492)	-15.89%	(\$1,397)		(\$1,661)	(\$398,202)	\$0	0\$		NET INCREASE (DECREASE) IN FUND BALANCE
Machemolar Mac	Mary	1.94%	\$261,081	2.74%	\$256,112	-1.38%	\$249,279	\$0	\$252,768	\$252,768		Net Sources & Uses
NA ACCORDES NAMES SOURCES STATE OF PROPERTY IAXES SOURCE SAMES SAMES SOURCE SAMES SA	Page	1.94%	261,081	2./4%	0	-1.09%	249,279		788	788	7600	Other Uses
National	Page					4 000	240 270		252 556	252 556	8000	OTHER SOURCES & USES
Marchelled Mar	N. EPISPONE FACUR TO LARSE LAR	1.97%	(\$262,573)	2.62%	(\$257,509)	-0.72%	(\$250,940)	(\$398,202)	(\$252,768)	(\$252,768)		EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES
Autoridad Revisidad Revi	Marche M	1.92%	\$1,306,026	2.08%	\$1,281,417	0.00%	\$1,255,311	\$910,626	\$1,255,311	\$1,255,311		otal Expenditures
Mary	Additional Add		0		0		0	1,350	0	0	7400	Debt Service (see Debt Form)
Difference Dif	Addigited Revised Re		0		0		0		0	0	7000	Other Outgo
Marie Mari	Machine Mach		0		0		0	32,362	0	0	6000	Capital Outlay
Liberat Second Interim Second Inte	Adapted Budget	2.00%	89,943	2.00%	88,179	0.00%	86,450	65,600	86,450	86,450	5000	Contracts & Services
Adopted Adopted Adopted Adopted Adopted Budget Budge	Labest Second Interfm Projected Percent Percent Projected Percent Perc	2,00%	141 442	200%	138 869	0.00%	135.950	83,010	135,950	135,950	4000	Books & Supplies
Labest Second Interim Projected Percent	Adapted Budget Ferrornt Projected Percent Projected	2,00%	342,009	2.00%	333,940	0.00%	256 553	163 433	256.553	256.553	3000	Benefits
Adapted Revised Adapted Revised Budget Budget Budget Budget Parcent Projected Parcent Parcent Projected Parcent Projected Parcent	Adopted Latest Second Interim Projected Proj	1.78%	465,064	2.22%	456,945	0.00%	220,252	307,895	320 363	320 353	300	Classified Salaries
Labest Second Interim Projected Parksol Projected Proj	Clarical Projected Port Projected Po									17.00	8	EXPENDITURES
NM Latest Budget EPA EPA STATEALIO GENERAL PURPOSE FRIOR YEAR STATE ALD GENERAL PURPOSE FROM CINETY TAXES Bodget Bodget Budget	Latest Second Interim Second Interim Projected Parcent Parcent Parcent Projected Parcent	1.91%	\$1,043,453	1.95%	\$1,023,908	0.18%	\$1,004,371	\$512,424	\$1,002,543	\$1,002,543		REVENUE TOTALS
Adopted Budget	Adapted Budget	2.00%	859,058	2.00%	842,214		825,700		0	0	8792	AB602 LOCAL SPECIAL EDUC TRF
Labest Second Interim Projected Percent Percent Percent Percent Percent Percent Percent Percent Percent Pe	Lalest Second Interim Projected Percent Projected Perc		0		0		0	27,120	0	0	8699	OTHER LOCAL REVENUES
Adopted Revised Adopted Revised Adopted Revised Adopted Revised Adopted Revised Adopted Revised Adopted Projected Projec	Lalest Second Interim Adopted Revised Adual Budget Budget DOTS-14 2013-14 20										8660	
Adopted Adopted Adopted Adopted Adopted Adopted Budget Budget Droant Drojected Droject	Latest Second Interim Projected Percent Projected Perc		0		0		0	393,467	825,700	825,700	8590	
Adopted Adopted Revised Adopted Budget Budget Budget Budget Budget Change Projected Percent Budget Of Of Budget Of Budget Of Of Budget Of Of Budget Of Of Of Of Of Of Of O	Latest Second Interim Foliade									205 200	8590	CATEGORICAL BLOCK GRANT
Latest Second Interim Adopted Revised Actual Budget Budget thru January 31 EPA STATE AID GENERAL PURPOSE GENERAL PURPOSE GENERAL PURPOSE PRIOR YEAR BUTTELOTTERY LOTTERY BESSO 39.815 39.815 39.815 41,427 41	Latest Second Interim Second Interim Projected Percent Perce										8590	ECONOMIC IMPACT AID
DN Latest EPA STATE AID GENERAL PURPOSE GENERAL PURPOSE FEDERAL Adopted Seviced Sed of General Purpose General Purpos	Latest Second Interim Second Interim Projected Percent	-0.22%	41.831	0.68%	41,925	4.59%	41,643	41,427	39,815	39,815	8560 8560	LOTTERY LOTTERY - PROP 20 - RESTRICTED
DN Latest EPA Second Interim Adopted Second Interim Revised Second Interim Adopted Projected Percent	LCFF REVENUE LIMIT SOURCES LCFF EPA STATE AID GENERAL PURPOSE RIORY PEAR IN LIEU PROPERTY TAXES ROOF A27.08 Latest Second Interim Adopted Revised Actual Projected Percent Budget thru January 31 Budget thru January 31 Budget of Change 2015-16 Change 2015-16 Change Second Interim Projected Percent Projected P	2.00%	142,564	2.00%	139,769	0.00%	137,028	30,410	020,161	131,1020	0230	5
DN Latest Adopted EPROSE FARCE Second Interim Latest Adopted Revised Adopted Revised Actual Budget Budget EPA Second Interim Adopted Percent Projected Percent Projected Percent Budget Of Budget Of Budget Of Budget Of EPA 2013-14 Projected Percent Projected Percent Projected Of Budget Of EPA 2013-14 Projected Percent Projected Of EPROJECTED SECONDATION OF EPA 2013-14 Projected Percent Projected Of EPROJECTED SECONDATION OF EPACION OF EPROJECTED SECONDATION OF EPACION OF E	Lalest Second Interim Second Interim Projected Percent Projected Of Budget Of				005.004		497,000	5040	427 029	427 028	8300	EEDERAL ROTEX I LAXES
DN Latest Adopted EPA Adopted Adopted EPA Latest Actual ELIMIT SOURCES Second Interim Adopted Revised Actual Budget EPA Second Interim Actual ENUGGET Second Interim Actual Projected Percent EPA EPO Projected Percent ENUGGET Projected EPA EPO Projected ENUGGET Projected ENUGGET<	Latest Second Interim Second Interim Adopted Revised Actual Projected Percent Projected of Budget Of Of Budget Of Bu										8019	GENERAL PURPOSE PRIOR YEAR
DN Latest Loff/REVENUE LIMIT SOURCES Adopted EPPA Latest Adopted Revised Budget 2013-14 Second Interim Actual Revised Actual Projected Percent Projected Percent Projected Percent Budget Projected Percent Projected Percent Projected Percent Projected Percent Projected Percent Budget of Budget Percent Projected Percent Percent Projected Percent Projected Percent Perc	Adopted Revised Actual Projected Percent Projected Projected Of Budget Unit January 31 Budget Change 2014-15 Change 2015-16 LCFF/REVENUE LIMIT SOURCES EPA 8012 Latest Second Interim Adopted Actual Projected Percent										8015	STATE AID GENERAL PURPOSE
Latest Second Interim Second Interim Projected Percent Projected Percent Budget Budget thru January 31 Budget Change 2013-14 2013-14 2013-14 2013-14 Change 2014-15 Change 2015-16	Adopted Revised Actual Projected Percent Projected Percent Budget thru January 31 Budget of Budget of Budget 2013-14 2013-14 2013-14 2013-14 2013-14 Change 2014-15 Change 2015-16			BOOK STATE OF THE PARTY OF THE							8012	EPA
Latest Second Interim Second Interim Adopted Revised Actual Projected Percent Projected Percent Budget Budget thru January 31 Budget of	Latest Second Interim Second Interim Adopted Revised Actual Projected Percent Projected Percent Projected Budget Budget thru January 31 Budget of Budget Of Budget 2013-14 2013-14 2013-14 Change 2014-15 Change										8011	LCFF/REVENUE LIMIT SOURCES LCFF
Latest Second Interim Second Interim Projected Percent Projected Percent Budget Budget thru January 31 Budget of School Of Sch	Latest Second Interim Second Interim Second Interim Adopted Revised Actual Projected Percent Projected Percent Budget Budget Budget thru January 31 Budget of Budget of Budget 2013-14 2013-14 2013-14 Change 2014-15 Change 2014-15											1000
Latest Second Interim Second Interim	Latest Second Interim Second Interim	Percent of Change	Projected Budget 2015-16	Percent of Change	Projected Budget 2014-15	Percent of Change	Projected Budget 2013-14	Actual thru January 31 2013-14	Revised Budget 2013-14	Adopted Budget 2013-14		DESCRIPTION
	Page 1 of 3						Second Interim	Second Interim	Latest			

			0.	d.		ç	, o						p	Com	DESCRIPTION
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/Ttl Exp)	Undesignated / Unappropriated Amount	Reserve for Ecomonic Uncertainties	Unassigned/Unappropriated	Assignments	Committed - Other	Committed - Stabilization Arrangements	Restricted	General Reserve	All Others	Prepaid Expenditures	Stores	Revolving Cash	Nonspendable	Components of Ending Fund Balance (Budget):	
	9790	9789		9780	9760	9750	9740	9730	9719	9713	9712	9711	N N		
0%	\$0						0								Adopted Budget 2013-14
0%	SO														Revised Budget 2013-14
6											機能を対				Actual thru January 31 2013-14
0%	(\$1,661)														Projected Budget 2013-14
								10000							Percent of Change
0%	(\$3,059)														Projected Budget 2014-15
	84.11%				2018										Percent of Change
0%	(\$4,551)														Projected Budget 2015-16
6	48.79%										The second second				Percent of Change

					Page 3 of 3
Projected	Percent	Projected	Percent	Projected	Percent
Budget 2013-14	of Change	Budget 2014-15	of Change	Budget 2015-16	of Change
		The second secon			
	Projected Budget 2013-14	Projected Percent Budget of 2013-14 Change	\vdash	Percent of Change	Percent Projected of Budget Change 2014-15

	\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
	0		0		0	N
	0		0		0	
						LIST RESTRICTED LOCAL AWARD PROGRAMS
	\$0		\$0		\$0	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE
						18 Hall 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
						17
						16
						15
				0.000		14 Control of the Con
				New Control of the Co		40
						7 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
	in the second					5
						4
				1		3
	0		0		0	
	0				O CONTRACTOR OF THE PROPERTY O	LIST RESTRICTED STATE GRANT AND ENTITLEMENT PROGRAMS
0.22.70		0.0070	411,000		4.100	ENTERING TO THE TRANSPORT THERE
0.00%	30	0.00%	30 \$41,925		30 \$41.643	Lottery PROP 20 Restricted Allocation per ADA Lottery Estimated PROP 20 Restricted Award
2.00%	3142,304	2.00%	\$135,705	100	3107,020	וט ואר עוואטראס מחספו בט ווווט ו אסורבב אוווז אארחב ווא במהנארר עמטאב
2000		2000	6430 760		6437 030	Y TOTAL AWADDS DIDSETTED ALIST ASSET WITH VALUE IN SECREDAL ADDIVE
						1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
						7
						L L
	0		0		0	
2.00%	142,564	2.00%	139,769		137,028	1 Title II and Nutrition
						LIST FEDERAL GRANT PROGRAMS
						ASSUMPTIONS UNRESTRICTED PROGRAMS:
Change	2015-16	Change	2014-15	Change	2013-14	DESCRIPTION
Percent	Projected	Percent	Projected	Percent	Projected	

CHARTER NAME: Academy for Academic Excellence CDS # 36750773631207 CHARTER # 127

2nd INTERIM SUMMARY 2013-14 through 2015-16

Components of Ending Fund Balance (Budget): a. Nonspendable Revolving Cash Stores	Balance ts for Unaudited Actuals ts for Audit and/or Restatements lance	NET INCREASE (DECREASE) IN FUND BALANCE FUND BALANCE, RESERVES	OTHER SOURCES & USES Other Sources Other Uses Net Sources & Uses	EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES	Total Expenditures	Other Outgo	Contracts & Services Capital Outlay	Books & Supplies	Classified Salaries	EXPENDITURES Certificated Salaries	REVENUE TOTALS	AB602 LOCAL REVENUES	INTEREST	LOCAL	OTHER STATE REVENUE	CATEGORICAL BLOCK GRANT	LOTTERY - PROP 20 - RESTRICTED		STATE	IN LIEU PROPERTY TAXES	GENERAL PURPOSE PRIOR YEAR	STATE AID GENERAL PURPOSE	EPA	LOFF/REVENUE LIMIT SOURCES	DESCRIPTION	
9711 9712	9791 9792 9793-95 9790		8900 7600		146	7000	5000	4000	2000	1000	9	8792	8660	0000	8500	8590	8560	8560	0230	8096	8019	8015	8012	8011		
0 0	4,328 \$4,330	\$2	362,130 254,344 \$107,786	(\$107,784)	\$9,766,980	0	987,662	433,601	1,803,727	4,608,480	39 659 196	0 0	0	1,101,10	1 131 718	0 252	39,815	164,567	020,161	863,696		5,479,183	1,074,864	0	2013-14	Adopted
0 0	4,328 0 0 0 \$4,330	\$2	362,130 254,344 \$107,786	(\$107,784)	\$9,766,980	0	987,662 14,216	433,601	1,803,727	4,608,480	\$9,659,196	213,5/6	0	1,101,10	1 131 718	654 749	39,815	164,567	137,161	863,696		5,479,183	1,074,864	0	2013-14	Latest Revised
		\$2,264,195	\$0	\$2,264,195	\$6,330,110	0	594,192 434,995	391,574	1,034,098	2,834,518	\$8 594 304	204,784	0	130,304	758 504	608 148	41,427	129,513	30,710	3/5,8//	0	6,425,642	0	0	2013-14	Second Interim Actual
0 0	4,328 0 0 (\$1,219)	(\$5,547)	249,279 314,624 (\$65,345)	\$59,798	\$9,766,980	0	987,662 14,216	433,601	1,803,727	4,608,480	\$9.826.778	825 700	0		O CONTRACTOR COLOR	This revenue line item is	41,643	172,123	020,101	858,722	This revenue line item is replaced by LCFF	This revenue line Item is	1,296,571	6 345 792	2013-14	Second Interim Projected
	0.00%	(\$5,547) -277427.48%	-31% 24% -160.62%	-155.48%	0.00%	200	0%	0%	0%	0%	1 73%	-30.14%			O III IS INDICATED TO I	line tem is replaced by LCFF	4.59%	4.59%	0.00.76	-0.58%	replaced by LCFF	replaced by LCFF	20.63%		of Change	Percent
0 0	(1,219) (\$2,618)	(\$1,399)	256,112 547,112 (\$291,000)	\$289,601	\$9,963,321	0	1,007,415	442,273	1,839,801	4,701,650	\$10.252.922	842 214	0	0	0			176,083	100,700	866,466			1,296,571	6 739 894	2014-15	Projected
	-128.16% 114.80%	-74.78%	3% 74% 345.33%	384.30%	2.01%	200	2%	2%	2%	2%	4%	2%					1%	2%	2/0	7%			0%	8%	Change	Percent
0	(2,618) (\$4,504)	(\$1,887)	261,081 791,008 (\$529,927)	\$528,040	\$10,161,567	0	1,027,564	451,118	1,876,597	4,794,663	\$10,689,607	859.058	0	٧	0		41,831	175,689	142,004	8/4,2/0			1,296,571	7 149 625	2015-16	Projected
	114.80% 72.08%	34.87%	2% 45% 82.11%	82.33%	1.99%	200	2%	2%	2%	2%	4.26%	2.00%					%ZZ:0-	-0.22%	2.00 /0	0.90%			0.00%	6.08%	Change	Percent

								THE REAL PROPERTY AND ADDRESS OF THE PERSONS ASSESSMENT OF THE PERSONS				
65%	0%	106%	0%	-128%	0%	0%	0	0%		Reserve Percentage (9789+9790/Ttl Exp)		
										Economic Uncertainty and Unappropriated		
72%	(\$4,504)	115%	(\$2,618)	-128%	(\$1,219)	30	\$4,330	\$4,330	9790	Undesignated / Unappropriated Amount		
	0		0		0	0		0	9789	Reserve for Ecomonic Uncertainties		
										Unassigned/Unappropriated	e	
	0		0		0	0	Y GEORGIA	0	9780	Assignments	Q.	
	0		0		0	O SERVICE SERV		0	9760	Committed - Other		
	0		0		0	0		0	9750	Committed - Stabilization Arrangements	C.	
	0	The second second	0		0	0		0	9740	Restricted	Ď.	
	0		0		0	0		0	9730	General Reserve		
	0	The state of the s	0		0	0		0	9719	All Others		
	0		0		0	0		0	9/13	Prepaid Expenditures		
									-			

DATE PREPARED:

Academy for Academic Excellence 2013-14 2nd Interim Cashflow

Beginning Cash Balance	July 1 Cash =	Actuals 4,328	Bud	Actuals 357,461	Bud %	Actuals 414,533	Bud %	October Actuals 370,455	Bud *	Estimated 591,049	Bud %	Estimated 688,466	Bud %	January Estimated 557,312	Bud *
REVENUE LCFF/REVENUE LIMIT SOURCES	8011			913.843	14%	641 860	430%	247 764	48	496 183	200	406 183	n ge	9CE 0C8	1304
EPA	8012			313,043	4	041,003	*00*	324,143	25%	430,100	0.0	430,100	0.70	020,020	
STATE AID GENERAL PURPOSE GENERAL PURPOSE PRIOR YEAR	8015														
IN LIEU PROPERTY TAXES	8096									256,596	30%			119.281	
FEDERAL	8100-8299	3,522	3%					18,377	13%	6,458	5%			14,664	11%
LOTTERY	8560	46,325	27%					30,518	18%					52,670	31%
CATEGORICAL BLOCK GRANT	8590	8,040	19%					32,804		75.723		75.723		583 75.723	
ECONOMIC IMPACT AID OTHER STATE REVENUE	8590 8300-8599	253						1.314		166,417				1,530	
LOCAL	8660														
AB602 LOCAL SPECIAL EDUC TRF OTHER LOCAL REVENUES	8792 8600-8799	250 12,601	8 %	33,254	22%	224,834 42,276	151% 28%	24,343	16%	118,768 29,242	14%	32,200	22%	46,540 39,767	
TOTAL REVENUES		70,991	1%	947,097	10%	908,979	9%	679,263	7%	1,149,387	12%	604,106	6%	1,171,084	
EXPENDITURES												The second second			
CLASSIFIED SALARIES	2000-2999	142,325	8%	147,412	8%	155,802	9%	147,693	888	152,346	8%	149,759	8%	138,762	
BOOKS & SUPPLIES	3000-3999 4000-4999	40,540	% % %	62 227	14%	63,667	14%	148,152 45,617	10%	148,689 34,326	8 %	48,968	10%	147,838 99,161	22%
SERVICES/OPERATING EXP	5000-5999	96,824	1801%	82,025 42,648	%8 %8	50,404	1845%	93,861	10%	79,072	1520%	91,876	9%6	91,130	
OTHER OUTGO DEBT SERVICE	7100-7299 7400-7499					547	1%			5,239	7%			2,278	
TOTAL EXPENDITURES		1,080,513	11%	890,025	9%	1,088,457	11%	458,669	5%	1,051,970	11%	735,260	8%	922,210	
OTHER SOURCES/USES OTHER SOURCES OTHER USES	8900 7600	249,279 314,624	100%												
TOTAL OTHER SOURCES/USES		(65,345)	100%									T.			
PRIOR YEAR TRANSACTIONS															
ACCOUNTS RECEIVABLE	9210	2,928,000				135,400									
ACCOUNTS PAYABLE LINE OF CREDIT PAYMENTS DEFERRED REVENUE	9510 9640 9650	1,500,000													
NET PRIOR YEAR TRANSACTIONS		1,428,000				135,400		1				i		,	
OTHER ADJUSTMENTS (LIST)	1-1														
TOTAL MISC. ADJUSTMENTS	1	50				34.5		22		Si .				5	
NET REVENUES LESS EXPENDITURES		353,133		57,072		(44,078)		220,594		97,417		(131,154)		248,874	
ENDING CASH BALANCE		357,461		414,533		370,455		591,049		688,466		557,312		806,186	

DATE PREPARED:

2013-14 2nd Interim Cashflow

Beginning Cash Balance	July 1 Cash =	February Estimated 806,186	Bud	March Estimated 963,685	Bud %	April Estimated 1,121,183	Bud	May Estimated 1,278,682	% Bud	June Estimated 1,436,181	Bud	Estimated Accrual 1,593,679	Total 1,553,508	Projected Budget	Difference
REVENUE															
LOFF	8011	545,925	9%	545,925	86 %	545,925	9%	545,925	9%	545,925	9%		6,345,792	6.345.792	
STATE AID GENERAL PURPOSE	8015	134,400	8	54,400	200	194,400	8	34,400	8	194,400	9,01		1,75,067,1	1 /5'087'1	, ,
GENERAL PURPOSE PRIOR YEAR	8019	06 560	e e	06 560	100	06 860	1 100	00 500	440	96 560	100		0000	000000	
FEDERAL PACES	8100-8299	18,801	14%	18,801	14%	18,801	14%	18,801	14%	18,801	14%		137,028	137,028	(0)
LOTTERY	8560	8,522	5%	8,522	5%	8,522	5%	8,522	5%	8,522	5%		172,123	172,123	(0)
CATEGORICAL BLOCK GRANT	9560 8590											(227,169)	41,643	41.643	, (3)
OTHER STATE REVENUE	8590 8300-8599											(169,514)			
INTEREST ARGON OCAL SPECIAL FOLIOTRE	8660	87 063	i e	87 060	110	87 063	· ·	87 060	R	87 063	1402		000 700	200 200	·
OTHER LOCAL REVENUES	8600-8799						9					(64,483)	149,200	149,200	
TOTAL REVENUES		951,364	10%	951,364	10%	951,364	10%	951,364	10%	951,364	10%	(460,950)	9,826,779	9,826,778	3
EXPENDITURES CLASSIFIED SALARIES CLASSIFIED SALARIES	1000-1999	353,663	8%	353,663	88	353,663	8%	353,663	8%	353,663	88		4,608,480	4,608,480	(0)
EMPLOYEE BENEFITS	3000-3999	183,039	10%	183,039	10%	183,039	10%	183,039	10%	183,039	10%		1.848,212	1,848,212	03
SERVICES/OPERATING EXP	5000-5999	80,494	8%	80,494	8%	80,494	8%	80,494	8%	80,494	8%		987,662	987,662	00
OTHER OUTGO	7100-7299											(420,779)	14,216	14.216	, (0)
TOTAL EXPENDITURES	/400-/499	703 866	18%	703 866	18%	702 066	8 %	702,604	18%	703 866	18%	100	71,082	71.082	9 0
OTHER SOURCES/USES															1
OTHER SOURCES OTHER USES	8900 7600												249,279 314,624	249.279 314,624	
TOTAL OTHER SOURCES/USES						-				,			(65,345)	(65,345)	1
PRIOR YEAR TRANSACTIONS															
ACCOUNTS RECEIVABLE	9210												3,063,400		
ACCOUNTS PAYABLE LINE OF CREDIT PAYMENTS DEFERRED REVENUE	9510 9640 9650												1,500,000		
NET PRIOR YEAR TRANSACTIONS				123		i							1,563,400		
OTHER ADJUSTMENTS (LIST)															
TOTAL MISC. ADJUSTMENTS		¥				Ŷ.		y,		11		e.			
NET REVENUES LESS EXPENDITURES		157,499		157,499		157,499		157,499		157,499		(40,171)	1,549,180		
ENDING CASH BALANCE		963,685		1,121,183		1,278,682		1,436,181	20	1,593,679		1.553,508			
															O CHEST STATE OF THE PARTY OF T

DEBT - Multiyear Commitments

Name: Academy for Academic Excellence

identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly funding source of the payment. interest budgeted for the current fiscal year in the following two years. Under Comment Section provide a brief statement for the

ACADEMY FOR ACADEMIC EXCELLENCE 2014-2015 SCHOOL YEAR

AAE STUDENT CALENDAR

180 School Days

Grading Periods K-1	_	Grading Periods 2-12		Ceremonies	
August 4-October 31	1st grading period	August 4-September 26	1st quarter	Kindergarten Recognition	June
November 3-February 20	2nd grading period	August 4-December 18	1st semester	6th Grade Recognition	June
February 23-June 11	3rd grading period	January 12-March 20	3rd quarter	8th Grade Recognition	June
		January 12-June 11	2nd semester	HS Graduation (tentative)	June
No School	Holiday Teach	er In-Service, No Sch	Early Release	Min Days Eler	n Min Day

Gr 7-12 ~ 1st Semester Finals, December 17-18 2nd Semester Finals, June 9-10

STAR Testing April 28 - May 1

Elementary Parent Conference November 3-7

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

School Days (0)

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

School Days (20)

September-14				
M	Т	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

School Days (19)

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

School Days (15)

	November-14				
M	T	W	TH	F	
13	X	1 2	16	\nearrow	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

School Days (16)

December-14					
M	Т	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

School Days (14)

84 Day Semester

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

School Days (14)

February-15				
М	T	W	TH	F
2	3	4	5	(
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

School Days (19)

March-15				
М	Т	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (15)

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

School Days (19)

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

School Days (20)

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

School Days (9)

96 Day Semester

ACADEMY FOR ACADEMIC EXCELLENCE 2015-2016 SCHOOL YEAR

AAE STUDENT CALENDAR

180 School Days

Grading Periods K-1 Grading Periods 2-12 Ceremonies 1st grading period Kindergarten Recognition August 3-October 30 August 3-October 2 1st quarter June November 2-February 19 2nd grading period August 3-December 17 6th Grade Recognition June 1st semester February 22-June 19 3rd grading period January 11-March 18 3rd quarter 8th Grade Recognition June January 11-June 9 2nd semester HS Graduation (tentative) June Min Days Elem Min Days No School Holiday Teacher In-Service, No Sch Early Release STAR Testing April 25-29

August-15

Gr 7-12 ~ 1st Semester Finals. December 16-17 2nd Semester Finals, June 8-9

Elementary Parent Conference November 9-13

July-15				
М	Т	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

October-15

W

14

21

28

January-16

W

6

13

20

27

April-16

W

6

13

20

27

TH

8

15

22

TΗ

14

TΗ

21

16

30

8

15

22

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15

School Days (0)

M

12

19

26

M

4

111

25

M

4

11

25

	ouly 10				_		, ,	guot	
М	Τ	W	TH	F		M	Т	W	TH
		1	2	3		3	4	5	6
6	7	8	9	10		10	11	12	13
13	14	15	16	17		17	18	19	20
20	21	22	23	24		24	25	26	27
27	28	29	30	31		31			
					•				

School Days (21)

	Nov	embe	er-15	
M	Τ	W	TH	F
2	3	4	5	6
13	10	11	1/12	13
16	17	18	19	20
23	24	25	26	27
30				

School Days (12)

13

20

27

	Feb	oruary	y-16	
М	Т	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

School Days (17)

School Days (14)

5

12

19

26

26

5

12

Scho	ol Da	ys (20)	
000	01 24	yo (<u>-</u> o	,	
	N	/lay-1	6	
М	Т	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20

School Days (20)

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

School Days (21)

	Sept	emb	er-15	
М	Τ	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		,

School Days (21)

r-15		_	December-15				
TH	F		М	Т	W	TH	F
5	6			1	2	3	4
1/3	13		7	8	9	10	11
19	20		14	15	16	17	18
26	27		21	22	23	24	25
			28	29	30	31	

School Days (13) 84 Day Semester

March-16 W M Т TΗ 8 9 10 11 14 15 16 17 18 22 23 24 28 29 30 31

School Days (14)

June-16				
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	

School Days (7) 96 Day Semester

GRADUATION REQUIREMENTS

Units/Credits	Subject / Course	
40	 English – 4 years – Must include ♦ 10 credits – Introduction to Literature or Introduction to Literature Honors ♦ 10 credits – World Literature or World Literature Honors ♦ 10 credits – American Literature or English Language AP ♦ 10 credits – British Literature or English Literature AP 	
30	Mathematics – 3 years – must include ◆ 10 credits – Algebra I or Integrated Math I ◆ 10 credits – Geometry	
30	Science – 3 years – must include ◆ 10 credits – life science (i.e. Biology, Human Anatomy & Physiology) ◆ 10 credits – physical science (i.e. Earth, Chemistry or Physics)	
10	World History – 1 year	
10	United States History – 1 year	
5	American Government – 1 semester	
5	Economics – 1 semester	
10	Visual & Performing Arts Course – 1 year or Foreign Language – 1 year	
5	Health 1 semester or Aerospace 100 may satisfy this requirement	
5	Geography 1 semester or Aerospace 100 may satisfy this requirement	
20	Physical Education – 2 years – Marching Band or AFJROTC may satisfy this requirement	
60	Elective course work – 6 years	
230	TOTAL CREDITS REQUIRED	

Grade level promotion is based upon successful credit completion as outlined below:

10th Grade = 50 credits 11th Grade = 110 credits 12th Grade = 170 credits

In order for you to be considered in the above grades, you must have at least the number of corresponding credits.

Participation in Commencement Exercises requires that all Graduation Requirements have been satisfied prior to the graduation ceremony.

Students must also pass the CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) in the areas of English Language Arts and Mathematics

Comparison of The Lewis Center for Educational Research / Academy for Academic Excellence Graduation Requirements with

a-g Entrance Requirements for the UC and CSU Systems

a-g Liiu	rance Requirements for th	ie de and eso systems	
SUBJECT AREA	AAE GRADUATION	ENTRANCE REQUIREMENTS FOR	
	REQUIREMENTS	UNIVERSITY OF CALIFORNIA (UC) AND	
		CALIFORNIA STATE UNIVERSITY (CSU)	
SOCIAL SCIENCE	3 Years:	2 years:	
l —	World History 1 year	World History 1 year	
a	US History 1 year	US History 1 year	
	Amer. Government ½ year	or	
	Economics ½ year	World History 1 year	
		US History ½ year	
		Amer. Government ½ year	
ENGLISH	4 years:	4 years:	
	Intro to Lit	Intro to Lit or Honors	
b	World Lit	World Lit or Honors	
	American Lit	American Lit or English Language AP	
	British Lit or Contemporary Lit	British Lit or English Literature AP	
MATHEMATICS_	3 years:	3 years:	
	Including	Must include Algebra I or Integrated Math I, Geometry,	
c	Algebra I or Integrated Math I	Algebra II or higher levels of math	
	Geometry		
		4 years recommended	
SCIENCE	3 years:	2 years:	
d	Including	Lab Science in 2 of 3 areas: Biology, Chemistry, Physics	
" "	Physical Science 1 year		
	Biological Science 1 year		
		3 years recommended	
FOREIGN LANGUAGE	See Fine Arts	2 years:	
		Needs to be same foreign language	
e			
		3 years recommended	
FINE ARTS	1 year:	1 year:	
f	May be met with 1 year of Foreign	Visual and Performing Arts:	
	Language or 1 year of Visual or	Art, Drama/Theater, Music or Dance Class	
	Performing Art		
SPECIFIED ELECTIVES	6 years:	1 year:	
	(60 credits in 4 years)	Any additional courses on the current UC Approved	
g		Course list	
PHYSICAL EDUCATION	2 years	None	
HEALTH & GEOGRAPHY	Health ½ year	None	
	Geography ½ year		
or	or		
AFJROTC AS100	1 year		
OTHER	Above total = 23 year long courses	Minimum 15 year courses	
		18 year courses recommended	

COLLEGE ENTRANCE EXAMS
CSU: ACT or SAT
UC *ACT with Writing or SAT Reasoning Test

It is strongly recommended that college entrance (ACT and/or SAT Reasoning) exams be taken by the end of the student's junior year. UC and CSU typically will not take test scores, if dated later than December of the student's senior year.

- ♦ Please refer to the most recent copy of AAE UC Approved Course list
- UC and CSU require a "C" or better in all required subjects
- Always check for additional information. Please ask your counselor for details

Feb. 2014

Lewis Center for Educational Research Statement of Revenues and Expenditures From 7/2/2013 Through 3/3/2014

4000 - NSAA

Revenue Reve		Actuals for 12/14	Total Dudget for 12/11	Percent of Budget
Revenue 3,794,082.06 5,416,582.00 (29.95)% Total Revenue 3,794,082.06 5,416,582.00 (29.95)% Interest 0.00 500,000.00 (100.00)% Total Interest 0.00 500,000.00 (100.00)% Total Revenue 3,794,082.06 5,916,582.00 (35.87)% Expense Salaries 5 5,916,582.00 (100.00)% Cert Getrificated Salaries 1,174,460.64 1,884,116.00 37.66% Cert - Hourly 18,053.02 16,092.00 (12.18)% Cert - Subs 60,589.93 49,971.00 (21.25)% Cert - Supplemental 28,619.94 1.055.00 (21.27)% Cert - Supplemental 28,619.94 1.055.00 (21.27)% Cert - Supplemental 28,869.93 49,971.00 34.53% Classified Salaries 258,209.48 461.684.00 44.06% Classified Salaries 258,209.48 461.684.00 44.06% Class - Supplemental 22,309.49 53,820.00 660.95% Class -		Actuals for 15/14	Total Budget for 13/14	Remaining
Revenue 3,794,082.06 5,416,582.00 (29.95)% Total Revenue 3,794,082.06 5,416,582.00 (29.95)% Interest 0.00 500,000.00 (100.00)% Total Interest 0.00 500,000.00 (100.00)% Total Revenue 3,794,082.06 5,916,582.00 (35.87)% Expense Salaries 5 5,916,582.00 (100.00)% Cert Getrificated Salaries 1,174,460.64 1,884,116.00 37.66% Cert - Hourly 18,053.02 16,092.00 (12.18)% Cert - Subs 60,589.93 49,971.00 (21.25)% Cert - Supplemental 28,619.94 1.055.00 (21.27)% Cert - Supplemental 28,619.94 1.055.00 (21.27)% Cert - Supplemental 28,869.93 49,971.00 34.53% Classified Salaries 258,209.48 461.684.00 44.06% Classified Salaries 258,209.48 461.684.00 44.06% Class - Supplemental 22,309.49 53,820.00 660.95% Class -	Revenue			
Total Revenue 3,794,082.06 5,416,582.00 (20,95%) Interest 0.00 500,000.00 (100,00%) Total Interest 0.00 500,000.00 (100,00%) Total Revenue 3,794,082.06 5,916,582.00 (35,87%) Expense Salaries Septense				
Total Revenue 3,794,082.06 5,416,582.00 (20,95%) Interest 0.00 500,000.00 (100,00%) Total Interest 0.00 500,000.00 (100,00%) Total Revenue 3,794,082.06 5,916,582.00 (35,87%) Expense Salaries Septense		3.794.082.06	5.416.582.00	(29.95)%
Interest			· · · · · · · · · · · · · · · · · · ·	
Total Interest Total Revenue 3,794,082.06 5,916,582.00 35,879/8		-,, -,,,-	-, ,	(==:==)
Total Interest Total Revenue 3,794,082.06 5,916,582.00 35,879/8	Capital Improvements	0.00	500.000.00	(100.00)%
Total Revenue 3,794,082.06 5,916,582.00 (35.87)% Expense Salaries Certificated Salaries 1,174,460.64 1,884,116.00 37.66% Cert - Hourly 18,053.02 16,092.00 (12,19)% Cert - Supsilemental 28,619.93 49,971.00 (2,125)% Cert - Supplemental 1,297,863.17 1,982,261.00 34.53% Cert - Stippend 16,139,64 31,027.00 47.98% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802,95)% Class - Supplemental 22,326.18 3,100.00 (620,19)% Class - Supplemental 23,308.40 521,084.00 36.23% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 218,708.34 340,787.00 36.23% Benefits 218,708.34 340,	· ·	 -		
Salaries Certificated Salaries 1,174,460,64 1,884,116,00 37,66% Cert - Hourly 18,053,02 16,092,00 (12,18)% Cert - Subs 60,589,93 49,971,00 (2,125)% Cert - Supplemental 28,619,94 1,055,00 (2,612,79)% Cert - Stipend 16,139,64 31,027,00 34,53% Total Certificated 1,297,863,17 1,982,261,00 34,53% Classified Classified Salaries 258,209,48 461,664,00 44,06% Class - Hourly 28,666.59 53,820,00 46,69% Class - Subs 22,573,88 2,500,00 (602,95)% Class - Supplemental 22,326,18 3,100,00 (620,19)% Class - OT 512,27 0.00 0.00% Total Classified 332,308,40 521,084,00 36,23% Total Salaries 1,630,171.57 2,503,345,00 36,23% Total Salaries 218,708,34 340,787,00 37,05% STRS 89,859,39	Total Revenue			· · · · · ·
Salaries Certificated Salaries 1,174,460,64 1,884,116,00 37,66% Cert - Hourly 18,053,02 16,092,00 (12,18)% Cert - Subs 60,589,93 49,971,00 (2,125)% Cert - Supplemental 28,619,94 1,055,00 (2,612,79)% Cert - Stipend 16,139,64 31,027,00 34,53% Total Certificated 1,297,863,17 1,982,261,00 34,53% Classified Classified Salaries 258,209,48 461,664,00 44,06% Class - Hourly 28,666.59 53,820,00 46,69% Class - Subs 22,573,88 2,500,00 (602,95)% Class - Supplemental 22,326,18 3,100,00 (620,19)% Class - OT 512,27 0.00 0.00% Total Classified 332,308,40 521,084,00 36,23% Total Salaries 1,630,171.57 2,503,345,00 36,23% Total Salaries 218,708,34 340,787,00 37,05% STRS 89,859,39				
Certificated 1,174,460.64 1,884,116.00 37.66% Cert - Hourly 18,053.02 16,092.00 (12,18)% Cert - Subs 60,588.93 49,971.00 (21,25)% Cert - Supplemental 28,619.94 1,055.00 (2,612.79)% Cert - Stipend 16,139.64 31,027.00 47.98% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified Salaries 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 36.23% Total Selaries 218,708.34 340,787.00 35.82% STRS 89,859.39 142,75	•			
Certificated Salaries 1,174,460.64 1,884,116.00 37.66% Cert - Hourly 18,053.02 16,092.00 (12,18)% Cert - Subs 60,589.93 49,971.00 (21,25)% Cert - Supplemental 28,619.94 1,055.00 (26,127.9)% Cert - Stipend 16,139.64 31,027.00 47.96% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified Salaries 258,209.48 461,664.00 44.06% Class - Hourly 28,666.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802,95)% Class - Supplemental 22,326.18 3,100.00 (602,19)% Class - Supplemental 22,326.18 3,100.00 (602,19)% Class - Supplemental 22,336.40 521,084.00 36.23% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.				
Cert - Hourly 18,053.02 16,092.00 (12.18)% Cert - Subs 60,589.93 49,971.00 (21,25)% Cert - Supplemental 28,619.94 1,055.00 (2,612.79)% Cert - Stipend 16,139.64 31,027.00 47.98% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified Salaries 256,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% SS Classified 30,188.41 48,442.00 41.60% SS Classified 30,188.41 47,924.00 37.05% Medicare 22,480.79 36,297.00				
Cert - Subs 60,589.93 49,971.00 (21.25)% Cert - Stippelmental 28,619.94 1,055.00 (2,612.79)% Cert - Stippend 16,139.64 31,027.00 47.98% Total Certificated 1,297.863.17 1,982.261.00 34.53% Classified 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subplemental 22,372.81 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - Supplemental 22,326.18 3,100.00 620.19% Class - Supplemental 22,326.18 3,100.00 620.19% Class - Supplemental 22,326.18 3,100.00 620.19% Class - Supplemental 22,326.18 3,100.00 36.23% Total Salaries 218,708.34 340,787.00 36.23% STRS 89,859.39 142,757.00 37.05% STRS 89,859.3	Certificated Salaries			
Cert - Stippend 28,619.94 1,055.00 (2,612.79)% Cert - Stippend 16,139.64 31,027.00 47.98% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified Salaries 256,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802,95% Class - Subs 22,326.18 3,100.00 (62.19)% Class - Subplemental 23,308.40 521,084.00 36,23% Class - Supplemental 23,308.40 521,084.00 36,23% Total Classified 332,308.40 521,084.00 36,23% Total Salaries 218,708.34 340,787.00 34,88% Benefits 218,708.34 340,787.00 37,05% PERS 51,649.14 88,442.00 41,66% SS Classified 30,188.41 47,924.00 37,00% Medicare 22,480.79 36,297.00 38,06% SUI Classified 1,646.48 1,245.00 </td <td>•</td> <td>•</td> <td>•</td> <td></td>	•	•	•	
Cert - Stipend 16,139.64 31,027.00 47.98% Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.05% Medicare 22,480.79 36,297.00 38.66% SUI Classified 1,646.48 1,245.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 31,771.98 108,839.00 25.55%<			*	
Total Certificated 1,297,863.17 1,982,261.00 34.53% Classified Classified Salaries 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits Employee Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.66% SUI Classified 16,516.37 26,908.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books 2,12	• •	28,619.94	1,055.00	(2,612.79)%
Classified 258,209.48 461,664.00 44.06% Class - Hourly 28,886.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.66% SUI Classified 1,646.48 1,245.00 37.01% Morkers Comp 16,516.37 26,908.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books and Supplies 31,771.98 108,839.00 70.80%	Cert - Stipend		31,027.00	47.98%
Classified Salaries 258,209.48 461,664.00 44.06% Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 8,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.66% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 31,771.98 108,839.00 70.80%	Total Certificated	1,297,863.17	1,982,261.00	34.53%
Class - Hourly 28,686.59 53,820.00 46.69% Class - Subs 22,573.88 2,500.00 (802.95)% Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,711.57 2,503,345.00 34.88% Benefits Employee Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.66% SUI Classified 1,646.48 1,245.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.0	Classified			
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Class - Supplemental 22,326.18 3,100.00 (620.19)% Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.66% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25,85% Testing 3,372.71 8,200.00 58.86%	Class - Hourly	28,686.59	53,820.00	46.69%
Class - OT 512.27 0.00 0.00% Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Books and Supplies 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 47.73)% Office S	Class - Subs	22,573.88	2,500.00	(802.95)%
Total Classified 332,308.40 521,084.00 36.23% Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 (47.73)%	Class - Supplemental	22,326.18	3,100.00	(620.19)%
Total Salaries 1,630,171.57 2,503,345.00 34.88% Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,198.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 47.73% Off	Class - OT	<u>512.27</u>	0.00	0.00%
Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 47.73)% Security 22,160.33 15,000.00 (47.73)% Office Supplies<	Total Classified	332,308.40	521,084.00	36.23%
Employee Benefits 218,708.34 340,787.00 35.82% STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 37.01% Books and Supplies 431,048.92 684,360.00 37.01% Books and Supplies 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (3.41)% Office Supplies 13,444.14 13,000.00 34.51%	Total Salaries	1,630,171.57	2,503,345.00	34.88%
STRS 89,859.39 142,757.00 37.05% PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 2,128.50 3,500.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 47.73% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Benefits			
PERS 51,649.14 88,442.00 41.60% SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,007.49 20,000.00 34.51%	Employee Benefits	218,708.34	340,787.00	35.82%
SS Classified 30,188.41 47,924.00 37.00% Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	STRS	89,859.39	142,757.00	37.05%
Medicare 22,480.79 36,297.00 38.06% SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 431,048.92 72,435.00 24.50% Books 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	PERS	51,649.14	88,442.00	41.60%
SUI Classified 1,646.48 1,245.00 (32.24)% Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 8 2,128.50 3,500.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	SS Classified	30,188.41	47,924.00	37.00%
Workers Comp 16,516.37 26,908.00 38.61% Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Medicare	22,480.79	36,297.00	38.06%
Total Benefits 431,048.92 684,360.00 37.01% Books and Supplies 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	SUI Classified	1,646.48	1,245.00	(32.24)%
Books and Supplies Approved Text Books 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Workers Comp	_16,516.37	26,908.00	38.61%
Approved Text Books 54,686.72 72,435.00 24.50% Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Total Benefits	431,048.92	684,360.00	37.01%
Books 2,128.50 3,500.00 39.18% Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Books and Supplies			
Class Supplies 31,771.98 108,839.00 70.80% Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Approved Text Books	54,686.72	72,435.00	24.50%
Equipment (under 5K) 6,302.50 8,500.00 25.85% Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Books	2,128.50	3,500.00	39.18%
Testing 3,372.71 8,200.00 58.86% Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,007.49 20,000.00 34.51%	Class Supplies	31,771.98	108,839.00	70.80%
Food 119,362.19 224,000.00 46.71% Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Equipment (under 5K)	6,302.50	8,500.00	25.85%
Janitorial 7,795.43 15,000.00 48.03% Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Testing	3,372.71	8,200.00	58.86%
Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Food	119,362.19	224,000.00	46.71%
Security 22,160.33 15,000.00 (47.73)% Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Janitorial			48.03%
Office Supplies 13,444.14 13,000.00 (3.41)% Copier 13,097.49 20,000.00 34.51%	Security			
Copier 13,097.49 20,000.00 34.51%	•			
	Emergency-First Aid	90.31	500.00	81.93%

Lewis Center for Educational Research Statement of Revenues and Expenditures From 7/2/2013 Through 3/3/2014

Facilities - Maintenance	6,404.43	15,000.00	57.30%
Computers	34,745.97	35,000.00	0.72%
Equipment for Resale	(29.30)	0.00	0.00%
Books, Media, Library	5,754.70	10,000.00	42.45%
Total Books and Supplies	321,088.10	548,974.00	41.51%
Services, Other Operating Expenses			
Employee Admin	921.82	1,100.00	16.19%
Travel	8,601.32	7,200.00	(19.46)%
Training and Conferences	22,895.17	32,200.00	28.89%
Dues and Memberships	3,854.85	3,500.00	(10.13)%
S B Co Fees	4,869.29	17,891.00	72.78%
Legal Fees	956.62	500.00	(91.32)%
Consulting	6,129.24	40,600.00	84.90%
SELPA Services	0.00	3,000.00	100.00%
Trash-Sewer	5,792.44	8,500.00	31.85%
Gardening	11,330.22	6,500.00	(74.31)%
Telephone	1,027.46	0.00	0.00%
Utilities	44,321.57	55,000.00	19.41%
Postage	1,311.60	2,000.00	34.42%
Rental - Leases	93,779.70	170,000.00	44.83%
Advertising - Marketing	0.00	1,500.00	100.00%
Public Relations	0.00	2,780.00	100.00%
Special Events	3,549.22	3,500.00	(1.40)%
Furniture	49,918.03	45,383.00	(9.99)%
Total Services, Other Operating Expenses	259,258.55	401,154.00	35.37%
Capital Outlay			
Sites - Improvements of Site	677,867.38	500,000.00	(35.57)%
Total Capital Outlay	677,867.38	500,000.00	(35.57)%
Other Outgo			
Interest Expense	10,291.00	1,000.00	(929.10)%
DCB - Loan principal	32,000.00	50,000.00	36.00%
Total Other Outgo	42,291.00	51,000.00	17.08%
Total Expense	3,361,725.52	4,688,833.00	28.30%

1st Interim as of October 31 CHARTER SCHOOL INTERIM REPORT 2nd Interim as of January 31

Charter School Name: Norton Space and Aeronautics Academy
CDS #: 36103630115808
Charter Approving Entity: San Bernardino Office of Education
County: San Bernardino
Charter #: 903

CHARTER SCHOOL CERTIFICATION

Telephone	For additional information on the budget report, please contact: For Approving Entity: Name Title	I have reviewed the report and concur with the Positive Statement () 2013-14 CHARTER SCHOOL INTERIM REPORT by the County Superintendent of Schools pursuant Signed: County Superintendent/Designee (Original signature required)	To the County Superintendent of Schools: 2013-14 CHARTER SCHOOL INTERIM REPORT Education Code 47604.32(a) is hereby filed with th Signed: Authorized Representative of Charter Approving Entity (Original signature required) Printed Name:
Title	he budget report, please contact: For Charter School: James M. Quinn Name Director of Finance	report and concur with the Positive Statement 2013-14 CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33. Signed: County Superintendent/Designee (Original signature required)	To the County Superintendent of Schools: 2013-14 CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIM REPORT ALTERNATIVE FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SUPERING FORM: This report has been reviewed pursuant to 2013-14 CHARTER SCHOOL INTERIOR SCHOOL INTERI

E-mail address

+7	47	24	(A-49)	#	Total Resident Grades Seven - Eight	ဂ္
24	2	2	(A-41)	Non	Grades /-8 NPS/LCI	
			(A-4e)	Class	Grades 7-8 NPS/LCI	ņ
			(A-4d)	Non	Grades 7-8 Special Education	d.
			(A-4c)	Class	7-8	c.
	7-4-1	24	(A-4a) (A-4b)	Non	Grades Seven - Eight Grades Seven - Eight	.4 b. a
7.0				2		
195	197	197	(A-3q)			<u>ο</u> :
			(A-3e)	Class	Grades 4-6 NPS/LCI	↑ .0
			(A-3d)	Non	Grades 4-6 Special Education	و د
			(A-3b)	Non	Grades Four - Six	o o
195	197	197	(A-3a)	Class	Grades Four - Six	ა გ
311	312	312	(A-2q)		Total Resident Grades One - Three	Ω
			(A-26)	Non	Grades 1-3 NPS/LCI	. † .
			(A-2d)	Non		o e
			(A-2c)	Class	14	ဂ င်
	21.0	7.0	(A-2b)	Non	Grades One - Three	
31			()		Control Theor	
115	118	118	(A-1g)	100	Total Resident Kindergarten	<u>ء</u> .
			(A-1e)	Von	Kindergarten NPS/LCI	↑ .0
			(A-1d)	Non	Kindergarten Special Education	٩
			(A-1c)	Class	Kindergarten Special Education	ი :
	118	118	(A-1a)	Class	Kindergarten	A 1. a.
						Resident ADA
				0%	Non Classroom Funding Determination Rate*	Non Classroor
1st Interim Projected Budaet	Revised Budget	Adopted Budget Est	ine	Office of Edu	hool District: San Bernardino Office of Edu	Sponsoring School District:
Page 1 of 3		1st Interim ADA Report				
				pos	Unified School District Sponsor	
	SACAGETTY	Norton Space and Aeronautics Academy 903	Name: Charter #:		Sol Attendance Flementary and Union High Sponsor	Charter School Attendance
	Andomy	Note: Consort Assessition				

0 CH/BG Elementary and CH/U/BG/Unified School	CH/BG Elementary and Union High Sponsor CH/U/BG/Unified School District Sponsor	طا	Charter #:	903		1st Interim
		L	ine	Adopted Budget Est	Revised Budaet	Projected Budaet
Resident ADA continued	ntinued					
5. a	Grades Nine - Twelve	Class	(A-5a)			
rop	Grades Nine - I weive Grades 9-12 Special Education Condes 0 12 Special Education	Class	(A-5c)			
	Grades 9-12 Special Education Grades 9-12 NPS/LCI	Class	(A-5e)			
	Grades 9-12 NPS/LCI Total Resident Grades Nine - Twelve	NON	(A-5q)		0	0
	Total Resident ADA		B ADA	650	650	645
Non-Resident AD 3 1. a. b. c. d. e. f.	Non-Resident ADA/and NON-Unified Total ADA B 1. a. Kindergarten b. Kindergarten c. Kindergarten Special Education d. Kindergarten Special Education e. Kindergarten NPS/LCI f. Kindergarten NPS/LCI g. Total Non-Resident Kindergarten	Class Non Class Non Class Non	(B-1a) (B-1b) (B-1c) (B-1d) (B-1a) (B-1f)		0	0
а⊹Ф€0 ф b '2	Grades One - Three Grades One - Three Grades 1-3 Special Education Grades 1-3 Special Education Grades 1-3 NPS/LCI Grades 1-3 NPS/LCI Grades 1-3 NPS/LCI Total Non-Resident Grades One - Three	Class Non Class Non Class Non	(B-2a) (B-2b) (B-2c) (B-2d) (B-2e) (B-2e) (B-21)		0	
a ∵∔မ် ဗံပ် မဲ့ ∌ က	Grades Four - Six Grades Four - Six Grades 4-6 Special Education Grades 4-6 Special Education Grades 4-6 NPS/LCI Grades 4-6 NPS/LCI Grades 4-6 NPS/LCI	Class Non Class Non Class	(B-3a) (B-3b) (B-3c) (B-3d) (B-2e) (B-3f)	0		0

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0	0	0	B ADA	Resident ADA	Total	
			(PO-O)	Total Non-Resident Grades Mille - Twelve	Total Non-Reside	ç.
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					Grades 9-12 Special Education	ച റ
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		•	(b-4g)	Total Non-Resident Grades Seven - Eight	Total Non-Reside	ç
0		>	(B-41)	LCI Non	Grades 7-8 NPS/	<u>.</u>
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					Grades 7-8 Special Education	ဂ္
20 M			-	ight	Grades Seven - Eight	<u>-</u> ե
					Grades Seven - Fight	AOII-IXESIGE
Projected Budaet	Revised Budget	Adopted P-2 Budget Est	Line	Non-Resident ADA/and NON-I Initied Total ADA continued	nt ADA/and NON-Unifie	lon-Besider
1st Interim				Sponsor	CH/U/BG/Unified School District Sponsor	CH/U/BC
		903	Charter #:	High Sponsor	Oharter School Attendance Oharter School Attendance	harter Scho 0 CH/BG

^{*} ADA for current year is modified by the Funding Determination rate on the Assumptions page if less than 100%. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Norton Space and Aeronautics Academy

806

36103630115808

CHARTER# #sas CHARTER NAME:

	THE PROPERTY AND PARTY OF THE P			IU//IU#	CONTRACTOR INC.	10//IC#
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(poors, auppin	es, Services, Capital Outlay, Debt)		TO THE REAL PROPERTY.	10/NIC#		i0/ΛIΩ#
	sumptions for other budget line items			A STATE OF THE PARTY OF THE PAR		
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	Other Costs:			10/AIG#	10 m 10 m	10/AIC#
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REPORT PERIOD: FIRST INTERIM 10/31/2013

Page 1 of 3

Norton Space and Aeronautics Academy 36103630115808

CHARTER NAME: CDS # CHARTER #

1ST INTERIM UNRESTRICTED 2013-14 through 2015-16

2	tements	Adjustments for I handised Actuals	FUND BALANCE, RESERVES	NET INCREASE (DECREASE) IN FOND BALANCE	NET INCORACE (DECORACE) IN FILIND RAI ANCE	Net Sources & Uses	Other Sources/Contributions to Restricted Flograms	OTHER SOURCES & USES	EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES	Total Expenditures	Deht Service (see Debt Form)	Other Outer	Contracts of Services	Books & Supplies	Benefits	Classified Salaries	Certificated Salaries	EXPENDITURES	REVENUE CIALS	ABOUT LOCAL OF LOCAL LINES	ABBOOL OCAL REVENUES	N-EXECT	LOCAL	OTHER STATE REVENUE	CATEGORICAL BLOCK GRANT	ECONOMIC IMPACT AID	LOTTERY - PROP 20 - RESTRICTED	LOTTERY	AL	IN LIEU PROPERTY TAXES	D	TE AID GENERAL PURPOSE			REVENUES LCFF/REVENUE LIMIT SOURCES	DESCRIPTION		
9790	9793-95	9792	9791	_			7600	900			7400	7000	6000	2000		200	3 6	3			8792	8600	888	090	8590	8590	8560	8560	0678	8096 T	8019	8015	8012	8011		ļ		
\$528,027			453.001		\$75,026	\$358,457	100,100	358 457	(\$283,431)	\$4,420,146	86,096	0	287,019	689.762	200,402	603,460	708 307	1 699 016		\$4 136 715	10,000	179 380		200,002	200 300	271,901		80,660				2,841,683	557,459			2013-14	Budget	Adopted
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	AND DESCRIPTION OF THE PARTY OF				(\$753,132	\$0			(\$753,132)	\$2,019,603	9,075		To T	221,670	215.814	222.323	256,770	582 403		\$1,266,471		6823			2809			28879					122790			201011	thru October 31	First Interim Actual
\$461,037			453,001		\$8,036	(\$5,124)	5,124		\$13,160	\$4,420,146	86,096	0	287,019	689,762	269,509	693,462	705,382	1.688.916		\$4,433,306		23,900			O CACHO III O III III	This revenue line item is replaced by LCFF		84,908		0	I IIIs leveline life items is teplaced by con-	This revenue like item is replaced by I CEF	This page line item	4324490	222400		2013-14	First Interim Projected
7.10%			0.00%	The state of the s	-38.94%	1)			-0.01%				0.00%					0.00%		0.00%		0.00%			0.000	is replaced by LC		0.00%			s replaced by Lo	s replaced by I C	renlaced by I CF	13.3370	7055 57		Change	Percent
34/0,038			461,037	CONTRACTOR CONTRACTOR CONTRACTOR	\$17,002	(\$255,367)	400,000	144,633	\$272,369	45			292,760	703,558	274,899	707,331	719,490	1,722,694		\$4,780,919		0			0	F	The second second second	87,515	A CONTRACTOR OF THE PARTY OF TH	0				1,000,101	4 693 404		2014-15	Projected
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			e.	d.		C.)	5						e.	Cor	DESCRIPTION	
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/Ttl Exp)	Undesignated / Unappropriated Amount	Reserve for Ecomonic Uncertainties	Unassigned/Unappropriated	Assignments	Committed - Other	Committee - Stabilization Arrangements	Committed Stabilization Arrangements	Restricted	General Reserve	All Others	Prepaid Expenditures	Stores	Revolving Cash	Nonspendable	Components of Ending Fund Balance (Budget):		
	9790	9789		0876	9/60	2750	9750	9740	9730	9719	9713	9712	9711				
12%	\$528,027									THE REAL PROPERTY.		THE PERSON NAMED IN				Adopted Budget 2013-14	
11%	\$466,162										A STATE OF THE PARTY OF THE PAR		E.			Revised Budget 2013-14	Latest
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10%	\$040,000															Budget 2015-16	Droipoted
3.35%	13.67%															of Change	Person

FIRST INTERIM 10/31/2013

Norton Space and Aeronautics Academy 36103630115808 903

CHARTER NAME: CDS# CHARTER#

1ST INTERIM RESTRICTED 2013-14 through 2015-16

7,500 404,703 \$854,980 288,521 141,729 113,140 288,914 47,800 0 0 \$860,104 (\$5,124)	0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00%	8,500 13,33% 485,643 20,00% \$1,021,939 19,53% 294,291 2,00% 114,564 2,00% 115,403 2,00% 2142,932 2,00% 2877,306 2,00% \$144,633 -2922,72% (\$144,633 -2922,72%
7,500 404,703 \$854,980 288,521 141,729 113,140 268,914 47,800 0 0 \$860,104		\$1
7,500 404,703 \$854,980	0.00%	
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	irst Interim Projected Budget 2013-14 403,887 18,000	Percent of Change Change 0.890 0.00%

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	Liebain Expeliaimics	0740									
	All Others	0700									APPROXIMATION OF THE PERSON OF
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C	Committed - Stabilization Arrangements	9750	200	100000000000000000000000000000000000000							
	Committed - Other	9760									
p.	Assignments	9780			N. P. Calling						Marie
çı.	Unassigned/Unappropriated			200000000000000000000000000000000000000						The second second	
	Reserve for Ecomonic Uncertainties	9789	1000000					/en		(02)	0.18%
	Undesignated / Unappropriated Amount	9790	\$0	\$0		\$0		(06)	-332.1070	100	1
	Economic Uncertainty and Unappropriated					0		%n		0%	
	Reserve Percentage (9789+9790/Ttl Exp)		0%	0%	6	0/0		-			

Feat labra Projected Pro	11.76%	\$9,500	13.33%	\$8,500		\$7,500	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
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Percent Projected Percent Projected	Cha		of Change		of Change		ESCRIPTION
	Perc		Percent		Percent		

CHARTER NAME: Norton Space and Aeronautics Academy
CDS # 36103630115808
CHARTER # 903 1ST INTERIM SUMMARY 2013-14 through 2015-16

_																		FUND BALANCE, RESERVES	NET INCREASE				OTHER SOURCES & USES	EXCESS (DEFI									EXPENDITURES															REVENUES	DESCRIPTION	
Economic Uncertainty and Unappropriated	Undesignated / Unappropriated Amount	Reserve for Ecomonic Uncertainties			C. Committee - Stabilization Arrangements			General Besserve	All Others	Prenaid Expenditures	Stores Casin	a. Nonspendable	ompo	Ending Balance	Adjustments for Audit and/or Restatements	Adjustments for Unaudited Actuals	Beginning Balance	E, RESERVES	NET INCREASE (DECREASE) IN FUND BALANCE	Net Sources & Oses	Other Uses	Other Sources	ES & USES	EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES	Iotal Expenditures	Dept Service (see Dept Form)	Other Outgo	Capital Outlay	Contracts & Services	Books & Supplies	Benefits	Classified Salaries		REVENUE TOTALS	AB602 LOCAL SPECIAL EDUC TRF	OTHER LOCAL REVENUES	INTEREST		CATEGORICAL BLOCK GRANT	ECONOMIC IMPACT AID	LOTTERY - UNRESTRICTED	STATE	FEDERAL	GENERAL PURPOSE PRIOR YEAR	STATE AID GENERAL PURPOSE	EPA	LCFF/REVENUE LIMIT SOURCES			
	9790	9789	0.00	9780	9760	9750	9740	9730	9719	9713	9712	9711		9/90	CE-CE/E	9792	9791				,000	7600				, 100	7000	6000	5000	4000	3000	2000	1000		8792	8699	8660	8590	8590	8590	8560	200	8290	8096	8015	8012	8011			
	\$528,027	0		0	0	0	0	0	0	0	0	0		120,020¢	ecoe 007		453,001		\$75,026		\$364 957	364,957		(\$289,931)	40,000,000	050,000	86086	287,019	737,562	538,423	806,602	847,111	1 077 437	\$4,990,319	404,703	186,880	0	223,632	0	271,901	19.514	000.000	403,887	0	2,841,683	557,459	0		Budget 2013-14	Adopted
	\$466,162									0	0	0		\$400,102	6466 460		453,001		\$13,161		\$5.124	5,124	2	\$8,037		\$5 280 250	86.096	810'787	737,562	538,423	806,602	847,111	1 977 437	\$5,288,287	404,703	31,400	0	18,000	0	0	20,890	800 88	403,887	0	0	508,508	3,815,991		Budget 2013-14	Latest
	2	0		0		0	0	0											(\$538,097	1	\$0			(\$958,097		\$2.34	9.075	349,000		239,913			709.042	\$1,410,085	81,171	6,823	0	2,809	0	0	15,350	28 879	47,093	0	0	1,227,960	0		thru OCTOBER 31 2013-14	Actual
	\$461,0	0													\$461.037		100,004	00.034	\$0,000	60.03	\$0	5,124	2	30,000	6000	\$5.2	86,08	0,102	I			847,111		30,288,280	404,/03	31,400	0	18,000	This revenue line item is replaced by LCFF	This revenue line item	20,890	84 908	403,887	0	This revenue line item is replaced by LCFF	0	4,324,498		Budget 2013-14	Projected
-1%	37 -1%			0	0	0	0	0	0	0	0	0		Ī	7 -1.10%	0 0	0.00%	1	0 -00.0470		0		04/	0.10.0-	11	0.00%	0%					1 0%		0.00%				0.00%	is replaced by LC	is replaced by LC	0.00%	0.00%	0.00%		s replaced by LCF				of Change	Percent
	\$478,039						1		0		0	0			\$478,039		101,000	461 037	411,002	\$17,000	(\$400,000	544,633	144 633			\$5,385,856	87,818	0	292 760	549,191	822,734	864,054	2,016,985	000,500,00	400,040	8,500	0	21,000		Ŧ	21,532		484,664		il i	0	4,693,404		Budget 2014-15	Projected
-8%	9 4%			0	0	0	0	0	0						3.69%			1 77%	-1	111 56%		3 10529%		000.01.0	5	2.00%	3 2%					2%		la or		2000	-	20.02	7800		3%	3%	20%						Change	Percent
8%	3040,004	0		0	0	0	0	0	0		0	0			\$543,364			478.039		\$65,325	(\$800,000)	1,049,761	249,761		\$865,325	\$5,493,573	89,574	0	298,615	767 360	839,189	881,335	2,057,325	and and and	\$6.358.898	582 772	0 500	10,000	25,000		22,341	90,805	505,000	0		-	5,123,480		2015-16	
3%		14%													13.67%			3.69%		284.23%	100.00%	93%	73%		107.51%	2.00%	2%		2%	2%	780	2%	2%		9.58%	20.00%	11 7692		15 74%		3.76%	3.76%	4.20%	200					Change	Percent

San Bernardino Offi	Charter School Attendance CH/BG Elementary and Union High Sponsor		Name: Nor Charter #: 903	Norton Space and Aeronautics Academy 903	Academy		
San Bernardino Offfi Line Adopted Projected Budget Est Budget Budget	CH/U/BG Unified School District Sponsor			2nd Interim ADA Report			Page 1 of 3
Class (A-1a) 118 115 114 11	ponsoring School District:	San Bernardino Offic		Adopted	1st Interim Projected	Latest Revised	2nd Interim Projected
Class (A-1a) 118 115 114 11 Non (A-1b) 0 0 0 0 Class (A-1c) 0 0 0 0 Non (A-1d) 0 0 0 0 Non (A-2a) 118 115 114 114 111 Non (A-2b) 0 0 0 0 Class (A-2c) 0 0 0 0 Non (A-2d) 0 0 0 0 Class (A-2d) 0 0 0 0 Non (A-2d) 0 0 0 0 Class (A-3b) 197 195 195 195 197 Non (A-3c) 0 0 0 0 0 Class (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Class (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Class (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Class (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Class (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Non (A-3c) 0 0 0 0 0 Non (A-4c) 0 0 0 0 0 0 Non (A-4c) 0 0 0 0 0 0 0 0	•		Line	Budget Est	Budget	Budget	Budget
Kindergarten Class (A-1a) 118 115 114 111 Kindergarten Special Education Class (A-1b) 0 0 0 114 111 Kindergarten Special Education Class (A-1c) 0	Non Classroom Funding Determination Rate*	0%					
a. Kindergarten Class (A-1a) 116 115 114 11 c. Kindergarten Special Eduzation Class (A-1b) 0 0 0 0 d. Kindergarten Special Eduzation Non (A-1b) 0 0 0 0 0 f. Kindergarten NPSLCCI Class (A-1d) 0	sident ADA						
Mon (A-1b) Mon (A-1b) Mon (A-1b) Mon (A-1c) Mon	ע	Class	(A-1a)	118			
d. Kindergarten Special Education Class (A-1c) 0 <td>Þ i</td> <td>Non</td> <td>(A-1b)</td> <td>0</td> <td></td> <td>0</td> <td></td>	Þ i	Non	(A-1b)	0		0	
d. Kindergarten Special Education Non (A-1d) 0		Class	(A-1c)	0			
E. Kindergarten NPSLCI Class (A-It) 0 0 0 g. Kindergarten NPSLCI Non (A-1) 0		Non	(A-1d)	0			
F. Kindergarien NPSLC Non (A-19)		Class	(A-1e)	0			
Total Resident Kindlergarten Class (A-2a) Class (A-2b) Class (A-3b) Class (A-4b) Class		Non	(A-1f)	0			
a. Grades One - Three Class (A-2a) 312 311 309 30 b. Grades Cone - Three Non (A-2b) 0<			(A-1g)	118			
b. Grades One - Three Non (A-2b) 0 </td <td>b</td> <td>Class</td> <td>(A-2a)</td> <td>312</td> <td></td> <td></td> <td></td>	b	Class	(A-2a)	312			
c. Grades 1-3 Special Education Class (A-2c) and cardes 1-3 Special Education Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-2d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-3d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and an analysis of cardes 1-3 NPSLCI Class (A-4d) and analysis of cardes 1-3 NPSLCI Class (A-4d) analysis of cardes 1-3 NPSLCI Class (A-4d) analysis of cardes 1-3 NPSLCI	ò	Non	(A-2b)	0		0	
d. Grades 13 Special Education Non (A.2d) 0		Class	(A-2c)	0			
e. Grades 1-3 NPS/LCI Class (A-2t) 0 <		Non	(A-2d)	5 C			
Total Resident Grades One - Three (A-2g) 312 311 309 318		Non	(A-2f)	0 (
a. Grades Four - Six Class (A-3a) 197 195 <t< td=""><td></td><td></td><td>(A-2g)</td><td>312</td><td></td><td></td><td></td></t<>			(A-2g)	312			
b. Grades Four - Six Non (A-3b) 0 0 c. Grades 4-6 Special Education Class (A-3c) 0 0 d. Grades 4-6 Special Education Non (A-3d) 0 0 e. Grades 4-6 NPS/LCI Class (A-3d) 0 0 f. Grades 4-6 NPS/LCI Non (A-3e) 0 0 0 g. Total Resident Grades Four - Six (A-3f) 197 195 195 195 a. Grades Seven - Eight Class (A-4a) 24 24 24 b. Grades 7-8 Special Education Class (A-4b) 0 0 0 d. Grades 7-8 NPS/LCI Non (A-4d) 0 0 0 e. Grades 7-8 NPS/LCI Non (A-4b) 0 0 0 f. Grades 7-8 NPS/LCI Non (A-4b) 0 0 0 g. Grades 7-8 NPS/LCI Non (A-4b)	b	Class	(A-3a)	197			
c. Grades 4-6 Special Education Class (A-3c) 0	Ď.	Non	(A-3b)	0			
d. Grades 4-6 Special Education Non (A-3d) 0		Class	(A-3c)	0 0			
e. Grades 4-6 NPS/LCI Class (A-3e) 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Non	(A-3d)				
g. Total Resident Grades Four - Six (A-3g) 197 195 195 a. Grades Seven - Eight Class (A-4a) b. Grades Seven - Eight Non (A-4b) c. Grades 7-8 Special Education Class (A-4c) d. Grades 7-8 Special Education Non (A-4d) e. Grades 7-8 NPS/LCI Class (A-4e) f. Grades 7-8 NPS/LCI Non (A-4f) 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Non	(A-3f)	0 0		0	
a. Grades Seven - Eight Class (A-4a) 24 b. Grades Seven - Eight Non (A-4b) 0 0 0 c. Grades 7-8 Special Education Class (A-4c) 0 0 0 d. Grades 7-8 Special Education Non (A-4d) 0 0 0 e. Grades 7-8 NPS/LCI Class (A-4e) 0 0 0 0 f. Grades 7-8 NPS/LCI Non (A-4f) 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			(A-3g)	197			
Grades Seven - Eight Non (A-4b) 0 0 Grades 7-8 Special Education Class (A-4c) 0 0 0 Grades 7-8 Special Education Non (A-4d) 0 0 0 0 Grades 7-8 NPS/LCI Class (A-4e) 0 0 0 0 Grades 7-8 NPS/LCI Non (A-4f) 0 0 0 0	ы	Class	(A-4a)	24		24	
Grades 7-8 Special Education Class (A-4c) 0 0 Grades 7-8 Special Education Non (A-4d) 0 0 0 Grades 7-8 NPS/LCI Class (A-4e) 0 0 0 0 Grades 7-8 NPS/LCI Non (A-4f) 0 0 0 0		Non	(A-4b)	. 0			
Grades 7-8 Special Education Non (A-4d) 0 0 Grades 7-8 NPS/LCI Class (A-4e) 0 0 0 Grades 7-8 NPS/LCI Non (A-4f) 0 0 0		Class	(A-4c)	. 0			
Grades 7-8 NPS/LCI Class (A-4e) 0 0 0 Grades 7-8 NPS/LCI Non (A-4f) 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Non	(A-4d)	. 0			
Grades 7-8 NPSLCI Non (A41)		Class	(A-4e)				
24		NON		24		2 0	24

•		•			X			
						000000000000000000000000000000000000000	•	_
		0	0	(B-3f)	Non	Grades 4-6 NPS/I CI	•	
		0	0	(B-2e)	Class	Grades 4-6 NPS/LCI	œ	
		0	0	(B-3d)	Non	Grades 4-6 Special Education	<u>d</u>	
			C	(B-3c)	Class	Grades 4-6 Special Education	c.	
			0	(B-30)	Non	Grades Four - Six	,	
			0	(D-04)	Cidss	Grades Four - Six	c a	
		0	0	(B. 3a)	Class	O DO TO		_
				(B-29)	ree	lotal Non-Resident Grades One - Inree	9	
				(B-21)	Non	Grades 1-3 NPS/LCI		
		o (920	Class	Oldues I-3 NF S/LCI	, i	
		0	0	(R-2a)	Class	Grades 1-3 NPS/I CI	D	
		0	0	(B-2d)	Non	Grades 1-3 Special Education	ġ.	
		0	0	(B-2c)	Class	Grades 1-3 Special Education	C	april a
		0	0	(B-2b)	Non	Grades One - Three	Ď.	
		0	0	(B-2a)	Class	Grades One - Three	2. a.	
								V. 1
0	0	0	0	(B-1g)		Total Non-Resident Kindergarten	9.	
		0	0	(B-1f)	Non	Kindergarten NPS/LCI	÷	
		0	0	(B-1e)	Class	Kindergarten NPS/LCI	e.	
		0	0	(B-1d)	Non	Kindergarten Special Education	d.	
			C	(B-1c)	Class	Kindergarten Special Education	ç,	
		0		(B-1b)	Non	Kindergarten	,	
				(B-1a)	Class	Kindergarten	1. a.	œ
			>		2	Non-Resident ADA/and NON-Unified Total ADA	1-Resident	Nor
643	643	645	650	B ADA	Resident ADA	Total		
0	0	0	0	(A-5g)		Total Resident Grades Nine - Twelve	C	
		0	0	(A-5f)	Non	Grades 9-12 NPS/LCI	<u>.</u>	
		0	0	(A-5e)	Class	Grades 9-12 NPS/LCI	œ.	
		0	0	(A-5d)	Non	Grades 9-12 Special Education	<u>a</u>	
		0	0	(A-5c)	Class	Grades 9-12 Special Education	C.	
A A A A A A A A A A A A A A A A A A A		0	0	(A-5b)	Non	Grades Nine - Twelve	b.	
		0	0	(A-5a)	Class	Grades Nine - Twelve	5. a.	
						Resident ADA continued	ident ADA	Res
Budget	Budget	Budget	Budget Est	Line				
Projected	Revised	Projected	Adopted					
2nd Interim	Latest	1st Interim						T
						CH/U/BG/Unified School District Sponsor	CH/U/BG/	_
			903	#		CH/BG Elementary and Union High Sponsor	CH/BG E	0

643	643	645	650	C		Von-Resident	ADA Resident and Non-Resident	Total
	c	c	0	B ADA	Resident ADA	Reside	Total	
0								
			0	(B-5g)		Total Non-Resident Grades Nine - Twelve	Total Non-Resider	c.
9				(B-51)	Non	S/LCI	Grades 9-12 NPS/LCI	-
		0 0		(B -5e)	Class	/LCI	Grades 9-12 NPS/LCI	e.
		0 0		(B-5d)	Non	cial Education	Grades 9-12 Special Education	ġ.
		0 0		(B-5c)	Class	cial Education	Grades 9-12 Special Education	C.
		o C		(B-5b)	Non	elve	Grades Nine - Twelve	_D
		0 0	0	(B-5a)	Class	elve	Grades Nine - Twelve	5. a.
								9
		0	0	(B-4g)		Total Non-Resident Grades Seven - Eight	Total Non-Resider	
		0	0	(B-4f)	Non	CO	Grades 7-8 NPS/LCI	
				(B-4e)	Class	Ω	Grades 7-8 NPS/LCI	œ.
			, ,	(B-4d)	Non	al Education	Grades 7-8 Special Education	<u>a</u>
			0 0	(B-4c)	Class	I Education	Grades 7-8 Special Education	C
			0	(B-4b)	Non	ght	Grades Seven - Eight	b.
		0 0	0	(B-4a)	Class	ght	Grades Seven - Eight	4. a.
Budget	Budget	Budget	Budget Est	Line		Non-Resident ADA/and NON-Unified Total ADA continued	nt ADA/and NON-Unit	n-Reside
Projected	Revised	Projected	Adopted P-2	_				
and Interim	atort .					ct Sponsor	CH/U/BG/Unified School District Sponsor	CH/U/B
			903	Charter #:		n High Sponsor	CH/BG Elementary and Union High Sponsor	0 CH/BG
			pace and Aeronautics Academy				Charter School Attendance	arter Scho

^{*} ADA for current year is modified by the Funding Determination rate on the Assumptions page if less than 100%. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Norton Space and Aeronautics Academy 36103630115808 903

CHARTER NAME: CDS# CHARTER#

2013-14 through 2015-16

						2
ASSUMPTIONS:		2013-14	2014-15	Change	2015-16	Change
ocal Control Funding	Local Control Funding (LCFF) - BASC/FCMAT Calculator					
COLA (on Base)*		1.57%	1.87%	0.30%	1.99%	0.12%
Funding Rate (on Gap)*	Gap)*	11.78%	16.49%	4.71%	18.69%	2.20%
CFF pre COE, Choi	LCFF pre COE, Choice Supp (as per FCMAT Calculator)	\$ 4,333,049	\$ 4,768,697	10.05%	\$ 5,190,565	8.85%
ottery AllocationAm	Lottery AllocationAmount/Per ADA (as per SSC Dartboard 2013-14 Adopted Budget)					
Unrestricted		124	126	1.61%	126	0.00%
Restricted		30	30	0.00%	30	0.00%
Annahart Study F	india Odomination %			0%		0%
Inebelliaeur Orady I	Hackendall olde) many becamman. A					
ADA (2nd Principal)						
Grades K-3	Classroom based	423.37	415.00	(8.37)	415.00	0.00
	Non-Classroom based (Independent Study)	0.00		0.00		0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	000
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	423.37	415.00	(8.37)	415.00	0.00
Grades 4-6	Classroom based	195.40	200.00	4.60	200.00	0.00
	Non-Classroom based (Independent Study)	0.00		0.00		0.
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	0%
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	195.40	200.00	4.60	200.00	0.00
Grades 7-8	Classroom based	24.07	50.00	25.93	75.00	25.00
	Non-Classroom based (Independent Study)	0.00		0.00		0.00
	Funding determiniation % for non-classroom based	0%	0%	0%	0%	000
	Non-Classroom based funded ADA	0.00	0.00	0.00	0.00	0.00
	Total Funded ADA	24.07	50.00	25.93	75.00	25.00
Grades 9-12	Classroom based	0.00		0.00		0.00
	Non-Classroom based (Independent Study)	0.00		0	The Control of the Co	
	Funding determiniation % for non-classroom based	0%	0%		0%	
	Non-Classroom based funded ADA	0.00	0.00		0.00	0.00
	Total Frinded ADA	0.00	0.00	0.00	0.00	0.00

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	List Noteworthy Assumptions for other budget line items (Books, Supplies, Services, Capital Outlay, Debt)	Other Costs:	1% Oversight Fees to Sponsor	Administration Service Agreements	- Other	- Heating (GAS)	,	Facilities - Rent	Cost per Employee Retirement	Cost per Employee Health and Wellare	Siep and Column increase	Overlage Teacher Cost (value) and continue)	Average Teacher Cost (Salary and Renefits)	Teachers Needed for Growth	Number of Teachers	Cidasi (Cili Cidiliilig Fatio Caronia por Fre	Classroom Staffing Ratio-Students per ETE	Enrollment Growth Over Prior Year PY Enrollment	ADA to Enrollment Ratio	Estimated Enrollment	וממו מומסטו – ב המסוממוואי	Total Friended P-2 Attendance	Total Classroom Based ADA	Total Funded Non-Classroom Based (Independent Study) ADA	Total Non-Classroom Based (Independent Study) ADA	ASSUMPTIONS:
			\$ 43,330				72,000	140,000		0,100	10.250	ယ	51,250	51	31		21.52	30.78%	96.38%	667		642.84	642.84	0.00	0.00	2013-14
			\$ 47,007			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	73,440	142,800		20	10,506	3	52,531	5	31		25.55	18.74%	83.96%	792		665.00	665.00	0.00	0.00	2014-15
#DIV/0!	#DIV61	#DIV/0!	#DIV/0!	10 05%	#DIV/0!	#DIV/0!	2.00%	2.00%		0.00%	2.50%	0.00%	2.50%	0.00	0.00		18.74%		-12.41%	(125)		3.45%	3.45%	#DIV/0!	#DIV/0!	Change
			6	\$ 51 906			75,276				10,769	3	53,84	5	41		19.51	1.01%	00.23%	800		690.00	690.00	0.00	0.00	2015-16
#DIV/0!	#DIV/0!	#DIV/0!	#DIV	8.85%	#014/0:	#DIV/O!				0.00%	2.50%	0.00%			10.00		-23.53%	0000	0/ 57.7	2 200 6	,	3.76%	3./6%	#DIV/0!	#DIV/0!	Change

 ^{*} State of California Department of Finance (DOF) projected rates: COLA Funding Rate

11.78%	1.57%
28.05	8.60

CHARTER NAME: CDS # CHARTER #

Norton Space and Aeronautics Academy 36103630115808

2nd INTERIM UNRESTRICTED 2013-14 through 2015-16

Page 1 of 3

	_	Adopted	Latest Revised	Second Interim Actual	Second Interim Projected	Percent	Projected Budget	Percent of	Projected Budget	Percent of
DESCRIPTION		Budget 2013-14	Budget 2013-14	2013-14	2013-14	Change	2014-15	Change	2015-16	Change
REVENUES										
LOFF	8011	0	4,324,498	2230749	4,333,049	0.20%	4,768,697	10.05%	5,190,565	8.85%
EPA	8012	557,459	0						The state of the s	
STATE AID GENERAL PURPOSE	8015	2,841,683			This revenue line item is	s replaced by LCFF				
GENERAL PURPOSE PRIOR YEAR	8019				This revenue line item is	s replaced by LCFF			2	1
IN LIEU PROPERTY TAXES	8096	0	0		No. of the last of		0		0	
FEDERAL	8290	0								
STATE	8560	80,660	84,908	28879	83,256	-1.95%	87,515	5.12%	90,805	3.76%
LOTTERY - PROP 20 - RESTRICTED	8560									
ECONOMIC IMPACT AID	8590	271,901		E ADEOE	This revenue line item	is replaced by LCFF	T			
CATEGORICAL BLOCK GRANT	8590	205.632	0	261142	0		0		0	
LOCAL						a spirit	0		9	
	8660	179 380	23 900	6258	23,900	0.00%	0		0	
AB602 I OCAL SPECIAL EDUC TRE	8792						H.			0.750
REVENUE TOTALS		\$4,136,715	\$4,433,306	\$3,075,553	\$4,440,205	0.16%	\$4,856,212	9.37%	\$5,281,371	0.73%
EXPENDITURES			4 000 046	1 000 750	1 688 016		1 722 694	2.00%		2.00%
Certificated Salaries	1000	1,688,916	1,688,916	1,003,752	7,000,310	0.00%	719.490		733,880	
Classified Salaries	2000	603 462	693 462	394,064	693,462		707,331			
Books & Cupplies	4000	269,509	269,509	313,449	269,509		274,899			
Contracts & Services	5000	689,762	689,762		689,762		703,558	2.00%	717,629	2.00%
Capital Outlay	6000	287,019	287,019	//4,369	610'107	0.00%	0 000,100			
Other Outgo	7000	900.38	86.096	37 913	86.096	0.00%	87,818	2.00%	89,574	2.00%
Total Expenditures		\$4,420,146	\$4,420,146	\$3,348,726	\$4,420,146	0.00%	\$4,508,550	2.00%	\$4,598,721	2.00%
							6247 660	1		OR 35%
EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES		(\$283,431)	\$13,160	(\$273,173)	\$20,059	52.42%	\$347,662	1633.20%	\$000,5000	
OTHER SOURCES & USES	8900	358 457	0				144,633		249,761	
Other Uses	7600	0	5,1	(437,664)			400,000			
Net Sources & Uses		\$358,457	(\$5,124)	\$273,173	(\$5,124)	0.00%	(\$255,367)	4883.74%	(\$550,239)	115.47%
NET INCREASE (DECREASE) IN FUND BALANCE		\$75,026	\$8,036		\$14,935	85.84%	\$92,295	517.98%	\$132,411	43.46%
FUND BALANCE, RESERVES						1	467 096	2 200	560 231	19 72%
Beginning Balance at Adopted Budget	9791 9792	453,001	453,001		455,00	0.0076	101,000			
Adjustments for Audit and/or Restatements	9793-95		100		200.237.0		\$560 231	1972%	\$692.642	23.64%
Ending Balance	9790	\$528,027	\$461,037		\$407,500	1.50/0				Ī

12.41%	13%	7.94%	11%	1.50%	11%		10%	12%		Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/Ttl Exp)
23.04%	3692,642	19.72%	\$560,231	1.50%	\$467,936		\$461,037	\$528,027	9790	Undesignated / Unappropriated Amount
000							200	0	9789	Reserve for Ecomonic Uncertainties
								100 miles		e. Unassigned/Unappropriated
								0	9780	d. Assignments
								0	9760	Committed - Other
								0	9750	c. Committed - Stabilization Arrangements
				No. of Concession,			The State of the S		9740	b. Restricted
							1000	0	9730	General Reserve
								0	9719	All Others
			487					0	9713	Prepaid Expenditures
								0	9712	Stores
								0	9711	Revolving Cash
										a. Nonspendable
								AND STREET OF STREET		Components of Ending Fund Balance (Budget):
of Change	Budget 2015-16	of Change	Budget 2014-15	of Change	Budget 2013-14	thru January 31 2013-14	Budget 2013-14	Budget 2013-14		DESCRIPTION
Percent	Projected	Percent	Projected	Percent	Projected	Second Interim	Latest			

	Ornand Intarim					
TOPOPOTON	Projected Budget 2013-14	Percent of Change	Projected Budget 2014-15	Percent of Change	Projected Budget 2015-16	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
3 -4						
.						
5 de la constant de l						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$0		\$0		\$0	
Lottery Unrestricted Allocation per ADA Lottery Unrestricted Estimated Award	124 \$83,256		126 \$87,515	1.61% 5.12%	\$90,805	0.00% 3.76%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
3 Decree of the Control of the Contr						
0		1000				
(p)						
14 interest and the second of						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$0		\$0		\$0	
1 Other	23,900					
					Tradical Control of the Control of t	
	633000		8		© 0	
IOTAL AWARDS BUDGETED MIGST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$20,000		40		***	

Page 1 of 3

Norton Space and Aeronautics Academy 36103630115808

CHARTER NAME: CDS # CHARTER #

2ND INTERIM RESTRICTED 2013-14 through 2015-16

FUND BALANCE, RESERVES Beginning Balance Adjustments for Unaudited Actuals Adjustments for Audit and/or Bestatements 9792 Adjustments for Audit and/or Bestatements 9793-95	IN FUND BALANCE \$0 \$0 (\$0)	OTHER SOURCES & USES USES 6,500 5,124 164,491 Other Sources/Contributions from Unrestricted 8900 0 5,124 164,491 Net Sources & Uses \$6,500 \$5,124 \$164,491 \$	EXPENDITURES 288,521 288,521 288,521 225,858 28 Certificated Salaries 2000 141,729 141,729 108,117 14 Benefits 2000 113,140 113,140 95,124 11 Books & Supplies 3000 113,140 113,140 95,124 11 Contracts & Services 5000 47,800 47,800 49,427 26 Capital Outley 5000 47,800 47,800 49,427 4 Obst Service (see Debt Form) 7000 0 0 57,875 4 Total Expenditures 7400 3860,104 \$860,104 \$571,291 \$86 EXCESS (DEFICIENCY OF REVENUES OVER EXPENDITURES (\$6,500) (\$5,124) (\$164,491) (\$41	18,000 18,000 7,806 7,500 7,500 3,871 404,703 404,703 160,019 \$853,604 \$854,980 \$406,800	OTTERY OTTERY - PROP 20 - RESTRICTED 8560 19.514 20,890 47,260 CONOMIC IMPACT AID 8590 8590 47,260 ATECNOPICAL RICCY GRANT 8690 8590 8690 8690 8690 8690 8690 8690 8690 86	### CFF/REVENUE LIMIT SOURCES LCFF EPA 8012 8012 8012 8012 8015 STATE AID GENERAL PURPOSE 8015 GENERAL PURPOSE PRIOR YEAR 8019 1N LIEU PROPERTY TAXES 8096 403,887 403,887 187,845	2013-14
							Revised Actual Budget thru January 31 2013-14 2013-14
	(\$405,450)	5,124 0 491 \$5,124	858 288,521 117 141,729 124 113,140 453 268,914 427 47,800 875 0 0 0 438 0 291 \$860,104 (\$410,574)	7,500 7,500 0 \$449,530	20,143	403,887	Projected P Budget 2013-14 C
	########### (\$486,338)	0.00% 0 144,633 0.00% (\$144,633)	0.00% 294,291 0.00% 144,564 0.00% 115,403 0.00% 274,292 0.00% 48,756 0.00% 8877,306	0.00% 21,600 0.00% 8,500 -100.00% \$535,601	-3.58% 20,837	0.00% 484,664	Percent Projected of Budget Change 2014-15
) 19.95% (\$583,493)	-2922.66%	2.00% 300.17 2.00% 147,45 2.00% 117,71 2.00% 279,77 2.00% 49,72 2.00% 49,72 2.00% \$894,89	20.00% 25.000 13.33% 9.500 19.15% \$561,120	3.45% 21,620	20.00% 505,000	Percent Projected of Budget Change 2015-16
891.788) 119.95%	19.98%		7 2.00% 15 2.00% 1 2.00% 1 2.00% 1 2.00% 1 2.00% 0 0 0 0 0 2.00% 2 2.00%	15.74%		4.20%	Percent of Change

DESCRIPTION

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0 0

0 0

11.76%	\$9,500	13.33%	\$8,500		\$7,500	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE
						5
						2
11.70%	8,500	13.33%	8,500		7,500	1 Local Child Nutrition
44 769/						LIST RESTRICTED LOCAL AWARD PROGRAMS
	4-0,000	20.0070	921,000	STATE OF THE PARTY	\$10,000	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE
15.74%	\$25,000	20,00%	\$31 600		240 000	
						15.
	A STATE OF THE PARTY OF THE PAR	Sign.		an an		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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				No. of Contrast of		
						6
						5
					40	4
						ω I I
15.74%	25,000	20.00%	21,600		18,000	1 State Child Nutrition
						TOT DESTRUCTED DEATE ORANG AND ENTITI EMENT DOOGDAMS
0.7076	421,020	3,4376	\$20,037		\$20,143	Lottery Estimated PROP 20 Restricted Award
3 7692	624 620	0.00%	30		30	Lottery PROP 20 Restricted Allocation per ADA
0.00%	30	0.000	3			
4.20%	\$505,000	20.00%	\$484,664	Sept.	\$403,887	TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE
		200				
						0
						5
	X					A G () () () () () () () () () (
	i i					2 Federal Chira Numbon
6.01%	325,000	20.00%	306,584	#REF!	255,487	1 NCLB intel
1.08%	180,000	20.00%	178,080	表EFI	148,400	LIST FEDERAL GRANT PROGRAMS
						ASSUMPTIONS UNRESTRICTED PROGRAMS:
						ADDITION TOWN
Change	L	Change	2014-15	of Change	Budget 2013-14	DESCRIPTION
Percent	Projected	Percent		Percent	Projected	

Norton Space and Aeronautics Academy 2013-14 2nd Interim Cashflow

DATE DREDARED.			1		2013-14	2013-14 2nd Interim Cashflow	hflow	No. of the last of						Page 1 of 2	
Beginning Cash Balance	July 1 Cash =	July Actuals 453,001	Bud %	August Actuals 520,011	% Bud	September Actuals 376,322	Bud %	October Actuals 927	Bud	November Actuals 221,930	Bud %	December Actuals 96,420	% Bud	January Actuals 54,836	Bud %
REVENUE LCFF/REVENUE LIMIT SOURCES	8011			599 241	14%	339,827	1082%	288,882	7%	221,258	5%	221,258	5%	376,890	9%
EPA STATE AID GENERAL PURPOSE	8012 8015														
GENERAL PURPOSE PRIOR YEAR IN LIEU PROPERTY TAXES	8019 8096 8100-8299	10.987	3%					36,106	9%	57,694	14%	54,468	13%	28,590	7%
STATE	8560	17,410	21%					11,469	14%					31,910	38%
LOTTERY - PROP 20 RESTRICTED CATEGORICAL BLOCK GRANT	9560 8590	3,022	15%					12,328		67,624		67,624		67,624	
ECONOMIC IMPACT AID OTHER STATE REVENUE	8590 8300-8599	(89)	0%					2,898	16%	83,126	462%				
INTEREST AB602 LOCAL SPECIAL EDUC TRF OTHER LOCAL REVENIJES	8660 8792 8600-8799			1,623	5%	81,171 2,742	259% 9%	2,459	8%	56,641 3,470	11%	956	3%	22,207 3,877	11103582% 12%
TOTAL REVENUES		31,330	1%	600,864	12%	423,740	9%	354,142	7%	489,813	10%	344,306	7%	531,098	11%
EXPENDITURES							2		2	474 778	00/	168 105	90		9%
CERTIFICATED SALARIES CLASSIFIED SALARIES	1000-1999 2000-2999	163,629 73,369	9%	184, 184 78,382	9%		10%		10%	85,050	10%	78,388	3%6		%6 %6
EMPLOYEE BENEFITS BOOKS & SUPPLIES	3000-3999 4000-4999	64,083 22,706	4%%	70,368 97,400	18%		15%		7%	47,596	9%	55,802	10%	4,591	
SERVICES/OPERATING EXP	5000-5999 6000-6599	69,515 219,480	9% 76%	49,215 265,004	92%	379,906	132%	(314,590)	-110%	162,404	57%	(5,973)	-2%		
OTHER OUTGO DEBT SERVICE	7100-7299 7400-7499					299	0%	8,805	10%	11,256	13%	8,377	10%	9,613	11%
TOTAL EXPENDITURES		612,782	12%	744,553	14%	857,735	16%	133,139	3%	615,323	12%	385,890	7%	508,225	WU!
OTHER SOURCES/USES OTHER SOURCES OTHER USES	8900 7600														
TOTAL OTHER SOURCES/USES															
PRIOR YEAR TRANSACTIONS															
ACCOUNTS RECEIVABLE PREPAID EXPENDITURES ACCOUNTS PAYABLE LINE OF CREDIT PAYMENTS DEFERRED REVENUE	9210 9330 9510 9640 9650	648,462				58,600	transfer to								
NET PRIOR YEAR TRANSACTIONS		648,462				58,600									
OTHER ADJUSTMENTS (LIST)															
TOTAL MISC. ADJUSTMENTS															2.4
NET REVENUES LESS EXPENDITURES		67,010		(143,689)	9	(375,395)	5	221,003		(125,510)		(41,584)		22,873	
ENDING CASH BALANCE		520,011		376,322	2	927	7	221,930		96,420		54,836		77,709	

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STATE FEDERAL

8100-8299

43,208

11%

11%

11%

43,208

11% 5%

43,208

11%

403,887

403.887 83,256 20,143

9560

959

5%

959

5%

959 43,208

5%

4493 959

959

5%

83,256 20,143

(202,872)

(67,935

18,000

18,000

LOTTERY

OCAL

INTEREST

OTHER STATE REVENUE CATEGORICAL BLOCK GRANT ECONOMIC IMPACT AID LOTTERY - PROP 20 RESTRICTED

8300-8599

8590 8590

8660

EXPENDITURES
CERTIFICATED SALARIES
CLASSIFIED SALARIES

OTAL REVENUES

508,403 2604

10%

508,403 2604

10%

508,403 2604

10%

508,403

10%

508,403

10%

4,889,735

4,889,735

8%

8%

8%

2604

8%

2604

8%

3,253

31,400

31,400

OTHER LOCAL REVENUES AB602 LOCAL SPECIAL EDUC TRF

CAPITAL OUTLAY OTHER OUTGO DEBT SERVICE

7400-7499

9,549

11%

9,549

11%

9,549

11%

9,549

11%

9,549

11%

86,096

86,096

5,124

5,124

5,124

707,062

(545,226

395,719

395,719

SERVICES/OPERATING EXP BOOKS & SUPPLIES EMPLOYEE BENEFITS

1000-1999 2000-2999 3000-3999 4000-4999 5000-5999 6000-6599 7100-7299

151,545 57,881 73,288 40,258 63,198

9% 7% 9%

151,545 57,881 73,288 40,258 63,198

9% 7% 9% 9%

151,545 57,881 73,288 40,258 63,198

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151,545 57,881 73,288 40,258 63,198

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151,545 57,881 73,288 40,258 63,198

9 7 9 7 8

1,977,437 847,111 806,602 549,191 737,562 287,019

1,977,437 847,111 806,602 549,191 737,562 287,019

0.000000

OTHER SOURCES
OTHER SOURCES
OTHER USES

8900

TOTAL EXPENDITURES

ACCOUNTS RECEIVABLE PREPAID EXPENDITURES ACCOUNTS PAYABLE

9210 9330 9510 9640 9650

RIOR YEAR TRANSACTIONS OTAL OTHER SOURCES/USES

DEFERRED REVENUE

INE OF CREDIT PAYMENTS

VET PRIOR YEAR TRANSACTIONS

THER ADJUSTMENTS (LIST)

ENDING CASH BALANCE

190,392

303,076

415,760

528,443

641,127

758,780

112,684

112,684

112,684

112,684

112,684

117,653

305,779

NET REVENUES LESS EXPENDITURES TOTAL MISC. ADJUSTMENTS

														Lage Z OL Z	
Beginning Cash Balance	July 1 Cash =	February Estimated 77,709	% Bud	March Estimated 190,392	Bud	April Estimated 303.076	Bud %	May Estimated	Bud %	June Estimated 528,443	Bud	Estimated Accrual 641.127	Total 758.780	Projected Budget	Difference
REVENUE LIMIT SOURCES															
LCFF EPA	8011 8012	457,139	11%	457,139	11%	457,139	11%	457,139	11%	457,139	11%		4,333,049	4,333,049	(0)
STATE AID GENERAL PURPOSE GENERAL PURPOSE PRIOR YEAR IN LIEU PROPERTY TAXES	8015 8019 8096														
FEDERAL	8100-8299	43 208	110/	43 200	4.07	3		10000							

DEBT - Multiyear Commitments

Name: Norton Space and Aeronautics Academy

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year in the following two years. Under Comment Section provide a brief statement for the funding source of the payment.

Municipal Lease Capital Leases 1 2 Other	Municipal Leases Capital Leases 1 2 Other Other Commitments:	Type of Commitment # of Years Principal Only State School Building Loans Charter School Start-up Loans Other Post Employment Benefits Compensated Absences Bank Line of Credit Loans	Payment P & I	Payment P & I	Payment P & I
Inicipal Leases In pital Leases	Inicipal Leases Ipital Leases I Commitments:	of Credit Loans			
Capital Leases 1 2 Other	Capital Leases 1 2 Other Other Commitments:	Lease			
1 2 Other	1 2 Other Other Commitments:	ases			
2 Other	Other Commitments:				
Other	Other Other Commitments:				
	Other Commitments:				
None Service S					
None					
None					
None Comments:	Comments:				

AÑO ESCOLAR 2014-2015 PARA LA ACADEMIA NORTON

CALENDARIO ESCOLAR--180 DÍAS

El día escolar para los estudiantes de 1er a 5o grado comienza a las 8:15 en punto y termina a las 2:35 (L, M, J, V) y a la 1:35 (M) El día escolar de los estudiantes de 6o-8o grado comienza a las 8:00 en punto y termina a las 2:35 (L, M, J, V) y a la 1:35 (M)

Kínder entra a las 8:15 y sale todos los días a la 1:30

Períodos para asignar calificacion	es K-8	Días feriados	y sale todos los dias a la	Fechas importantes		
12 de agosto-7 de noviembre	1er Trimestre	1 de septiembre- Día del trabajador	9 de febrero- Cumpleaños de Lincoln	Orientación de kínder- 11 de agosto		
11 de noviembre-6 de marzo	2do Trimestre	10 de noviembre- Día de los veteranos	16 de febrero- Día de los presidentes	Reconocimiento de Kínder y asamblea d	de reconocimiento- 11 d	le junio
9 de marzo- 11 de junio	3er Trimestre	24-28 de noviembre-Vacaciones	23 de marzo - 3 de abrilVacaciones	Primer día de la escuela para los estudia	antes12 de agosto	
		de "Thanksgiving"	de primavera	Último día para los estudiantes11 de ju	ınio	
			25 de mayo- Día del soldado	Primer día de la escuela para los maest		
		de invierno	caído en guerra	Último día para los maestros12 de juni	_	
		19 de enero- Día de MLK	3			
No hay escuela	Feriados	Día de trabajo para los maestro	s Fin de trimestre	Salida temprana a la	a 1:35	
No hay escucia	1 Chados	Dia de trabajo para los maestro	i iii de timestre	Salida temprana a id	a 1.55	
1ero y último día de es	cuela	Días mínimos & conferencias de pad	res-maestros 14 a 21 de noviembr	re y 13 a 20 de marzosalen a las 12	2:30	
					_ Días Esco	lares
Julio-2014		Agosto-2014		Septiembre2014	agosto	14
L M M J V	/	L M M J	V	L M M J V	sept.	21
1 2 3	4		1	1 2 3 4 5	octubre	22
	11	4 5 6 7	8	8 9 10 11 12	noviembre	
	8	11 (12) 13 14	15	15 16 17 18 19	diciembre	15
	25	18 19 20 21	22	22 23 24 25 26	enero	14
28 29 30 31		25 26 27 28	29	29 30	febrero	18
23 20 00 01	_	20 20 21 20		25 50	marzo	15
D(ac acceleres (0)		Diag applaces (14)		Diag acceleracy (24)		
Días escolares (0)		Días escolares (14)		Días escolares (21)	abril	19
0.4		Naviambra 204	4	Distantina 0044	mayo	19
Octubre2014		Noviembre201	4	Diciembre2014	junio	9
L M M J V	<u> </u>	L M M J	V	L M M J V		
1 2	3			1 2 3 4 5		180
	10	3 4 5 6	7	8 9 10 11 12		
13 14 15 16 1	17	10 11 12 13	14	15 16 17 18 19		
	<mark>24</mark>	17 18 19 20	21	22 23 24 25 26	Días de tr	abajo
27 28 29 30 3	31	24 25 26 27	28	29 30 31	para los	maestros
		<u>-</u>			185	5
Días escolares (22)		Días escolares (14)		Días escolares (15)		
Enero2015	_	Febrero2015		Marzo2015		
L M M J V	/	L M M J	V	L M M J V		
1	2	2 3 4 5	6	2 3 4 5 6		
5 6 7 8	9	9 10 11 12	13	9 10 11 12 13		
12 13 14 15 1	6	16 17 18 19	20	16 17 18 19 20		
19 20 21 22 2	23	23 24 25 26	27	23 24 25 26 27		
26 27 28 29 3				30 31		
	_					
Días escolares (14)		Días escolares (18)		Días escolares (15)		
Abril2015		Mayo2015		Junio 2015		
L M M J V	/	L M M J	V	L M M J V		
	3	- ° 	1	1 2 3 4 5		
	10	4 5 6 7	8	8 9 10 11 12		
	17	11 12 13 14	15	15 16 17 18 19		
	24	18 19 20 21	<mark>22</mark>	22 23 24 25 26		
27 28 29 30		25 26 27 28	29	29 30		
Días escolares (19)		Días escolares (19)		Días escolares (9)		

Este calendario está disponible en nuestra página de Internet: http://www.lewiscenter.org/nsaa/

Días escolares (19)

Días escolares (19)

NORTON ACADEMY 2014-2015 SCHOOL YEAR

NSAA STUDENT CALENDAR - 180 School Days

Grading Periods K-8
August 12-November 7
November 11-March 6
March 9 -June 11

1st Trimester 2nd Trimester 3rd Trimester

Holidays

Sept. 1 - Labor Day Nov. 10 - Veteran's Day Nov.24-28 Thanksgiving Break Dec. 22-Jan. 9 - Winter Holidays

Jan. 19- MLK Day

Feb. 9 - Lincoln's Bday Feb. 16 - President's Day

March 23 -April 3 - Spring Break

May 25 - Memorial Day

Special Dates

Kinder orientation--August 11

Kinder Recognition & Awards--June 11

Student First Day--August 12 Teacher First Day--August 8 Student Last Day--June 11

Teacher Last Day--June 12







Teacher In-Service, No School

Parent-Teacher conferences, dismissal at 12:30 for all grades-Nov. 14-21 & March 13-20

Trimester Ends

Early Dismissal 1:35

Student Days - 180

Teacher Days - 185

	J	uly-1	<u> </u>	
М	Т	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	S	23	24	25

29 31 28 30 School Days (0)

Αι	ıgust	-14

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

September-14

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

School Days (14)

School Days (21)

October-14

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

School Days (22)

November-14

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

School Days (14)

December-14

		•	<u> </u>	
M	Т	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days (15)

January-15

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

School Days (14)

February-15

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

School Days (18)

March-15

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

School Days (15)

April-15

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

School Days (19)

May-15

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

School Days (19)

June-15

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

School Days (9)

California Department of Education September 2011

District Name: Norton Space and **CD Code:** 36-10363-0115808

Aeronautics Academy (NSAA)

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to <u>LEAP@cde.ca.gov</u> and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

Introduction

The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012 as a countywide benefit charter school by the San Bernardino County Board of Education to serve students and families within San Bernardino County. NSAA is a dynamic school that focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in a Chinese (Mandarin) language and culture program. Currently, NSAA enrolls students in grades K-7. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Most teachers are trained in Guided Language Acquisition Design (GLAD) strategies and are used in their daily practice. During the 2013-2014, NSAA changed the way it serves students in 5th to 7th grade by adding a Middle Grades model, in which students follow a period schedule and take classes from single subject credentialed teachers. For this school year only, the Middle Grades include three 5th grade classes, and one of each, 6th grade class, and 7th grade. In the following school year the Middle Grades will be composed of 6th to 8th grade classes. The classes included in the period schedule include instruction in English for Math, Science, Physical Education, and English Language Arts classes. It also includes instruction in Spanish for the Social Studies and Spanish Language Arts classes.

NSAA's goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for at least five (5) years.

Norton Space & Aeronautics Academy has been identified in Program Improvement Year 3. The No Child Left Behind (NCLB) Act of 2001 Section 116 (c) (7) (A) requires that LEAs identified for PI develop and revise an LEA

Plan, in consultation with parents, school staff, and others. This addendum has been developed utilizing information gathered from the organization and school's Leadership Team, and the School Site Council. The tools used to gather information were the District Assistance Survey (DAS), the school's English Learner Subgroup Self Assessments (ELSSA), the Inventory of Services and Supports for Students with Disabilities (ISS), results from CST, CMA, CELDT and results of multiple measures, interviews and committee discussions.

Mission

The mission of the Norton Space and Aeronautics Academy (NSAA) is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment.

Grade Level and Demographics

Upon opening in the Fall of 2008, the NSAA served grades Kindergarten through Second grade. Each year, the NSAA has added a grade until the goal of serving a Kindergarten through twelfth grade population is achieved. Currently, in the 2013-2014 academic year, NSAA serves students in grades K-7th.

The Norton Space and Aeronautics Academy opened with 220 students. NSAA currently has an enrollment of 670. The maximum class size is 24 students per teacher in K-2 and 28 students per teacher in 3rd grade and above. The ethnic breakdown of the school is as follows: 74.58% Latino; 10.35% African-American; 8.68% white; 1.98% Asian, and 3.65% students with two or more races. There are 231 English Learners at the school, 30% of the school population second grade and higher, and about 74% of the students in second grade and higher are Socioeconomically Disadvantaged. The students with disabilities comprise 6% of the school population, second grade and higher.

To address the growing needs of NSAA students the school now has a principal, a vice-principal, funded partially through Title I funds, and a bilingual part time interventions teacher (funded with Title III and Title I funds). To ensure support for all students a bilingual full time school psychologist, and a bilingual full time school counselor are now employed at the NSAA. NSAA actively recruits teachers with experience and/or training in a dual-immersion classroom. Teachers in K-4th grade hold the appropriate multi-subject credential with a BCLAD emphasis. For middle school, the Math and the PE teachers holds a clear Single Subject Credential, the Science teacher has a preliminary Multi-Subject subject credential and is working towards a Science authorization. The hiring process for a credentialed English Language Arts Teacher should ensure a teacher with a clear single subject credential as well. The teachers in the Middle Grades teaching Spanish Language Arts and Social Studies in Spanish, both hold Multiple Subject Credentials

with BCLAD emphasis. Currently there are sixteen teachers with a Clear Multiple Subject Credential, nine teachers with a Preliminary Multiple Subject Credential, one Bilingual Speech therapist who holds a Clear Clinical Rehabilitation Services Credential, one Level 1 Education Specialist, and one Preliminary Level 1 Education Specialist. There are nine Character Development Officers who supervise students during recesses, at lunch, and at drop off and dismissal. NSAA has a full time librarian assistant.

NSAA places a high importance on parent involvement, and it facilitates many opportunities for parents to become active participants in their child's education. Some opportunities are: Parent Teacher Organization, English Learners Advisory Committee, School Site Council meetings, Parents and Pastries meetings, as well as parent conferences, field trips, room parents, school work days, special events and regular parent information meetings. In addition, all parents are required to complete 30 volunteer hours per year to ensure that they are actively involved in the educational success of their child. This year their participation in meetings and surveys to help draft this plan was employed to guarantee their input.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest. (Shown below is a sample of API reports available online at http://data1.cde.ca.gov/dataquest/.

(Schools may add to these reports to show additional years of API growth targets and actual growth.)

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

Academic Performance Index (API) School Report by Subgroups

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

School 2013 STAR Results

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

	English- Language Arts		Mathematics		Scienc	e (5 TH)	History/SS (8 th)	
	2012	2013	2012	2013	2012	2013	2012 N/A	2013 N/A
Grade 2	28	32.3	35	44.1				
Grade 3	29	24.1	48	45.6				
Grade 4	40	38.5	52	41.8				
Grade 5	53	34.8	21	39.1	49	39.1		
Grade 6		42.2		40				

2013 Accountability Progress Report (APR—No Child left Behind AYP Report) Adequate Yearly Progress (AYP)

Made Schoolwide AYP 2012-2013? NO
Met Participation Criteria Schoolwide and All subgroups? YES
Program Improvement Status: YEAR 3

	ELA Proficiency Rates 2012	ELA Proficiency Rates 2013	Met AYP Criteria English Language Arts 2013	MATH Proficiency Rates 2012	MATH Proficiency Rates 2013	Met AYP Criteria Mathematics 2012
Schoolwide	32.4	30.1	NO	37.7	38.4	NO
African-American	26	38.5	YES	21.6	32.7	YES
Hispanic	28.7	24.3	NO	38.8	35.4	NO
White	60	53.3	-	60	56.7	
Socio-economically			NO			YES
Disadvantaged	23.8	24	NO	33.2	31.4	
English Learners	15	12.2	NO	28.8	24.6	NO
Student with Disabilities	4	8.3		6.5	17.5	

In language arts the percentage of students who scored proficient or above at NSAA in the 2012-2013 CSTs is 30.1%, a decrease of 2 points from the previous school year. Relevant subgroups growth is described as follows: the African-American subgroup increased by 12.5 points; the Hispanic subgroup decreased by 4.4 points; the English-Learner subgroup decreased by 2.8 points, while the Socio-economically Disadvantaged basically remained the same. In Math the percentage of students who scored proficient or above at NSAA in the 2012-2013 CST is 38.4%, a small increase of .7 points from the previous school year. Relevant subgroups growth is described as follows; the African-American subgroup increased by 11.1 points; the Hispanic subgroup decreased by 3.4 points; the English-Learner subgroup decreased by 4.2 points, while the Socio-economically Disadvantaged decreased by 1.8 points.

The following table shows the number of English Learners by grade at Norton Space and Aeronautics Academy in the year 2013-2014

NUMBER OF ENGLISH LEARNERS BY GRADE 2013-2014

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
28	46	42	37	35	26	11	5	-					230

The Plan Addendum should:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

The LEA Plan was written to be in compliance with the NCLB Act of 2001. Some of the actions specified in the LEA Plan are still relevant and NSAA is implementing those actions fully in Language Arts, Math, as such actions follow the research-based recommendations from the California Department of Education. Examples of such actions include the implementation of pacing

guides, standards-based report cards, grading policies, benchmarks, and writing rubrics.

Through analysis of NSAA 2013 STAR results, data indicate some specific areas of need. The 2013 STAR Language Arts and Math scores for Norton Space and Aeronautics Academy students in grades 2-6 highlighted the need of improvement in the following areas:

LANGUAGE ARTS:

- Student achievement data from the CST revealed an area of need in 2nd grade in Reading Comprehension as 45% scored below basic or lower (6% points less than last year), and Writing Strategies as 47% of students scored below basic or lower (an increase by 3 points from the previous year).
- Student achievement data from the CST revealed an area of need in 3rd grade in Written Conventions as 63% of students scored below basic or lower, an increase of 10% points, and Word Analysis and Vocabulary Development as 44% of students scored below basic or lower. It is important to mention the improvement shown by 12% points from last year's CST strand focus, Literary Response.
- Student achievement data from the CST revealed two focus areas in 4th grade in the strands of Literary Response and Analysis as 28% of students scored below basic or lower (an decrease of 16% points); and Writing Strategies in which 32% of students scored below basic or lower, an improvement of 17% points.
- In 5th grade, student achievement data from the CST revealed three focus areas: Reading Comprehension as 66% of student scored below basic or lower, and Written Conventions, and Writing Strategies, as 42% of students scored below basic in both strands. It is important to mention, that although Writing Strategies continues to be a focus, there was a decrease worth 16% points of the students scoring below basic or lower.
- Student achievement data from the CST revealed Literary Response and Analysis as the focus area for 6th grade as 31% of students scored below basic or lower.

MATH:

- Student achievement data from the CST revealed an area of need in 2nd grade in Algebra and Functions as 37% of students scored below basic or lower. It is important to mention that students scored improved by 25% points in last year's focus, Place Value, Addition, and Subtraction.
- Student achievement data from the CST revealed an area of need in 3rd grade for Algebra and Functions as 50% of the students scored below basic or lower. There was an improvement by 18% points in last year's focus area, Addition, Subtraction, Multiplication, Division.
- Student achievement data from the CST showed that the focus area in 4th grade is in the strand of Measurement and Geometry, as 70% of students scored below basic or lower. Another focus area in 4th grade is Statistics, Data Analysis, and Probability as 49% of students scored below basic or lower.
- Student achievement data from the CST in 5th grade revealed two focus areas, in Measurement and Geometry, as 68% of students scored below basic or lower, and operations with fractions and decimals, as 56% of students scored below basic or lower.
- In 6th grade, student achievement from the CST pointed to Measurement and Geometry as the focus area, as 55% of students

scored below basic or lower.

Norton Space and Aeronautics Academy staff strives to ensure that all students demonstrate proficiency on LEA and State assessments. Students are exposed to a curriculum that meets the State Content Standards, but is currently working in the transition to the 2014-2015 implementation of the Common Core State Standards. NSAA's focus continues to be on providing a standards-based curriculum, refining the use of instructional strategies that follow best practices to the needs of NSAA students. With its diverse population, meeting the needs of all learners remains our foremost goal. Teachers will continue to develop strategies to use in flexible groups as a means for differentiating instruction while building activities into all lessons that require students to demonstrate depth of understanding. The implementation of the after school intervention programs continues to be fintuned for those students not functioning at grade level. Teachers at each grade level have analyzed classroom, and state assessment data and targeted students for outside-of-class intervention based on these results. Classroom teachers have been hired to work as intervention teachers to provide extra support after school to small groups identified by their teachers using assessment data. These groups continue to evolve, based on the content being taught and the needs of the grade level students. The intervention teacher continues to help in the implementation of the after school intervention plan. This teacher coordinates the interventions, assists classroom teachers in data analysis, and provides intensive instruction to students selected based on the data analysis.

In addition to our focused development of differentiated instruction in the classroom and in the after school intervention, the Supplemental Educational Services will continue to provide intensive instruction to the based who qualified based on the LEA's criteria. The criteria includes receiving free and reduced lunch, being an English Learner, and scoring Below Basic in the previous year's CSTs.

The areas of focus from the previous year were analyzed and refined as follows:

- The main area of focus this school year is preparing teachers for the upcoming required implementation of CCSS.
 Enrichment opportunities will be provided to students, releasing teachers for two hours on a weekly basis to allow teachers the necessary time to understand, analyze the CCSS and the shift they represent, as well as to plan and collaborate on student data following the PLC model.
- There is still a need to further the development of differentiated instruction in the classroom and the after school interventions
- Analysis of the technology used in the classroom revealed that the Interwrite Mobi tablets were not consistently used throughout the school. More PD is needed but no other Mobi tablets will be purchased at this time. Teacher discussions guided the shift from the focus being the use of the Mobi tablets to more computers in the classrooms, especially in 3rd grade in preparation of the SBAC Field test this year, and the assessments in the following years.
- The One-to-One Laptop program in grades 4th, 5th, and 6th continues to be an asset and their implementation continues to be refined. The same can be said for the laptop mobile lab for 7th grade.
- NSAA will continue and refine the implementation of the WRITE Institute program as the schoolwide writing program
- NSAA will continue the schoolwide Implementation of Math Facts in a Flash web-based program and continued

implementation of IXL

• Parent training will include the participation of parent leaders in the CABE conference and the LECI (Spaces for Interpersonal Communication, for its initials in Spanish) workshops

Besides a strong emphasis in the preparation for the incoming implementation of CCSS, NSAA continues to find ways to refine the supports provided for English Learners. Teachers continue to group and instruct ELs based on their language proficiency levels, based on their analysis of CELDT (California English Language Development Test) data, and to identify trends in each proficiency level to see if there is a common area that needs improvement. NSAA continues to use the adopted curriculum and materials from the state-approved list, and continues to use research-based strategies to ensure the needs of ELs are being met. Teachers continue to use the adopted English Language Development Progress Report to monitor student progress throughout the school year, and have started to train in the new ELD standards.

This addendum reflects improvements needed identified through student data analysis specifically in the area of intensive instruction during after school interventions, English Language Development, and Math.

NSAA will establish an interventions plan to provide differentiated instruction based on student data analysis using the

organization's data system, Data Director.

Please describe how you will address student	Person(s)	Specific	Estimated	Funding
learning needs, based on an analysis of data for why	Responsible	Timeline	Cost	Source
the prior LEA Plan was not successful. (First determine	-			
whether the LEA Plan was fully implemented as written. For				
assistance, please use the State Assessment Tools to help you				
with your analysis, review and/or revision. These tools are				
available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)				
NSAA will establish an intervention plan to provide	15. Principal,	1. August-September	1.\$17,000	1.General
differentiated instruction based on student data	Vice-Principal,	2013	licensing per	Fund
analysis using the organization's data system.	Interventions	December 2013	year	1 dild
Due to some operational challenges with the	Teacher, School	March 2014	year	
previous data system, the organization is moving	Psychologist,	INICION 2014		
into switching data systems. Teacher and	Education	2. August-September	2.	2. General
		2013	Intervention	Fund &
personnel trainings have started.	Specialist and			
O The later with later with the later with the later with the later with the late	Classroom	December 2013	Teacher	Title I
2. The Interventions teacher will meet with classroom	Teachers.	March 2014	\$36,000	
teachers to assist in flexible groups formation,			salary	
strategies and monitoring tools.	1. IT Director, IT	3-5. On-going; revised		
	technitians	once per trimester		
3. NSAA will continue to refine the intensive				

interventions with coaching and monitoring from the interventions teacher.			
4. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established		5. \$38,400 salaries	5. Title I 5. Title III
5. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping			

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s)	Specific	Estimated	Funding
	Responsible	Timeline	Cost	Source
 40% of NSAA students will score proficient or higher in all subject areas as measured by the new SBAC assessments by 2015-2016. 100% of NSAA students will meet AYP participation criteria schoolwide and in all subgroups by 2015-2016. At the end of the 2015-2016 school year, 75% of English Learners will make one year's growth in English language development as measured by the CELDT by using language objectives and GLAD strategies through all content areas, and by targeting the needs of ELs at the middle grades with a ELD period. At the end of the 2015-2016 school year, 45% of English Learners will score proficient in language arts and math in the state measures by adopting a CCSS curriculum, by using language objectives and GLAD strategies through all content areas, by continuing to implement the Write Institute strategies, and by targeting the needs of ELs at the middle grades with a ELD period. 	1 4. Principal, Vice-Principal, Interventions Teacher, School Psychologist, Education Specialist, Classroom Teachers, students, parents	1. On-going Summer 2016	\$1,500	1. – 4. General fund

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

		1		
Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
core academic program.				
1. NSAA will refined the establishes intervention plan to provide differentiated instruction based on student data	Principal, Vice-	1. Implementing	\$17,000 per	1. General
analysis using the organization's new data system.	Principal, Interventions	continuously on six week	year	Fund
	Teacher, School	sessions starting		
2. NSAA will implement the use of technology (Math Facts	Psychologist,	Oct. 2012-2016		
in a Flash and IXL) to support the mastery of math facts at	Education	0. A	2.	O T:41- 1
all grade levels	Specialist and Classroom	2. August 2013- renewed yearly	Intervention Teacher	2. Title I
3. NSAA teachers will continue weekly collaborations to	Teachers	Tenewed yearry	\$36,000	3. General
analyze data and share effective strategies following the		3. August 2013-	salary	Fund
PLC model. Enrichment teachers (art, music, PE, and	2. Principal, Vice-	2016		
Chinese) will be hired to facilitate the weekly teacher collaboration.	Principal, Interventions			
Collaboration.	Teacher, School			
	Psychologist,			
	Education			
	Specialist,			
	Classroom		6. \$38,400	
	Teachers, and IT staff		salaries	
	Stail	1		

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Teachers will monitor student assessment data continuously, and will assign flexible student groups according to their areas of need in Language Arts, Math, and English Language Development. Students will also participate in after school flexible groups for targeted interventions determined by student assessments data analysis. Teachers will participate in English Language	1-3. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides	1-3. Implementation began on October 2012 and it will be on-going 2015- 2016	1 \$17,000 per year Intervention Teacher \$36,000 salary \$38,400 salaries	1-2. General Fund 3. Title III
 Development Professional Development 4. NSAA will increase student access to technology for all students grades K-8th. NSAA will purchase a laptop cart for the 3rd grade classes 5. NSAA will continue to employ three instructional aides in grades K-2 to provided strategic support to students performing below grade level standards. 	4. Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides and IT department 5. Instructional Aides	4.Implementation began September 2011, and it continues every school year. 4. Spring 2014 5. Continued from previous years-2015-2016	3. \$4,000 Salaries \$4,000 PD costs 4. \$1,800 Licensing 4. \$35,000 Laptops 5. \$62,000 Salaries	4. General Fund 4. Title I 4. CCSS funds 5. Title I

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
 Teachers will continue to receive professional development and training in instructional strategies for English Learners, WRITE Institute, and the CCSS. Teachers will participate in on-going professional development for data analysis system; STAR Reading, STAR Math, Math Facts in a Flash; IXL; iPod Touch devices; iPads; and MyMentor. 	1-4.Principal, Vice principal, IT department, classroom teachers	1-4. 2012- 2013	1-2. \$14,000 Fees, salaries, mileage 3. \$12, 000	1 2. Title I 3. CCSS funds
3. Teachers will participate in Common Core State Standards professional development, and weekly collaborations for further analysis.				

6. English Learners

a. For LEAs in Title III Status <u>and</u> Tit	e I Program Improvement (P) Status, please check below:
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☐ If Title I only:	Complete 6b
☐ If Title III Year 1:	Complete 6b
☐ If Title III Year 2 or 3:	Title III Year 2 Plan in CAIS
☐ If Title III Year 4 or 4+:	Title III Year 4 Plan in CAIS

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at http://www.cde.ca.gov/ta/ac/t3/index.asp).

Objective: There will be full implementation of English Language Development as outlined if the California Department of Education.

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1. At the end of the 2015-2016 school year, 75% of English Learners will make one year's growth in English language development as measured by the CELDT by using language objectives and GLAD strategies through all content areas, and by targeting the needs of ELs at the middle grades with an additional ELD period.	110 Principal, Vice principal, intervention teachers, classroom teachers	1-10. Aug. 2013-on going 2015- 2016. Once a trimester		
2. At the end of the 2015-2016 school year, 25% of English Learners will meet the AMAO 2 target of attaining English Proficiency on the CELDT by using language objectives and GLAD strategies through all content areas, and by targeting the needs of ELs at the middle grades with an additional ELD period.				
3. At the end of the 2015-2016 school year, 45% of English Learners will score proficient in the language arts state measures by adopting a CCSS language arts curriculum, by using language objectives and GLAD strategies through all content areas, by continuing to implement the Write Institute strategies, and by targeting the needs of ELs at the middle grades with an additional ELD period.				
4. At the end of the 2015-2016 school year, 55% of English Learners will score proficient in the math state measures by adopting a CCSS math curriculum, by using language objectives and GLAD strategies through all content areas, and by targeting the needs of ELs at the middle grades with an additional ELD period.				
5. Teacher assessments and CELDT data will continue to be analyzed to group students for ELD instruction				

according to their proficiency levels.			5 8 Title III
6. Instruction schedules will clearly specify ELD block at each grade level			
7. English Language Development Progress Reports will be implemented schoolwide and will follow students from grade to grade. These reports are updated as needed, but at least once a trimester.			
8. Teachers will be provided a review of ELD as professional development. As well as training in the use of language objectives and GLAD strategies throughout all content areas.	8. June. 2014	8. \$1,000 training and duplicating fees	
9. NSAA will continue to use adopted curriculum and materials from state-approved list for ELD instruction (Intensive English) as well as, the use of language objectives and GLAD strategies throughout all content		9. \$26,783 curriculum & materials	6. General Fund
areas. Their use will be monitored through the use of walkthroughs and teacher interviews.	9. April 2014- 2016	10. \$8,000 teacher	10. Title III, Title I,
10. A "Zero ELD Period" will be implemented to provide strategic support for EL students in the Middle Grades.		supplemental salary	General Fund

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
 After school interventions will take place at each grade level for students targeted to receive intensive instruction by student data analysis using the organization's data system. The Interventions teacher will continue to meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools. 	1-6 Principal, Vice- Principal, Interventions Teacher, and Classroom Teachers	1. August- September 2012-2016		
 3. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established 4. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping 		4. Implementation started Oct. 2012 and will be on-going employing three sessions of 6 weeks each.	4. \$36,000 salaries	4. Title I

8. Include strategies to promote effective parental involvement in the school.

Person(s)	Specific	Estimated	Funding
Responsible	Timeline	Cost	Source
1-6 Principal, Vice	On going	1-3 \$50	1-8 Title I
Principal,	implementation	duplicating	
Interventions			
Teacher,			
Teachers,			
Instructional Aides			
		7. \$600 Fees	
		8. \$800 Fees	
	Responsible 1-6 Principal, Vice Principal, Interventions Teacher, Teachers,	Responsible Timeline 1-6 Principal, Vice Principal, implementation Interventions Teacher, Teachers,	Responsible Timeline Cost 1-6 Principal, Vice Principal, Interventions Teacher, Teachers, Instructional Aides Timeline Cost 1-3 \$50 duplicating 7. \$600 Fees

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Norton Space & Aeronautics Academy

County District Code: 36-10363-0115808

Date of Local Governing Board Approval: 06-08-2009

District Superintendent: Gordon Soholt, Chief Academic Officer

Address: 17500 Mana Road City: Apple Valley Zip Code: 92307

Phone: 760-946-5414 ext. 215 FAX: 760-946-9193 E-mail: gsoholt@lcer.org

Gordon Scholt

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Gordon Sonon	
Signature of Chief Academic Officer	Printed Name of Chief Academic Officer	Date
	Scott Johnson	
Signature of Board President	Printed Name of Board President	Date
	Cheryl Dale	
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
Please note that the Title III English Le	earner Coordinator/Director will only need to sig	gn this Assurance if

the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.