

LEWIS CENTER FOR EDUCATIONAL RESEARCH

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

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

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

Additional Location:

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

February 11, 2019 - Public Meeting – 4:00 p.m.

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Duberly Beck
2. **ROLL CALL:** Duberly Beck
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
4. **CLOSED SESSION:**
 - .01 Conference with Legal Counsel Existing Litigation pursuant to Government Code section 54956.9(d)(1), (d)(2) James Foley vs. The High Desert “Partnership in Academic Excellence” Foundation, Inc. DBA Lewis Center for Education Research

Open Session

5. **SPECIAL PRESENTATIONS:**
 - .01 HighMark Presentation – Mark Skousen – Pg 3
 - .02 Nigro & Nigro Audit Presentation – Michael Klein – Pg 4-51
 - .03 GAVRT Presentation – Dr. Steve Levin, Ryan Dorcey, Lisa Lamb – Pg 52-54
 - .04 Chilean/US Student Exchange Project – Lisa Lamb, Ryan Dorcey, Fausto Barragan – Pg 55-56
6. **CONSENT AGENDA:**
 - .01 Approve Minutes of December 10, 2018 Regular Meeting – Pg 57-59
 - .02 Approve Minutes of January 24, 2019 Special Meeting – Pg 60
 - .03 Approve AAE HOSA Field Trip to Sacramento March 27-31, 2019 – Pg 61-18
 - .04 Approve NSLA Destination Imagination Field Trip to Clovis, CA April 5-7, 2019 – Pg 69 - 70
 - .05 Approve NSLA Destination Imagination Field Trip to Kansas City, MO May 21-26, 2019 – Pg 71-72
7. **DISCUSSION/ACTION ITEMS:**
 - Lewis Center Foundation Update - Marcia Vargas
 - i. 2019 Annual Gala
 - ii. Victor Valley Chamber Golf Tournament
 - April 8, 2019 Meeting – Start at 2:00 p.m. for Conflict of Interest and Brown Act Training?
 - NSLA Campus Expansion Update – Lisa Lamb
 - Approve AAE Low Performing Students Block Grant Plan – Valli Andreasen – Pg 73-74
 - Approve Updated LCER Strategic Plan – Lisa Lamb – Pg 75-104

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8. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*

.01 Staff Reports

- President/CEO – Lisa Lamb – Pg 105-107
- Human Resources Director – Stacy Newman – Pg 108-111
- Finance Director – David Gruber – Pg 112
- IT Director – Ryan Dorcey – Pg 113
- AAE Principal – Valli Andreassen – Pg 114-116
- NSLA Principal – Fausto Barragan – Pg 117-121

.02 LCER Financial Reports

- Checks Over \$10K – Pg 122
- Budget Comparisons – 123-124

.03 Lewis Center Foundation Financial Report

- December 2018 – Pg 125

.04 LCER Board Attendance Log – Pg 126

.05 LCER Board Give and Get – Pg 127

9. **BOARD/STAFF COMMENTS:**

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

10. **ADJOURNMENT:** Duberly Beck

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

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

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

Date of meeting: February 11, 2019

Title: HighMark School Development Presentation

Presentation: x Consent: Action: Discussion: Information:

Background:

In 2016, the Lewis Center Finance Committee heard presentations from three school development/finance companies. Upon the recommendation of the Finance Committee, the Lewis Center signed a Letter of Understanding with HighMark School Development Company on June 13, 2016. This agreement was updated on January 31, 2017. The building of the new campus has been delayed due to ongoing negotiations with San Bernardino City and County. However, we have remained in close contact with Mark Skousen and his team throughout this process. HighMark has attended several of the joint meetings with the County and City and has also been working with Preschool Services on the designs of the new Head Start per our agreement. In order to ensure that the Board is kept apprised of all construction plans, HighMark will present current progress regarding: current programming, square footage needs, projected timelines, and estimated budget.

Fiscal Implications (if any):

The NSLA new campus build out is the largest project that the Lewis Center has undertaken. The cost of the full build out is projected to exceed \$20 million. SB 740 funds will assist in annual payments of up to \$1,113 per ADA (the allotment will vary annually). In order to ensure the best financing, it is recommended that the LCER Board select a Financial Advisor. The Finance Department is also actively pursuing state and federal construction grants. To stay in compliance with current bonds, LCER will work closely with Union Bank throughout this process.

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

The campus will be designed to meet the organizational goals for NSLA. The secondary program will focus on world language and STEM. NSLA is actively building the middle school program in preparation for high school expansion.

Recommendation:

It is recommended that authority be given to Lisa Lamb to sign a Pre-Development and Reimbursement Agreement on behalf of the High Desert “Partnership in Academic Excellence” Foundation, Inc. (dba Lewis Center for Educational Research) that outlines the cost associated with doing due diligence on our project. This agreement would allow HighMark to fund the pre-closing costs prior to receiving investor funding.

Submitted by: Lisa Lamb, President/CEO, LCER

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

Date of meeting: February 11, 2019

Title: 2017-18 Annual Audit

Presentation: Consent: Action: Discussion: Information:

Background:

To review and provide detailed information about the closing of the 2017/2018 Fiscal Year Annual Audit. This will allow the Board of Directors the opportunity to review and interpret organizational stability and growth with relationship to the Lewis Center for Educational Research and oversight of Academy for Academic Excellence and Norton Science and Language Academy.

Fiscal Implications (if any):

N/A

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

Recommendation:

Submitted by: David, Director of Finance, Finance

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

AUDIT REPORT

**For the Fiscal Year Ended
June 30, 2018**



THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
For the Fiscal Year Ended June 30, 2018
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Financial Section



INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc., as of June 30, 2018, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Foundation's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 21 to 26 and the schedule of expenditures of federal awards on page 27 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 20 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2018, 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.



Murrieta, California
December 14, 2018

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Statement of Financial Position
June 30, 2018

ASSETS	
Cash	\$ 3,231,376
Accounts receivable	3,140,678
Prepaid expenses and other current assets	80,567
Capital assets:	
Non-depreciable assets	976,249
Depreciable assets	26,002,531
Accumulated depreciation	<u>(8,202,075)</u>
Total Assets	<u>\$ 25,229,326</u>
LIABILITIES AND NET ASSETS	
Liabilities	
Accounts payable	\$ 308,599
Accrued payroll and benefits	1,273,921
Unearned revenues	53,149
Due to student groups	31,019
Long term liabilities:	
Portion due within one year	748,000
Portion due after one year	<u>5,700,722</u>
Total liabilities	<u>8,115,410</u>
Net assets	
Unrestricted	16,499,781
Temporarily restricted	538,714
Permanently restricted	<u>75,421</u>
Total net assets	<u>17,113,916</u>
Total Liabilities and Net Assets	<u>\$ 25,229,326</u>

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

Statement of Activities

For the Fiscal Year Ended June 30, 2018

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal revenues	\$ 1,070,692	\$ -	\$ -	\$ 1,070,692
LCFF revenues	18,449,410	-	-	18,449,410
State Special Education	-	935,884	-	935,884
Lottery	372,214	127,718	-	499,932
STRS on behalf payment	694,062	-	-	694,062
Other state revenues	494,911	165,467	-	660,378
Donations	114,705	-	-	114,705
Student activities	151,449	-	-	151,449
Class fees	122,709	-	-	122,709
Food services	67,354	-	-	67,354
Other local revenues	379,615	58,987	-	438,602
Interest earned	4,559	220	71	4,850
Net assets released from restrictions	1,350,771	(1,350,239)	(532)	-
Total Revenues, Gains, and Other Support	23,272,451	(61,963)	(461)	23,210,027
EXPENSES				
Program Services:				
Education	17,545,338	-	-	17,545,338
Supporting Services:				
Management and general	4,544,395	-	-	4,544,395
Total Expenses	22,089,733	-	-	22,089,733
Change in net assets from operations	1,182,718	(61,963)	(461)	1,120,294
Unrealized gain (loss) on interest rate swap	169,343	-	-	169,343
Change in net assets	1,352,061	(61,963)	(461)	1,289,637
Net Assets, July 1, 2017	15,147,720	600,677	75,882	15,824,279
Net Assets, June 30, 2018	\$ 16,499,781	\$ 538,714	\$ 75,421	\$ 17,113,916

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

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

Statement of Cash Flows

For the Fiscal Year Ended June 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	1,289,637
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:		
Depreciation		730,902
Amortization		16,225
Unrealized gain on interest rate swap		(169,343)
(Increase) decrease in operating assets:		
Accounts receivable		(930,375)
Laptop leases receivable		94,806
Prepaid expenses		24,309
Increase (decrease) in operating liabilities:		
Accounts payable and other liabilities		(218,527)
Accrued payroll and payroll expenses		380,519
Unearned revenues		(66,780)
Due to student groups		7,568
		<hr/>
Net cash provided (used) by operating activities		1,158,941

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of equipment, furniture, and building improvements		<hr/> (123,143)
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CASH FLOWS FROM FINANCING ACTIVITIES

Payments on outstanding loans		<hr/> (821,632)
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Net increase (decrease) in cash 214,166

Cash, July 1, 2017

3,017,210

Cash, June 30, 2018

\$ 3,231,376

SUPPLEMENTAL DISCLOSURE

Interest paid	\$	<hr/> <u>228,537</u>
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THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Statement of Functional Expenses
For the Fiscal Year Ended June 30, 2018

	<u>Program Services</u>	<u>Supporting Services</u>	
	<u>Education</u>	<u>Management And General</u>	<u>Total Expenditures</u>
Certificated salaries	\$ 8,600,972	\$ 258,883	\$ 8,859,855
Classified salaries	2,010,977	1,196,061	3,207,038
Benefits	4,243,731	994,723	5,238,454
Total Salaries and Benefits	<u>14,855,680</u>	<u>2,449,667</u>	<u>17,305,347</u>
Books & supplies	1,081,057	248,999	1,330,056
Services, other operating expenses	1,608,601	870,065	2,478,666
Debt service	-	228,537	228,537
Depreciation	-	730,902	730,902
Amortization	-	16,225	16,225
Totals	<u>\$ 17,545,338</u>	<u>\$ 4,544,395</u>	<u>\$ 22,089,733</u>

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

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

Notes to Financial Statements

June 30, 2018

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

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

B. Promises to Give

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

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. As of June 30, 2018, the Foundation determined that there were no uncollectible accounts.

C. Accounting Policies

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

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

D. Basis of Presentation

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

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

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

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

Notes to Financial Statements

June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Presentation (continued)

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

At June 30, 2018, the Foundation had unrestricted net assets of \$16,499,781, temporarily restricted net assets of \$538,714, and permanently restricted net assets of \$75,421.

E. Contributions

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

F. Estimates

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

G. Income Taxes

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

G. Cash

Cash consists of funds held in financial institutions. The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation's cash balances were deposited in three financial institutions. As of June 30, 2018, 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, 2018, \$2,715,659 of the Foundation's bank balance was exposed to custodial credit risk. The Bank also holds \$422,395 in trust that is not subject to this credit risk.

H. Inventories and Prepaid Items

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

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

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

Notes to Financial Statements

June 30, 2018

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Custodial Credit Risk

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

J. Unearned Revenues

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

K. Fair Value Measurements

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

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

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

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

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

L. Functional Allocation of Expenses

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

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

Notes to Financial Statements

June 30, 2018

NOTE 2 – CASH

In conjunction with the Foundation's prior year financing agreement with the California Municipal Finance Authority (Note 5.A.), Union Bank has been engaged to hold funds in trust relating to repayment of bond obligation debt and interest. The accounts involved are listed below as Restricted for Debt Service Held by Trustee. 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. Per the Tetra financing agreement (Note 5.C.), funds also held in Prime Alliance Bank are restricted as escrow funds as shown below:

Demand Deposits in Bank:	
Union Bank	\$ 2,603,051
Desert Community Bank	156,430
Total Cash in Banks	<u>2,759,481</u>
Restricted for Debt Service Held by Trustee:	
Union Bank Corporate Trust Department	422,395
Prime Alliance Bank	49,500
	<u>471,895</u>
Total Cash and Cash Equivalents	<u><u>\$ 3,231,376</u></u>

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2018, consisted of the following:

Federal Government:	
Special Education	\$ 252,210
School lunch and breakfast program	118,354
Title I	146,565
Title II	20,384
Other	12,574
State Government:	
LCFF	2,170,913
Special Education	176,648
Lottery	231,448
School lunch and breakfast program	8,580
Local:	
Other	3,002
Total	<u><u>\$ 3,140,678</u></u>

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

Notes to Financial Statements

June 30, 2018

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 2017-18 was \$730,902. 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	3-25
Cassini Documentary	5
Mojave River Campus (Building)	10-39

A schedule of changes in capital assets for the year ended June 30, 2018, is shown below:

	Balance, July 1, 2017	Additions	Retirements	Balance, June 30, 2018
Capital assets not being depreciated:				
Land	\$ 798,729	\$ -	\$ -	\$ 798,729
Construction in progress	104,561	72,959	-	177,520
Total capital assets not being depreciated	<u>903,290</u>	<u>72,959</u>	<u>-</u>	<u>976,249</u>
Capital assets being depreciated:				
Buildings & improvements	19,288,350	9,718	-	19,298,068
Furniture & equipment	1,967,258	12,892	-	1,980,150
Leasehold improvements	4,696,739	27,574	-	4,724,313
Cassini documentary	193,273	-	193,273	-
Total capital assets being depreciated	<u>26,145,620</u>	<u>50,184</u>	<u>193,273</u>	<u>26,002,531</u>
Accumulated depreciation for:				
Buildings & improvements	(4,746,715)	(498,215)	-	(5,244,930)
Furniture & equipment	(1,402,766)	(57,018)	-	(1,459,784)
Leasehold improvements	(1,321,692)	(175,669)	-	(1,497,361)
Cassini documentary	(193,273)	-	(193,273)	-
Total accumulated depreciation	<u>(7,664,446)</u>	<u>(730,902)</u>	<u>(193,273)</u>	<u>(8,202,075)</u>
Total capital assets being depreciated, net	<u>18,481,174</u>	<u>(680,718)</u>	<u>-</u>	<u>17,800,456</u>
Total capital assets, net	<u>\$ 19,384,464</u>	<u>\$ (607,759)</u>	<u>\$ -</u>	<u>\$ 18,776,705</u>

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

Notes to Financial Statements

June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2018, is shown below:

	Balance, July 1, 2017	Additions	Deductions	Balance, June 30, 2018	Amount Due Within One Year
Bonds payable					
Principal repayments	\$ 5,120,000	\$ -	\$ 125,000	\$ 4,995,000	\$ 130,000
Unamortized debt issuance costs	(410,494)	-	(16,225)	(394,269)	(16,225)
Total bonds payable	4,709,506	-	108,775	4,600,731	113,775
Capital leases	257,178	-	174,470	82,708	44,976
Voluntary retirement program	234,308	-	117,154	117,154	117,154
Interest rate swap	510,205	-	169,343	340,862	-
Other post employment benefits	48,148	-	25,648	22,500	22,500
Lease purchase - Tetra Financial Group	1,664,127	-	379,360	1,284,767	449,595
Total Long-Term Liabilities	\$ 7,423,472	\$ -	\$ 974,750	\$ 6,448,722	\$ 748,000

A. Bonds

On September 19, 2012, the Foundation entered into an agreement with the California Municipal Finance Authority, whereby the Authority issued partially tax-exempt bonds in the total amount of \$5,640,000, and the Foundation borrowed the same amount from the Authority. Payments on the obligation of the Foundation are in the same amount and have the same due dates as the bonds issued by the Authority. Total debt issuance costs were \$501,523 and are amortized over the repayment period. Annual amortization is presented as amortization expense on the Statement of Functional Expense. Unamortized debt issuance costs are presented in the above schedule as a direct reduction of the liability per FASB ASC 2015-03. Amortization cost for the year ending June 30, 2018, was \$16,225.

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

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

Fiscal Year	Principal	Interest	Total
2018-19	\$ 130,000	\$ 98,249	\$ 228,249
2019-20	135,000	95,709	230,709
2020-21	140,000	92,528	232,528
2021-22	150,000	89,682	239,682
2022-23	155,000	86,565	241,565
2023-28	860,000	382,029	1,242,029
2028-33	1,030,000	284,063	1,314,063
2033-38	1,235,000	166,666	1,401,666
2038-42	1,160,000	33,873	1,193,873
Total	\$ 4,995,000	\$ 1,329,364	\$ 6,324,364

B. Capital Leases

The Foundation has entered into various agreements with Apple Inc. for MacBooks. The leases were entered into in fourteen phases and call for payments to be made over a three-year period. Imputed interest on the leases is between 4.5% - 5.2% per annum. Phases 1 through 13 have been paid in full as of June 30, 2018. The final Phase 14 balance due at June 30, 2018, was \$7,036.

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

Notes to Financial Statements

June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (continued)

B. Capital Leases (continued)

The Foundation entered into a lease agreement with Apple, Inc. for iPads. The interest on the lease is 3%. The monthly lease payments commence July 1, 2017 in the amount of \$3,223 for 36 months. The balance due at June 30, 2018, was \$75,672.

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

<u>Fiscal Year</u>	<u>Phase XIV Amount</u>	<u>iPad Lease Amount</u>	<u>Total Amount</u>
2018-2019	\$ 7,036	\$ 37,940	\$ 44,976
2019-2020	-	37,732	37,732
Totals	<u>\$ 7,036</u>	<u>\$ 75,672</u>	<u>\$ 82,708</u>

C. Sale Leaseback Arrangement

The Foundation entered into an agreement with Tetra Financial Group in January 2015, wherein it sold certain assets of the organization for a nominal price to Tetra which has become partial security for advances from Tetra to complete capital expenditures on Foundation property at 17500 Mana Road, Apple Valley, California. Additional pledged collateral includes a security deposit of \$49,500. The construction included expansion of parking and student drop-off/pickup areas, acquisition and installation of modular classrooms, and other on and offsite improvements. The construction was for the purpose of consolidating the Academy for Academic Excellence facilities into one campus. Advances from Tetra are included in long-term liabilities less the portion due to Tetra within one year which is included. The outstanding balance as of June 30, 2018, was \$1,284,767. The following is a schedule of future payments according to the agreement:

<u>Fiscal Year</u>	<u>Amount</u>	<u>Interest</u>	<u>Total</u>
2018-19	\$ 449,595	\$ 185,611	\$ 635,206
2019-20	532,832	102,374	635,206
2020-21	302,340	15,263	317,603
Total	<u>\$ 1,284,767</u>	<u>\$ 303,248</u>	<u>\$ 1,588,015</u>

D. Line of Credit

The Foundation entered into an agreement with Union Bank for a note which represents a line of credit. The maximum amount of funds available under the line of credit is \$1,000,000. As of June 30, 2018, there is no outstanding balance.

E. Voluntary Retirement Program

The Foundation approved a voluntary retirement program during the 2013-14 fiscal year for eligible employees. Eight employees who met the eligibility requirements elected early retirement. The agreement requires the Foundation to make five payments over the course of five years through annual installments to the retirees that participated in the plan. The outstanding balance as of June 30, 2018, was \$117,154. The agreement is noninterest bearing. The following is a schedule of future payments under the program:

<u>Fiscal Year</u>	<u>Amount</u>
2018-19	<u>\$ 117,154</u>

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

Notes to Financial Statements

June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (continued)

F. Interest Rate Swap Agreement - Hedging Instrument

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

The change in the liability under the interest rate swap agreement is recorded as an unrealized gain (loss) within the statement of activities with an offsetting increase (decrease) to the swap liability account. The fair value of the interest rate swap agreement, which is measured on a recurring basis, for the year ended June 30, 2018 was \$340,862.

G. OPEB Payout to Prior Employee

On May 6, 2016, the Foundation and a former employee entered into a final and binding settlement of all claims and potential claims, if any, with respect to their employment relationship. The Foundation offered a severance package at termination of employment to be paid over a three-year period. The outstanding balance as of June 30, 2018, was \$22,500.

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

<u>Fiscal Year</u>	<u>Amount</u>
2018-19	\$ 19,349
2019-20	3,151
Total	<u>\$ 22,500</u>

NOTE 6 - NET ASSET CLASSIFICATIONS

Temporarily restricted net assets consisted of the following at June 30, 2018:

Proposition 39 Energy Savings	\$ 317,261
College Readiness Grant	68,960
Restricted for Capital Campaign Donations	117,340
Restricted for Scholarships	<u>35,153</u>
Total Temporarily Restricted Net Assets	<u>\$ 538,714</u>

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

Notes to Financial Statements

June 30, 2018

NOTE 6 – NET ASSET CLASSIFICATIONS (continued)

Permanently restricted net assets are those net assets not available for expenditure, but the Foundation may spend the interest thereon. Permanently restricted net assets as of June 30, 2018, were as follows:

HIDAS Endowment	\$	64,462
Davis Aeronautics		<u>10,959</u>
Total Permanently Restricted Net Assets	\$	<u><u>75,421</u></u>

NOTE 8 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The Foundation is a participant in the plans and its contributions do not exceed 5% of total plan-level contributions.

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The Foundation contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

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

Notes to Financial Statements

June 30, 2018

NOTE 8 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS)

The Foundation contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	December 31, 2012	January 1, 2013
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Employee Contribution Rate	10.25%	9.205%
Required Employer Contribution Rate	14.43%	14.43%
Required State Contribution Rate	9.328%	9.328%

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the Foundation’s total contributions were \$1,187,056.

The Foundation’s contributions to CalSTRS and required employer contribution rate for the last three fiscal years were as follows:

	<u>Contribution</u>	<u>Required Contribution Rate</u>
2017-18	\$ 1,187,056	14.43%
2016-17	\$ 1,024,601	12.58%
2015-16	\$ 804,576	10.73%

On Behalf Payments

The Foundation was the recipient of on-behalf payments made by the State of California to STRS for the benefit of covered employees’ retirement savings. These payments consist of state General Fund contributions of \$694,062 to STRS. This estimate was based on 9.328% of covered payroll expenses for the 2015-16 year.

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

Notes to Financial Statements

June 30, 2018

NOTE 8 – EMPLOYEE RETIREMENT PLANS (continued)

B. California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	December 31, 2012	January 1, 2013
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55	62
Monthly Benefits as a Percentage of Eligible Compensation	1.1%-2.5%	1.0%-2.5%
Required Employee Contribution Rate	7.00%	6.00%
Required Employer Contribution Rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers are determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability.

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

Notes to Financial Statements

June 30, 2018

NOTE 8 - EMPLOYEE RETIREMENT PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Contributions (continued)

The Foundation is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Foundation contributions were \$523,612.

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

	<u>Contribution</u>	<u>Required Contribution Rate</u>
2017-18	\$ 523,612	15.531%
2016-17	\$ 511,083	13.05%
2015-16	\$ 396,436	11.847%

C. Alternative Retirement Program (APL)

Plan Description

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

Funding Policy

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

NOTE 9 - COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants

The Foundation has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Due to the pending closure and relocation of the Norton Science and Language Academy school site, the Foundation has been required by the California Energy Commission to remit payment of remaining Proposition 39 Clean Energy Act funds due to inability to implement the proposed project. The amount is expected to be repaid in 2019, and is estimated to be \$150,000.

B. Litigation

The Foundation is involved in certain legal matters that arose out of the normal course of business. The Foundation has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2018.

C. Purchase Commitments

On June 20, 2018, the Foundation entered a contract purchase commitment for \$154,397 for iPad computer equipment. The contract qualifies as a capital lease due to a bargain purchase option. Because the goods were not received until July 2018, the item is presented as a purchase commitment and the effects are not recognized on the financial statements.

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

Notes to Financial Statements

June 30, 2018

NOTE 10 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2018, have been evaluated through December 14, 2018, the date at which the Foundation's audited financial statements were available to be issued.

The Foundation is currently in negotiations with the City and County of San Bernardino regarding the permanent future location of the Norton Science and Language Academy campus. The Foundation has identified a new location to which it desires to move, via a land swap arrangement, pending further negotiations with the City and County of San Bernardino. The Foundation would be required to make certain Head Start Program modifications and improvements to the campus, as indicated by the applicable oversight agencies.

There is an anticipated resolution to the land swap agreement in February 2019. Current anticipated costs to improve the new land are about \$25 million for a complete buildout. The Foundation is reviewing various sources of financing, including loans and other debt issuances. The expected completion date for the new campus will be Fall, 2021 and the Foundation has budgeted costs in phases according to the project timelines. It is estimated that the Foundation will need \$1.5 million in available cash to start the construction process.

Supplementary Information

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

Organizational Structure

June 30, 2018

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

On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Science and Language Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. One grade level was added each subsequent school year until 8th grade was included. As of June 30, 2018, the School included grades K-8. Enrollment is frozen at grades K-8 until resources to expand become available. Once resources become available, the School will consider grades 9-12 alternatives.

BOARD OF DIRECTORS

Member	Office	Term Expires
D. Kevin Porter	Chairman of the Board	December, 2018
Duberly Beck	Vice Chairman	December, 2019
Kirtland Mahlum	Treasurer	December, 2018
Marcia Vargas	Secretary	December, 2019
James Morris	Member	December, 2020
Omari Onyango	Member	December, 2021
Sharon Page	Member	December, 2021
David Rib	Member	December, 2021
Rick Wolf	Director, AVUSD Appointee	December, 2018

ADMINISTRATORS

Lisa Lamb,
President/CEO

David Gruber,
Director of Finance

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Statement of Financial Position – Combined Charter Schools
June 30, 2018

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
ASSETS				
Cash	\$ 1,850,175	\$ 2,595,096	\$ (1,213,895)	\$ 3,231,376
Accounts receivable	2,998,215	2,344,078	(2,201,615)	3,140,678
Prepaid expenses	-	-	80,567	80,567
Unamortized debt issuance costs	-	-	-	-
Capital assets:				
Non-depreciable assets	-	-	976,249	976,249
Depreciable assets	-	-	26,002,531	26,002,531
Accumulated depreciation	-	-	(8,202,075)	(8,202,075)
Total Assets	\$ 4,848,390	\$ 4,939,174	\$ 15,441,762	\$ 25,229,326
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable	\$ 124,288	\$ 184,311	\$ -	\$ 308,599
Accrued payroll and payroll expenses	756,172	517,749	-	1,273,921
Unearned revenues	-	-	53,149	53,149
Due to student groups	-	-	31,019	31,019
Long term liabilities:				
Portion due within one year	-	-	748,000	748,000
Portion due after one year	-	-	5,700,722	5,700,722
Total liabilities	880,460	702,060	6,532,890	8,115,410
Net assets				
Unrestricted	3,967,930	4,237,114	8,294,737	16,499,781
Temporarily restricted	-	-	538,714	538,714
Permanently restricted	-	-	75,421	75,421
Total net assets	3,967,930	4,237,114	8,908,872	17,113,916
Total Liabilities and Net Assets	\$ 4,848,390	\$ 4,939,174	\$ 15,441,762	\$ 25,229,326

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Statement of Activities – Combined Charter Schools
For the Fiscal Year Ended June 30, 2018

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal revenues	\$ 335,023	\$ 666,658	\$ 69,011	\$ 1,070,692
LCFF revenues	11,325,579	7,123,831	-	18,449,410
State Special Education	670,015	265,869	-	935,884
Lottery	322,303	177,629	-	499,932
STRS on behalf payment	468,669	225,393	-	694,062
Other state revenues	335,003	325,375	-	660,378
Donations	66,509	6,228	41,968	114,705
Student activities	123,771	27,678	-	151,449
Class fees	5,315	117,394	-	122,709
Food services	58,257	9,097	-	67,354
Other local revenues	196,167	94,279	148,156	438,602
Interest earned	4,161	-	689	4,850
Transfers	820,500	648,196	(1,468,696)	-
Total Revenues, Gains, and Other Support	14,731,272	9,687,627	(1,208,872)	23,210,027
EXPENSES				
Certificated Salaries	5,368,586	3,059,166	432,103	8,859,855
Classified Salaries	1,120,892	890,085	1,196,061	3,207,038
Benefits	2,921,955	1,704,426	612,073	5,238,454
Books and Supplies	665,694	527,483	136,879	1,330,056
Services, Other Operating Expenses	1,164,101	730,396	584,169	2,478,666
Debt Service	210,508	-	18,029	228,537
Depreciation and Amortization	-	-	747,127	747,127
Total Expenses	11,451,736	6,911,556	3,726,441	22,089,733
Change in net assets from operations	3,279,536	2,776,071	(4,935,313)	1,120,294
Unrealized gain (loss) on interest rate swap	-	-	169,343	169,343
Change in net assets	3,279,536	2,776,071	(4,765,970)	1,289,637
Net Assets, July 1, 2017	688,394	1,461,043	13,674,842	15,824,279
Net Assets, June 30, 2018	\$ 3,967,930	\$ 4,237,114	\$ 8,908,872	\$ 17,113,916

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Statement of Cash Flows – Combined Charter Schools
For the Fiscal Year Ended June 30, 2018

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$ 3,279,536	\$ 2,776,071	\$ (4,765,970)	\$ 1,289,637
Depreciation	-	-	730,902	730,902
Amortization	-	-	16,225	16,225
Unrealized loss on interest rate swap	-	-	(169,343)	(169,343)
(Increase) decrease in operating assets:				
Accounts receivable	(1,696,208)	(1,442,468)	2,208,301	(930,375)
Laptop leases receivable	-	-	94,806	94,806
Prepaid expenses	-	-	24,309	24,309
Increase (decrease) in operating liabilities:				
Accounts payable and other liabilities	(8,165)	(1,120)	(209,242)	(218,527)
Accrued payroll and payroll expenses	181,453	211,106	(12,040)	380,519
Unearned revenues	-	-	(66,780)	(66,780)
Due to student groups	-	-	7,568	7,568
Net cash provided (used) by operating activities	<u>1,756,616</u>	<u>1,543,589</u>	<u>(2,141,264)</u>	<u>1,158,941</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchase of equipment, furniture and building improvements	-	-	(123,143)	(123,143)
Net cash provided (used) by investing activities	-	-	(123,143)	(123,143)
CASH FLOWS FROM FINANCING ACTIVITIES				
Payments on outstanding loans	-	-	(821,632)	(821,632)
Net cash provided (used) by financing activities	-	-	(821,632)	(821,632)
Increase (decrease) in cash	1,756,616	1,543,589	(3,086,039)	214,166
Cash , July 1, 2017	<u>93,559</u>	<u>1,051,507</u>	<u>1,872,144</u>	<u>3,017,210</u>
Cash, June 30, 2018	<u>\$ 1,850,175</u>	<u>\$ 2,595,096</u>	<u>\$ (1,213,895)</u>	<u>\$ 3,231,376</u>

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2018

ACADEMY FOR ACADEMIC EXCELLENCE

	Second Period Report	Annual Report
	Certificate No. D6E7140B	Certificate No. 3E6209E0
Regular ADA:		
Transitional Kindergarten through Third	420.90	419.42
Fourth through Sixth	337.73	336.29
Seventh through Eighth	241.05	240.56
Ninth through Twelfth	387.93	383.26
Total Regular ADA	<u>1,387.61</u>	<u>1,379.53</u>

NORTON SCIENCE AND LANGUAGE ACADEMY

	Second Period Report	Annual Report
	Certificate No. 5D1339B2	Certificate No. 1C4B5D0A
Regular ADA:		
Transitional Kindergarten through Third	426.69	428.04
Fourth through Sixth	212.09	211.64
Seventh through Eighth	107.96	108.44
Total Regular ADA	<u>746.74</u>	<u>748.12</u>

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

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

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2018

ACADEMY FOR ACADEMIC EXCELLENCE

<u>Grade Level</u>	<u>Required</u>	<u>2017-18 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	64,620	180	Complied
Grade 1	50,400	56,010	180	Complied
Grade 2	50,400	56,010	180	Complied
Grade 3	50,400	54,960	180	Complied
Grade 4	54,000	54,960	180	Complied
Grade 5	54,000	54,960	180	Complied
Grade 6	54,000	66,672	180	Complied
Grade 7	54,000	66,672	180	Complied
Grade 8	54,000	66,672	180	Complied
Grade 9	64,800	66,672	180	Complied
Grade 10	64,800	66,672	180	Complied
Grade 11	64,800	66,672	180	Complied
Grade 12	64,800	66,672	180	Complied

NORTON SCIENCE AND LANGUAGE ACADEMY

<u>Grade Level</u>	<u>Required</u>	<u>2017-18 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	47,920	180	Complied
Grade 1	50,400	54,720	180	Complied
Grade 2	50,400	54,720	180	Complied
Grade 3	50,400	54,720	180	Complied
Grade 4	54,000	54,720	180	Complied
Grade 5	54,000	54,720	180	Complied
Grade 6	54,000	57,870	180	Complied
Grade 7	54,000	57,870	180	Complied
Grade 8	54,000	57,870	180	Complied

This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of Education Code Sections 47612 and 47612.5.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2018

This schedule provides the information necessary to reconcile the net assets reported on the Unaudited Actual financial report to the audited financial statements.

June 30, 2018, annual financial and budget report	
Net assets	\$ 17,129,247
Adjustments and reclassifications:	
Increase (decrease) in total net assets:	
Accounts receivable understated	550,667
Accounts payable understated	(70,107)
Accrued payroll and benefits understated	(590,245)
Capital assets understated	27,574
Unearned revenue overstated	<u>66,780</u>
Net adjustments and reclassification	<u>(15,331)</u>
June 30, 2018, audited financial statement net assets	<u><u>\$ 17,113,916</u></u>

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2018

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
Federal Programs:				
U.S. Department of Agriculture:				
Passed through California Dept. of Education (CDE):				
Child Nutrition Cluster:				
School Breakfast Program - Basic	10.553	13525	\$ 38,861	
National School Lunch Program	10.555	13523	395,995	
USDA - Donated Foods	10.555	N/A	<u>40,144</u>	
Total Child Nutrition Cluster				\$ 475,000
Total U.S. Department of Agriculture				<u>475,000</u>
National Aeronautics and Space Administration (NASA):				
Passed through Southwest Research Institute:				
NASA Juno Project	43.001	N/A		81,585
Total NASA				<u>81,585</u>
U.S. Department of Education:				
Passed through California Dept. of Education (CDE):				
Every Student Succeeds Act (ESSA):				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329		200,975
Title II, Part A, Supporting Effective Instruction Local	84.367	14341		41,594
Title III, English Learner Student Program	84.365	14346		19,328
Passed through the Desert Mountain SELPA:				
Individuals with Disabilities Education Act (IDEA):				
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379		252,210
Total U.S. Department of Education				<u>514,107</u>
Total Expenditures of Federal Awards				<u>\$ 1,070,692</u>

Subrecipients

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

Notes to Schedule:

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

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

Other Independent Auditors' Reports



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, 2018, and the related notes to the financial statements, and have issued our report thereon dated December 14, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered 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 School'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 and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as Finding 2018-001, that we consider to be a material weakness.

Compliance and Other Matters

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 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*.

High Desert "Partnership in Academic Excellence" Foundation, Inc.'s Response to Finding

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

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 District'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California
December 14, 2018



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

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

Report on State Compliance

We have audited High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state government programs as noted on the following page for the fiscal year ended June 30, 2018.

Management's Responsibility

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

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

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

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

Unmodified Opinion on Compliance with State Programs

In our opinion, High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2018.



Murrieta, California
December 14, 2018



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

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

Report on Compliance for Each Major Federal Program

We have audited High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs for the year ended June 30, 2018. 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 federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

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

Opinion on Each Major Federal Program

In our opinion, 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, 2018.

Report on Internal Control Over Compliance

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

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. 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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
December 14, 2018

Findings and Questioned Costs

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2018

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>Yes</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None Reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516	<u>No</u>
Identification of major programs:	
<u>CFDA Numbers</u> <u>Name of Program/Cluster</u>	
10.553, 10.555 Child Nutrition Cluster	

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2018

SECTION II - FINANCIAL STATEMENT FINDINGS

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

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

Finding 2018-001 Financial Closing Process (30000)

Criteria: The financial closing process is required to make any required adjustments, reclassifications, estimates, and other accruals in order to ensure that the financial statements are presented in accordance with Generally Accepted Accounting Principles (GAAP).

Condition: The Foundation does not have a written and implemented policy and procedure for the financial closing process. Several required accruals for revenue and expense accounts were not recorded as adjustments based upon requirements of GAAP to record revenues and expenses as they are earned or incurred. Account balances were materially misstated, including accounts receivable and revenues as well as accounts payable and expenses. There were also unrecorded capital assets not reclassified from expenses.

Questioned Cost: None.

Cause: The Foundation experienced management turnover of key financial positions during the year and coordination of the financial closing process in accordance with established policies was not completed.

Effect: The unadjusted trial balance presented for the audit was materially misstated and several audit adjustments were required to be recorded to present fairly stated financial statements.

Recommendation: We recommend that the Foundation adopt an official financial closing policy, along with written procedures to ensure a comprehensive close of all account balances is completed annually as the books and records are prepared for formal reporting and audit purposes.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2018

SECTION II - FINANCIAL STATEMENT FINDINGS (continued)

Finding 2018-001 Financial Closing Process (continued)

Views of Responsible Officials: The High Desert "Partnership in Academic Excellence" Foundation, Inc. dba Lewis Center for Educational Research has reviewed the stated audit finding. The closing process that was completed to support the 2017/2018 fiscal year was through support of the prior Finance Director as a consultant. We hired the consultant on an hourly basis to support and complete the year end process and help identify any shortcomings. The consultant has been working on the Organization's financial practices for many years and was utilized to help support us as we worked to develop the history of the organization and the desired expectations during closing. Unfortunately, we were unable to identify any written check-lists to help with the current procedures to support the necessary steps and accuracy of the closing.

As a result, we are developing an organizational year-end closing procedure which will also include a check-list to be able to separate duties among staff. This process will allow us to verify each necessary part of the financial system and the ability to identify the accuracy of our reports for the auditors.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2018

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

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

There were no federal award findings or questioned costs in 2017-18.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2018

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 2017-18.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2018

Original Finding No.	Finding	Code	Recommendation	Current Status
<p><i>Finding 2017-001:</i> <i>National School Lunch Program Eligibility</i></p>	<p>A child's eligibility for free or reduced price meals under a Child Nutrition Cluster program may be established by the submission of an annual application or statement which furnishes such information as family income and family size. Local education agencies (LEAs), institutions, and sponsors determine eligibility by comparing the data reported by the child's household to published income eligibility guidelines found in the <i>Federal Register</i> and available at the California Department of Education.</p> <p>By November 15th of each school year, the LEA must verify the current free and reduced price eligibility of households selected from a sample of applications that it has approved for free and reduced price meals, unless the LEA is otherwise exempt from the verification requirement.</p>	50000	<p>We recommend that the Academy implement a secondary review procedure for their Child Nutrition Program annual meal applications, to include an accuracy check to verify the eligibility status of each student for either free or reduced price meals.</p>	Implemented.
	<p>During our review of the Child Nutrition Program internal control activities and further testing of eligibility and verification requirements, we found six exceptions out of sixty-three samples selected. Also, we noted that the program staff do not perform a secondary review of annual applications to ensure that students are properly designated as eligible for free or reduced price meals in the student nutrition system.</p>			
	<p>At the Academy for Academic Excellence, we found one exception in our test of eligibility wherein a student was designated free but should have been marked reduced. At Norton Science and Language Academy, we noted three exceptions wherein students were designated free but should have been marked reduced.</p>			

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

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2018

Original Finding No.	Finding	Code	Recommendation	Current Status
<p><i>Finding 2017-001: National School Lunch Program Eligibility (continued)</i></p>	<p>During our test of verifications, we noted two exceptions wherein one student was marked free and determined to be reduced through the verification process, but was not changed in the student information system. Another student was marked reduced and determined to be ineligible for free or reduced meals, and was not changed in the student information system.</p>			
<p><i>Finding 2017-002: Educator Effectiveness</i></p>	<p>If the Charter had any Educator Effectiveness expenditures in 2015-16 or 2016-17, they must perform the following pursuant to AB104, Section 58 (Chapter 13, Statutes of 2015):</p> <ul style="list-style-type: none"> • Develop and adopt a plan in 2015-16 or 2016-17, delineating how the Educator Effectiveness funds will be spent and whether the plan was explained in a public meeting of the governing board of the charter school, before its adoption in a subsequent public meeting. • Track the following items required to complete a final expenditure report, which is due July 2018: <ol style="list-style-type: none"> 1. The number of teachers, administrators, and paraprofessionals that receive professional development. 2. Expenditures for each of the four purposes. 3. The numbers of teachers and administrators that receive professional development aligned to each of the state content standards. <p>The governing board of Norton Science and Language Academy and the Academy for Academic Excellence did not separately discuss and adopt the plan in a subsequent meeting prior to spending funds.</p>	40000	We recommend that the charter schools adopt the plan as soon as possible in a public meeting, in accordance with the required manner of approval.	Implemented.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2018

Original Finding No.	Finding	Code	Recommendation	Current Status
<p><i>Finding 2017-003:</i> <i>Capital Assets</i></p>	<p>Best practices during the financial closing process require that the person responsible review the capital assets ledger for existence of each item listed to ensure that the listing is fairly stated. Additions, dispositions and other retirements should be reflected in the ledger to accurately represent the assets owned at the cutoff date. Regular inspections of assets should be performed during this process.</p> <p>The Foundation does not regularly review the capital asset listing for existence of all items represented and does not perform regular inspections.</p>	<p>30000</p>	<p>We recommend that the Foundation design and implement a control procedure to review the capital assets ledger at least annually during the financial closing process and remove any items that do not exist. We also recommend an inspection of capital assets at least every two years.</p>	<p>Implemented.</p>

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

Date of meeting: February 11, 2019

Title: GAVRT Presentation

Presentation: x Consent: Action: Discussion: Information:

Background:

GAVRT is a 20+ year partnership between NASA/JPL and LCER. Through GAVRT, students and teachers join scientists on an interactive science-education team. This project gives students the opportunity to operate a 34-meter NASA radio telescope remotely from anywhere in the world. This K-12 programs uses radio astronomy to introduce students to the process of science. Students and educators become part of a community of scientists.

Fiscal Implications (if any):

N/A

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

GAVRT is our foundational partnership with NASA/JPL and is critical to our identity as an organization. Both of our schools and our local programs offer GAVRT classes and programs. These offerings are specifically tied to Goal 3: Strengthening Academic Programs. Additionally, the presence of GAVRT within the greater scientific community allows us to meet Goal 5: Communicating our Mission, Vision, Goals throughout the state, nation, and world.

Recommendation:

I recommend that the LCER Board continue to support the partnership between LCER and NASA/JPL. In order to do so, it is important that board members are knowledgeable about this foundational LCER partnership and are able to share GAVRT with our stakeholders.

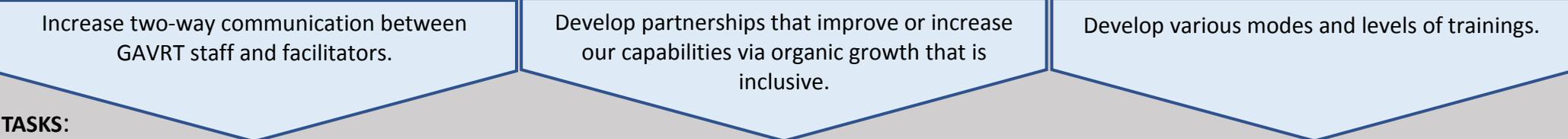
Submitted by: Lisa Lamb, President/CEO, LCER

GAVRT 5-year Strategic Plan (2019-2024)

MISSION: The GAVRT Project is a partnership between NASA/JPL and the Lewis Center for Educational Research which strives to inspire and enrich student learning through their active contribution to professional science.

EDUCATION GOAL: Increase student telescope hours by 20% annually through both new partnerships and a 50% retention of existing GAVRT teachers.

STRATEGIES:

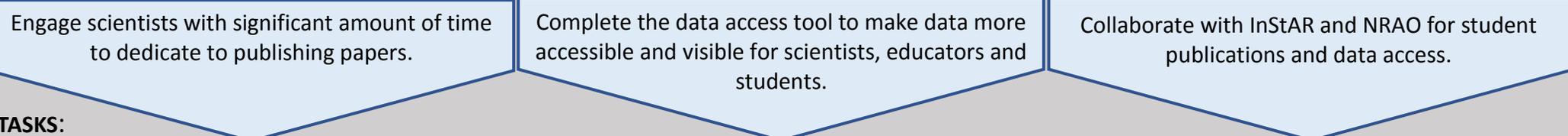


TASKS:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> Monthly report completed collaboratively and relayed in GAVRT newsletter for facilitators along with best practice sharing, resources, new opportunities, media, and publications. Develop a learning management system that is easy to navigate and continuously updated. Conduct an annual survey Create an annual event that highlights best practices | <ul style="list-style-type: none"> Define Informal Education Approach <ul style="list-style-type: none"> Curriculum Partnerships Growth strategy Cost (time and resources) Create curriculum partnerships- NRAO, teachers Continue to attend and present at the appropriate conferences | <ul style="list-style-type: none"> Create online modules for onboarding and ongoing support. Develop a train the trainer program. Establish annual static training locations and two floater trainings. Expand online training with video links and antenna sessions Create a weekly forum with talk with a scientist. |
|--|---|---|

SCIENCE GOAL: Publish two scientific papers per year.

STRATEGIES:



TASKS:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Actively recruit and cultivate scientists who are passionate about education and outreach and who have experience publishing papers. Target scientists who have appropriate radio science knowledge, funds and ongoing research needs. Target scientists who can work closely with teachers and students to engage them in the process and be inclusive in language and process. | <ul style="list-style-type: none"> Engage interns to help with the completion of the data access tool. Conduct trainings for staff and educators on how to use the new tool. Create a best practice FAQ for teachers and students Work with teachers in ongoing trainings and/or reminders to increase use of data. | <ul style="list-style-type: none"> Work with InStAR to find ways to publish using their model. Work with NRAO to find research alignment to publish joint research. Define roles and model of research partnerships and possibly create memorandums of understanding with timelines to ensure research is concurrent and published within goal timeframe. |
|--|---|--|

Cont...GAVRT 5-year Strategic Plan (2019-2024)

TECHNICAL GOAL: Maintain a 5% or less cancelation rate of scheduled sessions due to technical issues.

STRATEGIES:

Work with stakeholders to advocate for technical repairs and maintenance as needed.

Work with stakeholders to find a long-term solution to security and access issues.

TASKS:

- Create priorities annual plans for repairs and maintenance
- Verify current spare situation and procure deficiencies
- Work with JPL and Goldstone to ID activities that may impact operations.
- Contribute input to planned power outages that impact operations and work with personnel to protect equipment during extended outages.

- Steve/Ryan will submit paperwork for badge.
- Ryan will commit to going out to Goldstone at least once a month.

FUNDING GOAL: Create a 5-year sustainability plan with funding and growth model.

STRATEGIES:

Research and define annual budget.

Create annual growth model budgets.

Research different funding opportunities and partnerships.

TASKS:

- Lewis Center to hire grant manager.

- Define Informal Education model and partnerships for growth
- CDE presentation

- Add mission funding (e.g., Parker Solar Probe)
- JPL
- SMD Citizen Science
- Major Donors

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

Date of meeting: February 11, 2019

Title: NSLA/Chile (GAVRT) Student Exchange Presentation

Presentation: x Consent: Action: Discussion: Information:

Background:

Since 2008, the Lewis Center for Educational Research and NASA/JPL have been in close collaboration developing the GAVRT Radio Astronomy Project in Chile at Colegio Concepción.

At this time, we are very excited to expand our partnership by initiating a new collaboration consisting of an exchange program between students from Colegio Concepción, Chile and the Norton Science and Language Academy in the United States. This new program will focus on the GAVRT Project experiences between these students, as well as providing the opportunity for them to get a better understanding of the World and different cultures which is highly valuable these days.

We greatly appreciate the participation in this educational exchange program with the first group of students and teacher, Gísela Corday, from Colegio Concepción, Chile coming to the US in May 2019. While in the U.S., the high school students will stay with American families and expect the same when NSLA students and teachers visit Chile in October this year.

We see this new program being developed in close collaboration between LCER, NASA/JPL, UCSC in Chile, and Colegio Concepción as just the beginning of the global learning opportunities we will be able to provide for our students and teachers in the future.

Fiscal Implications (if any):

Under the direction of Dr. Barragan, four students will be selected to participate in this exchange based upon an application process. The funds to support the travel of the four students and two staff members will be raised through fundraisers and sponsorships.

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

This new initiative has been developed in alignment with our Vision of partnering with universities and organizations that will support our students to perform at the highest academic levels and prepare them to live and work in a global society.

Recommendation:

I recommend that the LCER Board support the student exchange program between NSLA and Colegio Concepción, Chile. One way to do so would be to support Dr. Barragan in securing sponsorships for our students' travel in October.

Submitted by: Lisa Lamb, President/CEO, LCER

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

**Minutes
December 10, 2018**

1.0 Call to Order

Chairman Kevin Porter called the meeting to order at 4:00 p.m.

2.0 Roll Call

LCER Board Members Duberly Beck, Kirt Mahlum (arrived 4:13 and left at 4:45), Jim Morris (arrived 4:41), Omari Onyango (arrived 4:06), Sharon Page, Kevin Porter, David Rib and Rick Wolf were present.

LCER Board Member Marcia Vargas was absent.

Staff members Valli Andreasen, Tony Castro, Fausto Barragan, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb, and Stacy Newman, and Paul Rosell were also present.

Angel Arrington represented SBCSS.

3.0 Public Comments: NSLA Space Science students Jayden West, Faith Ladson and Hugo Rodriguez spoke about what they were learning in their Space Science elective.

4.0 Special Presentations:

.01 AAE Ambassadors Brielle DeLaHoussaye and Emily Sharp updated the Board on activities including fundraising for the Ambassador trip to the United Nations in New York, fundraising for the HOSA trip to Sacramento, public health assembly, military ball, homecoming, and the Mayor's Summit.

.02 Employee of the Semester awards were presented to Heather O'Bier for LCER, Linda Robsahm for AAE Certificated Elementary, Sandra Perea for AAE Certificated Secondary, Nicole Shay for AAE Classified, Stephany Mesinas for NSLA Certificated and Jeovanni De Rena for NSLA Classified.

.03 Kevin Porter and Kirt Robsahm were recognized for the service on the LCER Board of Directors. Lisa Lamb and the Exec Team thanked them for their many years of service.

5.0 Consent Agenda

.01 Approve Minutes of November 13, 2018 Regular Meeting

.02 Approve NSLA 7th Grade Field Trip to Ocean Institute, Dana Point, March 3-5, 2019

.03 Approve NSLA 8th Grade Field Trip to Pali Institute, Running Springs, April 15 -19, 2019

.04 Approve AAE College Readiness Block Grant Plan

On a motion by Duberly Beck, seconded by Sharon Page, vote 7-0, the LCER Board of Directors approved Consent Agenda Items 5.01 – 5.04, with a change of dates for the Ocean Institute field trip in Dana Point to March 5-7.

6.0 Discussion/Action Items:

- .01 Lewis Center Foundation Update** – Marcia Vargas reported that Lewis Center Foundation is planning the 2019 Annual Gala which will be held at the Hilton Garden Inn in Victorville on April 26. Save the Dates will be going out soon. The event will raise funds for the AAE and NSLA Capital Campaigns.
- .02 Discuss AAE and NSLA 1st Interim Reports** – David Gruber distributed the reports and noted that we will be doing the 2nd Interim Report as of January 31 and will bring them to the Board in March. These reports show the process of the budget and where we are. We are moving in a positive direction in financial health and cash flow. Duberly asked if the Board could receive these reports before the meeting moving forward. The timing is difficult due to when the report is due to the County.
- .03 Discuss Annual Audit** – David Gruber asked Nigro and Nigro for the report last Monday but they are still working on it. They draft is expected by tomorrow. We will forward it to the Board in early January and Nigro and Nigro will present it at the February meeting.
- .04 Approve MOU with AVUSD regarding the use of Thunderbird Campus for the Apple Valley Center for Innovation** – Lisa Lamb reported that this MOU was drafted to protect our partnership with AVUSD regarding joint use of the Thunderbird Campus. There is a long history of use but no language was defined, other than the AAE Charter stating use would be mutually agreed upon. Legal has reviewed the MOU on both sides. The MOU also sets the stage for further talks with NASA regarding a Goldstone museum on site. This would be a separate agreement. The NASA Contracts Director will be touring the facility. Jim Morris noted to be careful with compliance issues. On a motion by Duberly Beck, seconded by Jim Morris, vote 7-0, the LCER Board of Directors approved the MOU with AVUSD regarding the use of Thunderbird Campus for the Apple Valley Center for Innovation.
- .05 Approve AR 5141.52 and BP 5141.52 Suicide Prevention** – Paul Rosell noted that these policies give direction for suicide prevention and intervention. School personnel will be trained to identify at risk students. On a motion by David Rib, seconded by Duberly Beck, vote 7-0, the LCER Board of Directors approved AR 5141.52 and BP 5141.52 Suicide Prevention.
- .06 Nominating Committee Recommendation** - On a motion by Omari Onyango, seconded by Duberly Beck, vote 7-0, the LCER Board of Directors approved Dr. Patricia Caldwell as a member of the LCER Board of Directors.
- .07 Nominating Committee Recommendation** - On a motion by Rick Wolf, seconded by David Rib, vote 7-0, the LCER Board of Directors approved the following slate of LCER Board Officers for 2019:
 - i. Chairman – Duberly Beck
 - ii. Vice Chairman – Sharon Page
 - iii. Secretary – Marcia Vargas
 - iv. Treasurer – James Morris

7.0 Information Included in Packet:

01. Staff Reports

- President/CEO – Lisa Lamb
- Human Resources Director – Stacy Newman
- Finance Director – David Gruber
- IT Director – Ryan Dorsey
- AAE Principal – Valli Andreasen
- NSLA Principal – Fausto Barragan

- 02. LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
- 03. Lewis Center Foundation Financial Report
 - October 2018
- 04. LCER Board Attendance Log
- 05. LCER Board Give and Get

8.0 **Board/Staff Comments**

.01 Ask a question for clarification – David Rib asked about NSLA learning about Christmas, Kwanza and Hanukkah and asked if there were materials available to share.

.02 Make a brief announcement –

- Jim Morris commended the use of funds for Professional Development and bilingual pay.
- Lisa Lamb invited the Board to attend the All Staff meeting this Wednesday that will be streamed between campuses.
- Lisa Lamb noted that the AAE band is performing this Thursday at the County open house.
- The Exec Team is meeting January 11 to finalize objectives and strategies for the Strategic Plan.
- Next Monday Lisa and Ryan are meeting at JPL for strategic planning and NASA grant planning.
- Jose Palafox stopped by today. Kevin reported that he is being considered as a board member for a charter school in Northern California.
- The NSLA annual report was presented to the County Board last week. Lisa thanked Angel for her work to ensure charter programs are quality.

.03 Make a brief report on his or her own activities – None

.04 Future agenda Items – None

9.0 **Closed Session**

The LCER Board of Directors convened into closed session at 5:29 p.m. to discuss Public Employment: President/CEO. They did not discuss County of San Bernardino and City of San Bernardino vs. The High Desert Partnership in Academic Excellence Foundation Inc. The LCER Board of Directors reconvened into open session at 6:05 p.m.

10. **Open Session**

Kevin Porter, Chairman of the Board, reported that the LCER Board unanimously approved the President/CEO employment agreement.

10.0 **Adjournment**

Chairman Kevin Porter adjourned the meeting at 6:09 p.m.

**Lewis Center for Educational Research Board of Directors
Special Minutes January 24, 2019**

1. **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 4:01 p.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Sharon Page, David Rib, Marcia Vargas and Rick Wolf were in attendance.

LCER Board Members Pat Caldwell, Jim Morris and Omari Onyango and were absent.

Staff members Valli Andreasen, Teresa Dowd, and Lisa Lamb were also in attendance.

3. **PUBLIC COMMENTS:** None

4. **CLOSED SESSION:**

The LCER Board of Directors convened into closed session at 4:02 p.m. to discuss Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case #011519. Staff, student and student's parents addressed the Board.

The LCER Board of Directors reconvened into open session at 4:35p.m. Duberly Beck, Chairman of the Board, reported that the LCER Board of Directors unanimously accepted the Administrative Hearing Panel Recommendation on AAE Expulsion Case #011519 to expel for the remainder of the 2nd semester of the 2018-2019 school year.

5. **ADJOURNMENT:** Chairman Duberly Beck adjourned the meeting at 4:36 p.m.

Lewis Center for Educational Research
Board Packet Agenda Items

Date of meeting:

Title:

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

Background: This will be the first time AAE HOSA-Future Health Professionals have the opportunity to attend the State Leadership Conference in Sacramento where they will hear inspired and speakers, learn leadership skills through workshops and hands on experience as well as participate in skills competitions with chapters from all over the state. As an advisor, I will be judging one of the events.

Fiscal Implications (if any):

None - club funds raised

Impact on Mission, Vision or Goals (if any): What better way to help our HOSA students meet the mission of AAE to prepare students for post-secondary success than through this conference that is focused on providing students with leadership skills, and hands on skills to help prepare them for a future in Healthcare.

Recommendation:

To approve conference

Submitted by:


Heather O'Bier DNP, RN
HOSA Advisor



LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 1/18/19

Office use only

Date/Time submitted: _____
 Initials: _____
 Transportation Booked: _____
 Initials: _____
 Calendared: _____
 Initials: _____

Requested by: Heather O'Bier
 Destination: Sacramento Convention Center
 Date(s) of trip: March 27-31 2019
 School departure time: TBD
 Destination departure time: TBD
 Overnight/Out-of-State stay: YES NO
 Number of students: 18 adults: 2

Phone: _____
 Grade Level: _____
 Destination arrival time: _____
 School return time: _____
 Water activities involved: YES NO
 Admission students: _____ adults: _____

Transportation

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

Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: HOSA
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: Will rent 1-2 (10-12 passenger) vans

*Must be on approved driver list, list names below or attach separate sheet with driver names:
Dana Myers _____
Heather O'Bier _____

Brief Description of Educational Benefit to be derived from this activity: HOSA Future Health Professionals will attend workshops about leadership and compete against other chapters across the state in leadership based and skills based competitions

I have followed the checklist prior to submitting this form: _____
[Signature]
Teacher Signature

Principal Signature: _____

Funding Code: _____ Date: _____

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

Wednesday March 27, 2019

5:00 pm	CE Lieutenants' Meeting	Room 301 – Sacramento Convention Center
8:00 pm	Board of Directors' Meeting	Regency Ballroom C – Hyatt Regency

Thursday March 28, 2019

8:00 am	REGISTRATION OPENS - <u>Advisors Only</u> State Officer Orientation	West Lobby – Sacramento Convention Center Room 201 – Sacramento Convention Center
9:00 am	Courtesy Corps Orientation (Names starting A-F) Workshops (4 TBD)	Room 313/14 – Sacramento Convention Center Rooms TBD – Sacramento Convention Center
10:30 am	Courtesy Corps Orientation (Names starting G-R) Scholarship Interviews - By Appointment Only State Officer Interviews – By Appointment Only Workshops (4 TBD)	Room 313/14 – Sacramento Convention Center Room 316 – Sacramento Convention Center Room 201 – Sacramento Convention Center Rooms TBD – Sacramento Convention Center
10:30 am	REGISTRATION CLOSES	West Lobby – Sacramento Convention Center
11:00 am	Mandatory Advisors' Meeting	Exhibit Hall D – Sacramento Convention Center
12:00 pm	Courtesy Corps Orientation (Names starting S-Z) New Advisors' Orientation	Room 313/14 – Sacramento Convention Center Room 103/04 – Sacramento Convention Center
12:30 pm	Event Manager/Section Leaders' Orientation Event Manager/Section Leaders' Training Recognition Events – Judges Orientation	Exhibit Hall D – Sacramento Convention Center Immediately following Room 315 – Sacramento Convention Center
1:30 pm	Outstanding HOSA Chapters Orientation Recognition Events	Room 101/2 – Sacramento Convention Center Room 315 – Sacramento Convention Center
2:00 pm	Biomedical Debate Orientation CERT Orientation CPR/First Aid Orientation Community Awareness Orientation Creative Problem Solving Orientation EMT Orientation Forensic Science Orientation Health Career Photo Orientation Health Education Orientation Health Professions Orientation Healthy Lifestyles Orientation HOSA Bowl Orientation Job Seeking / Interviewing** Orient & Application Medical Reserve Corps Partnership Orientation	Room 306 – Sacramento Convention Center Room 202 – Sacramento Convention Center Exhibit Hall E – Sacramento Convention Center Room 312 – Sacramento Convention Center Room 308 – Sacramento Convention Center Room 103/4 – Sacramento Convention Center Exhibit Hall D – Sacramento Convention Center Room 309 – Sacramento Convention Center Room 204 – Sacramento Convention Center Room 313/4 – Sacramento Convention Center Room 317/8 – Sacramento Convention Center Room 307 – Sacramento Convention Center Room 203 – Sacramento Convention Center Room 205 – Sacramento Convention Center

	Prepared Speech/ Speaking** Orientation	Room 310 – Sacramento Convention Center
	PSA Orientation	Room 105 – Sacramento Convention Center
	Public Health Orientation	Room 311 – Sacramento Convention Center
	Research Persuasive Speaking Orientation	Room 319 – Sacramento Convention Center
3:00 pm	Health Career Photo Judge Round 1 Orientation	Room 309 – Sacramento Convention Center
3:30 pm	Health Career Photo, Round 1	Room 309 – Sacramento Convention Center
4:00 pm	State Officer Candidate Meet and Greet	Exhibit Hall E – Sacramento Convention Center
5:30 pm	Parade of Chapter Presidents Practice	Exhibit Hall A/B – Sacramento Convention Center
6:00 pm	Regional Meetings	
	Region 1	Room 313/4 – Sacramento Convention Center
	Region 2	Room 306-308 – Sacramento Convention Center
	Region 3	Room 202-204 – Sacramento Convention Center
	Region 4	Exhibit Hall D – Sacramento Convention Center
	Region 5	Exhibit Hall E – Sacramento Convention Center
7:00 pm	Opening General Session	Exhibit Hall A/B – Sacramento Convention Center
11:00 am	Curfew - All students quiet and in their own room.	

** Must be classified under the provision of *The Individuals with Disabilities Education Act Amendments of 1997 Public Law 105-17*.

Friday March 29, 2019

7:00 am	General Judge Orientation Chapter Presidents' Breakfast	Judge's Room Regency D - F – Hyatt Regency
7:30 am	Creative Problem Solving Judge Orientation Creative Problem Solving Prep Health Education Judge Orientation Healthy Lifestyles Judge Orientation Job Seeking Skills Judge Orientation Public Health Round 1 Judge Orientation Public Service Announcement (PSA) Judge Orientation	Room 309 – Sacramento Convention Center Room 308 – Sacramento Convention Center Big Sur A – Hyatt Regency Room 316 – Sacramento Convention Center Room 101 – Sacramento Convention Center Room 306 – Sacramento Convention Center Carmel A – Hyatt Regency
8:00 am	Creative Problem Solving Event Extemporaneous Health Poster Orientation/Event Extemporaneous Writing Orientation/Event Health Career Photo Display Showcase Health Education Event Healthy Lifestyles Event HOSA Store (Open until 5:00 pm)	Rooms 309-312 – Sacramento Convention Center Exhibit Hall D – Sacramento Convention Center Room 203 – Sacramento Convention Center Room 202 – Sacramento Convention Center Big Sur A-B; Tahoe; Ventura – Hyatt Regency Room 316-319 – Sacramento Convention Center West Lobby – Sacramento Convention Center

	Job Seeking Skills/Interviewing Event Public Health Event Round 1 Public Service Announcement (PSA) Event Rd 1	Room 101-105 – Sacramento Convention Center Room 306-307 – Sacramento Convention Center Carmel A-B; Santa Barbara – Hyatt Regency
8:30 am	Health Career Display Orientation & Set-up Workshops (5 TBD)	Exhibit Hall C – Sacramento Convention Center Rooms TBD – Sacramento Convention Center
9:00 am	College and Careers Fair Health Career Display Judge Orientation Health Career Photo Judge Orientation Rd 2	Exhibit Hall E – Sacramento Convention Center Exhibit Hall C – Sacramento Convention Center Room 202 – Sacramento Convention Center
9:30 am	Health Career Photo Rd 2	Room 202 – Sacramento Convention Center
10:00 am	Health Career Display Event Rd 1 – Judges only Workshops (5 TBD)	Exhibit Hall C – Sacramento Convention Center Rooms TBD – Sacramento Convention Center
10:30 am	Extemporaneous Writing Judge Orientation	Room 203 – Sacramento Convention Center
11:00 am	General Judge Orientation Forensic Medicine Judge Orientation	Judge Room Regency D-F– Hyatt Regency
11:30 am	Bio Med Debate Judge Orientation Community Awareness Judge Orientation Extemporaneous Writing Judging Health Career Display Showcase HOSA Bowl Judge Orientation Prepared Speech Judge Orientation Public Health Round 2 Judge Orientation PSA Round 2 Judge Orientation Workshops (4 TBD)	Big Sur A – Hyatt Regency Room 316 – Sacramento Convention Center Room 203 – Sacramento Convention Center Exhibit Hall C – Sacramento Convention Center Room 204 – Sacramento Convention Center Room 103 – Sacramento Convention Center Room 306 – Sacramento Convention Center Carmel A – Hyatt Regency Rooms TBD – Sacramento Convention Center
12:00 pm	Extemporaneous Health Poster Judge Orientation Forensic Medicine Event	Exhibit Hall D – Sacramento Convention Center Regency A - F– Hyatt Regency
12:30 pm	Bio Medical Debate Event Community Awareness Event HOSA Bowl Event Prepared Speech Event Public Health Round 2 Event PSA Round 2 Event Research Persuasive Writing and Speaking Judge Orientation	Big Sur A, B; Tahoe; Ventura -- Hyatt Regency Room 316-319 – Sacramento Convention Center Room 204-205 – Sacramento Convention Center Room 101-105 – Sacramento Convention Center Room 306-307 – Sacramento Convention Center Carmel A.B; Santa Barbara – Hyatt Regency Room 308 – Sacramento Convention Center
1:00 pm	Health Career Display Judge Orientation Extemporaneous Health Poster Judging Workshops (6 TBD)	Exhibit Hall C – Sacramento Convention Center Exhibit Hall D – Sacramento Convention Center Rooms TBD – Sacramento Convention Center
1:30 pm	Health Career Display Round 2 Research Persuasive Writing and Speaking	Exhibit Hall C – Sacramento Convention Center Room 308 – Sacramento Convention Center

2:30 pm	Workshops (5 TBD)	Rooms TBD – Sacramento Convention Center
3:30 pm	Showcases for: Extemporaneous Health Poster Health Career Display; Recognition Events; Healthy Lifestyle; Health Career Photo; PSA Health Career Photo – Showcase	Exhibit Hall D & Room 203 – Convention Center
5:30 pm	Recognition Awards Ceremony (Mandatory Attendance)	Exhibit Hall A/B – Sacramento Convention Center
8:30 pm	Student Social – Talent/No Talent Event	Exhibit Hall A/B – Sacramento Convention Center
11:30 pm	Student Curfew	All students quiet and in their own room.

Saturday March 30, 2019

7:00 am	General Judge Orientation CERT Judge Orientation CPR Judge Orientation EMT Judge Orientation Medical Innovations Existing & Original Orient & Set-up Medical Reserve Corps Partnership Judge Orientation Sports Medicine Judge Orientation Sports Medicine Event Orientation	Judge's Room Room 308 – Sacramento Convention Center Room 101 – Sacramento Convention Center Room 312 – Sacramento Convention Center Regency A - F – Hyatt Regency Room 316 – Sacramento Convention Center Room 201 – Sacramento Convention Center Room 202 – Sacramento Convention Center
7:30 am	Off-Site Competitions Bus leave (Judges/Event Staff) Biomedical Laboratory Science Orientation Biomedical Laboratory Science Judge Orientation	Bus Pick-up Area – Outside 'J' Street Lobby Room 317 – Sacramento Convention Center Room 318 – Sacramento Convention Center
8:00 am	HOSA Store (Open until 4:00 pm) Medical Innovations: E & O Judge Orientation Medical Reserve Corps Partnership Event Sports Medicine Event State of the State	West Lobby – Sacramento Convention Center Regency A - F – Hyatt Regency Room 316 – Sacramento Convention Center Room 201-203 – Sacramento Convention Center Exhibit Hall C – Sacramento Convention Center
8:30 am	First Off-Site Bus leaves for Clinical Nursing; Medical Assisting; Nursing Assistant Biomedical Laboratory Science Event CERT Event CPR/First Aid Event EMT Event JUMP Registration & Orientation Workshops (4 TBD)	Bus Pick-up Area -- Outside 'J' Street Lobby Room 317-319 – Sacramento Convention Center Room 306-310 – Sacramento Convention Center Room 101-105 – Sacramento Convention Center Room 312-314 – Sacramento Convention Center Golden State – Hyatt Regency Rooms TBD – Sacramento Convention Center
9:00 am	HOSA Leadership Camp JUMP Extemporaneous Health Poster Orientation JUMP Recognition Events (Judges Only) Medical Innovations: E & O Rd 1 (Judges Only)	Room 315 – Sacramento Convention Center Golden State – Hyatt Regency Tahoe Room – Hyatt Regency Regency A - F – Hyatt Regency

9:30 am	JUMP Health Careers Display Orient/ Set-up JUMP Health Education Orientation JUMP Extemporaneous Health Poster Event JUMP Prepared Speech Judges Orientation JUMP Workshop (TBD)	Carmel Room – Hyatt Regency Ventura Room – Hyatt Regency Golden State – Hyatt Regency Santa Barbara Room – Hyatt Regency Big Sur Room – Hyatt Regency
10:00 am	General Judge Orientation JUMP Health Career Display Judge Rd 1 (Judge Only) Medical Innovations Display Showcase JUMP Prepared Speech Event Workshop (1 TBD)	Judge's Room Carmel Room – Hyatt Regency Regency A - F – Hyatt Regency Santa Barbara Room – Hyatt Regency Rooms TBD – Sacramento Convention Center
10:30 am	JUMP Health Careers Display Rd 1 JUMP Health Education Judge Orientation Workshops (5 TBD)	Carmel Room – Hyatt Regency Ventura Room – Hyatt Regency Rooms TBD – Sacramento Convention Center
11:00 am	JUMP Workshop (TBD) Medical Innovations: E & O Judge Orientation – Rd 2	Big Sur Room – Hyatt Regency Regency A - F – Hyatt Regency
11:30 am	JUMP Health Education Event	Ventura Room – Hyatt Regency
12:00 pm	General Judge Orientation JUMP Health Careers Display Showcase Medical Innovations: Existing & Original Events Rd 2 Workshops (5 TBD)	Judge's Room Carmel Room – Hyatt Regency Regency A - F – Hyatt Regency Rooms TBD – Sacramento Convention Center
12:30 pm	Medical Spelling Judge Orientation JUMP Workshop (2 TBD)	Room 316 – Sacramento Convention Center Big Sur Room – Hyatt Regency
1:00 pm	JUMP Extemporaneous Health Poster Judge Orient Medical Spelling Event	Golden State – Hyatt Regency Room 316 – Sacramento Convention Center
1:30 pm	Workshops (11 TBD)	Rooms TBD – Sacramento Convention Center
2:00 pm	JUMP Extemporaneous Health Poster Judging JUMP Health Careers Display Judge Orient Rd 2	Golden State – Hyatt Regency Carmel Room – Hyatt Regency
2:30 pm	Business Session - Delegates JUMP Health Careers Display Judging Rd 2	Exhibit Hall D – Sacramento Convention Center Carmel Room – Hyatt Regency
3:00 pm	JUMP Extemporaneous Health Poster Showcase	Golden State – Hyatt Regency
4:00 pm	HOSA, Inc. Meeting Mandatory attendance for <u>one advisor</u> from each chapter!	Regency A – C – Hyatt Regency
7:00 pm	Grand Awards Ceremony (Mandatory Attendance)	Exhibit Hall A/B – Sacramento Convention Center
11:00 pm	Student Curfew	All students quiet and in their own room.

Sunday March 31, 2019

- | | | |
|---------|--|---|
| 8:30 am | International Leadership Conference Meeting
<i>Advisors ONLY – <u>NO</u> Students allowed</i>
(Mandatory Attendance for Top 5 Finalists) | Room 202 – Sacramento Convention Center |
| 9:00 am | Meeting with incoming State Officer
<i>All new State Officers <u>and</u> their individual advisor(s)</i> | Room 205 – Sacramento Convention Center |

Lewis Center for Educational Research
Board Agenda Item Cover Sheet

Date of meeting: _____

Title: Destination Imagination State Tournament

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

Background: Students from Destination Imagination elective to travel to state tournament and present STEAM solutions with other teams from around California.

Fiscal Implications (if any):

Team will fundraise \$250 fee and families will cover costs of travel and housing.

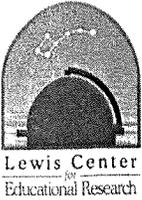
Impact on Mission, Vision or Goals (if any):

Supports NSLA CLASE goals

Recommendation:

Submitted by: Name, Title, Department

S Deininger, Teacher
Destination Imagination
NSLA Middle School



**LEWIS CENTER FOR EDUCATIONAL RESEARCH
Norton Science & Language Academy**

FIELD TRIP REQUEST FORM

Date Submitted: 1/22/19

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

Requested by: Stephanie Deininger
 Destination: Buchanan High School, Clovis, CA
 Date(s) of trip: 4/5-4/7/19
 School departure time: 3 pm
 Destination departure time: Sun 12 pm
 Overnight/Out-of-State stay: YES NO
 Number of students: 12? adults: 13+

Phone: _____
 Grade Level: 6-8
 Destination arrival time: Fri 8 pm
 School return time: Sun 5 pm
 Water activities involved: YES NO
 Admission students: _____ adults: _____
\$250

Transportation

(circle one)
 Bus requested? YES NO Bus company name: _____
 Number of busses requested: _____ Bus company contact name: _____
 ***Bus Passenger information: Number of students: _____ adults: _____
 Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:
Parents drive own students
and stay in own
hotel rooms

Brief Description of Educational Benefit to be derived from this activity:
Students present STEAM challenges developed in
Destination Imagination elective class.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: _____ Teacher Signature: _____
 Funding Code: _____ Date: 1/25/19

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

Lewis Center for Educational Research
Board Agenda Item Cover Sheet

Date of meeting: _____

Title: Destination Imagination Global Tournament

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

Background: Field trip to Global Tournament. Participation dependent upon results of State Tournament.

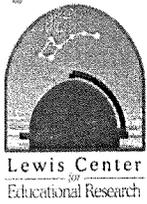
Fiscal Implications (if any): Team Fee \$5500
+ housing (college dormitory)
+ food + transportation

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

Final competition of 2019 Destination Imagination Season - students present year-long solutions to
Recommendation: STEAM challenges.

Submitted by: Name, Title, Department

Stephanie Deininger
Teacher
Destination Imagination
NSLA Middle School



LEWIS CENTER FOR EDUCATIONAL RESEARCH
Norton Science & Language Academy

FIELD TRIP REQUEST FORM

Date Submitted: 1/22/19

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

Requested by: Stephanie Deininger
 Destination: Kansas City, MO
 Date(s) of trip: 5/21 - 5/26 /19
 School departure time: 8 am
 Destination departure time: unk -
 Overnight/Out-of-State stay: YES NO
 Number of students: up to 10 adults: 10+

Phone: _____
 Grade Level: 6-8
 Destination arrival time: unk.
 School return time: 5/26/19
 Water activities involved: YES NO
 Admission students: _____ adults: _____

\$5500 + transport + housing

Transportation

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

Private Vehicle Used?* YES NO
 ASB/Club Sponsored? (paid by club) YES NO
 Name of Club: Destination Imagination
 Proper Insurance Coverage? YES NO
 Other Transportation: parent drivers

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

_____	_____
_____	_____
_____	_____
_____	_____

Brief Description of Educational Benefit to be derived from this activity:
Attendance to be determined by scores at State tournament - Present STEAM challenges developed in D.I. class with other teams from around the world. Housing + transport fees additional.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: [Signature]
 Teacher Signature: [Signature]
 Funding Code: _____
 Date: 1/25/19

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

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

Date of meeting: 2/11/2019

Title: Low-Performing Students Block Grant Plan

Presentation: Consent: Action: Discussion: Information:

Background:

The California Department of Education allocated LPSBG funds during the 2018–19 fiscal year to eligible local educational agencies (LEAs) that serve pupils identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for special education services.

Fiscal Implications (if any): LPSBG funds add \$227, 243 to school budget to improve or increase student services.

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

This grant allows us to provide additional resources to benefit identified students and close achievement gaps which supports the school vision of high levels of learning for all students.

Recommendation:

Following any discussion of the plan, it is recommended that the Board approve the AAE Low-Performing Students Block Grant Plan.

Submitted by: Valli Andreasen, Principal, Academy for Academic Excellence

**Academy for Academic Excellence
Low Performing Students Block Grant (LPSBG) Plan**

Background

The Low Performing Students Block Grant (LPSBG) is a one-time block grant to help address the achievement gap for all students. The funding is \$1,976 per eligible pupil identified as low-performing on the 2016-17 state English Language Arts or mathematics assessments and who are neither identified for special education services nor identified as low-income, English learner or foster youth.

The Academy for Academic Excellence (AAE) is receiving \$227,243 in LPSBG funds. These block grant funds may be expended through 2020-21 and shall be used for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, or additional supports for pupils.

Services

The AAE's Local Control and Accountability Plan (LCAP) Goal 1 is to prepare all students for post-secondary success. This goal includes improvement in overall proficiency in the areas of math and ELA. The school's WASC Self-Study identified a need for CCSS-aligned mathematics curriculum for grades K-5 and professional development to support curriculum implementation. LPSBG funds will be used to initiate an early grades math initiative.

Measures of Effectiveness

Measurements will be derived from the following student math assessments:

- *Increase in CAASPP Math scores
- *Increase in LEA benchmark assessment scores
- *Increase in LEA diagnostic norm-referenced assessments

This LPSBG plan was presented to the Lewis Center for Education Board for discussion and approval on February 11, 2019.

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

Date of meeting: February 11, 2019

Title: Lewis Center Strategic Plan Adoption

Presentation: _____ Consent: _____ Action: x Discussion: _____ Information: _____

Background: The Lewis Center Board and Executive Directors participated in annual strategic planning on October 19, 2018 to conduct a S.W.O.T. analysis and review and revise our organizational goals. The Executive Directors followed this meeting up with an all day workshop on January 11, 2019 to draft objectives and strategies to meet the revised goals.

Fiscal Implications (if any):

N/A

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

This is the guiding plan to ensure that we stay aligned with our Mission, Vision and Goals. The CEO will report progress monthly as part of the regularly scheduled board meetings and also three times per year at LCER All Staff Meetings.

Recommendation:

I recommend that the Board approve the objectives and strategies presented by the Executive Team.

Submitted by: Lisa Lamb, President/CEO, LCER

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN
July 1, 2018 – June 30, 2023

The plan for our future

Adopted February 11, 2019

**Lewis Center for Educational Research
STRATEGIC PLAN**

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Lewis Center for Educational Research
STRATEGIC PLAN
The plan for our future

Introduction

The Lewis Center for Educational Research (LCER) is in a transitional period in its life cycle. With the retirement of our charismatic, visionary founder, the Board of Directors and Executive Team determined that we are facing a challenging future. To plan for that future, and to assure that it is the future we want it to be, we decided to engage in strategic planning. Board members and senior administrators became the planning team. This team convened several times over a two month period in the spring of 2016, and spent many hours examining issues and concerns, and to share thoughts, ideas and suggestions on the future of LCER and its two charter schools. The results of those sessions are contained in this strategic plan.

Process

In order to address immediate concerns, the planning team first held a five hour "strategic issues" session. Administrative staff presented update reports on issues identified at an earlier board retreat held in November, 2015. Staff asked for and received direction from the Board on most of these issues which are presented in Appendix A.

The strategic issues session was followed by a full day planning meeting. During the morning session, discussion continued on issues where, due to time constraints at the earlier meeting, direction was still desired by staff. The results of these discussions are presented in Appendix B. Meeting minutes from 2017 are presented in Appendix C and meeting minutes from 2018 are presented in Appendix D.

The afternoon session was devoted to reviewing and modifying the LCER mission statement, developing a set of values, and completing a S.W.O.T. analysis. Statements to accompany the values were developed by a small volunteer task force who met a few days later. Those values and value statements are included in the body of the plan. The 2016 S.W.O.T. analysis is presented in Appendix E, the 2017 S.W.O.T. analysis is presented in Appendix F and the 2018 S.W.O.T. analysis is presented in Appendix G.

The third session was devoted to determining any remaining critical issues and developing strategic goals and objectives. Additionally, strategies for strategic management were discussed and responsibilities for developing and implementing action plans were assigned.

Our Plan

Our plan charts a course that is bold yet attainable. Our vision calls for the Lewis Center and its schools to be nationally recognized as successful role models for others wishing to provide relevant education and unlimited opportunity to those they serve – as we do. The plan lays out how we, an operator of two uniquely different charter schools serving two distinctly different demographics, will align our efforts over the next years to achieve the goals our students, parents and communities have a right to expect and enjoy.

We recognize our responsibility and the leadership we have been entrusted to provide. We also recognize the value and impact of what becoming a model institution of our kind can mean. The stakes are high, but so is the opportunity when our vision is achieved.

MISSION Why we exist

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

VISION What we want to be known for

The Lewis Center for Educational Research is nationally recognized as a leader in education for operating and supporting two unique TK-12 charter schools serving two vastly different demographic areas – the rural-suburban High Desert and the urban city of San Bernardino in San Bernardino County, California. Utilizing data-driven, innovative teaching methods while offering high quality educational programs, the schools are known for exceeding the needs of their students and communities.

The Lewis Center's focus on science and technology, including a unique, long-term partnership with NASA, has resulted in near 100% graduation rates, high college-going rates, and high levels of success of its graduates in careers in medicine, business, military, and education. The Center's additional focus on multilingual, biliterate and multicultural education has enabled the expansion of its highly successful TK-8 dual immersion language academy to include Southern California's first dual immersion high school.

The Lewis Center's excellent reputation is in large part due to its highly qualified and enthusiastic faculty and staff who, with the support of engaged parents, community and Board members, translate an understanding of their students' abilities, interests and aspirations into pathways to success in college and/or their chosen careers. Partnerships with colleges, universities and businesses also contribute to helping

students achieve at the highest academic levels and preparing them for living and working in a global society.

VALUES

Ethical priorities to guide our decision-making and our treatment of one another

Integrity: We strive to engender trust in our intentions and abilities by acting courageously and adhering to a strong moral compass.

Excellence: We aspire to excellence through supporting our community of learners in the practice of continuous innovation, collaboration and growth.

Leadership: Being forerunners, pace-setters and cultivators, we demonstrate strong leadership rooted in principles of integrity, accountability, respect and communication.

Inclusiveness: We will leverage our diverse and inclusive community to achieve superior results in the field of education.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**GOALS
Goals to achieve our vision
(Updated Annually)**

Financial/Fiscal

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

Facilities

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

Academics

Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery.

Staffing

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

Organizational Effectiveness

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

**Lewis Center for Educational Research
STRATEGIC PLAN**

**OBJECTIVES
The outcomes we expect**

Financial/Fiscal

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

- 1.1 Objective: Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance.
Strategy: The annual budget will be developed with reserves set aside to meet this goal.
Strategy: Savings from personnel vacancies will not be allocated to meet other needs within a budget cycle.
Strategy: A deferred maintenance plan will be considered in the development of the annual budget.
- 1.2 Objective: Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.
Strategy: Finance Department will implement an encumbrance system through our operating system.
Strategy: Staff will utilize the purchasing procedures to ensure accuracy of monthly reports.
Strategy: Hold mid-year budget workshop with all budget managers.
Strategy: Implement an annual purchasing deadline to support the year-end financial closing. (Exceptions would be made only through approval by the Director of Finance.)
- 1.3 Objective: Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by School Site Council.
Strategy: Principals will receive clear communication regarding all restrictive dollars, the total amount of each fund, and reporting requirements.
Strategy: The planning for this spending will be initiated with the development of the annual budget. As information is released from the State and Federal governments, these plans will be updated and communicated to the Board and stakeholders.
Strategy: The LCAP will steer the budget development and fund priorities based on the effectiveness on student learning outcomes.

1.4 Objective: The Foundation Board will raise funds to support the needs of LCER schools and programs.

Strategy: The Foundation Board will host an annual gala each spring with the proceeds being allocated 50/50 toward the schools' capital campaigns.

Strategy: The Foundation Board will host an additional event each fall that will cultivate our donors and raise additional funds.

Strategy: The Foundation Board members will work to cultivate donors throughout our communities by attending local events and promoting the Lewis Center.

Facilities

Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses and informal education needs at Apple Valley Center for Innovation and Mineral City.

2.1 Objective: Complete the Head Start and NSLA TK-12 Campus (Grades TK-9 by Fall 2022, and 10-12 by Fall of 2024).

Strategy: Finalize the settlement and new lease agreement with the County and City.

Strategy: Work with HighMark School Development on the construction of the new campus for preschool and NSLA.

Strategy: Develop financing options and secure funding for the project that will consider long-term sustainability and feasibility for NSLA.

2.2 Objective: Create a deferred maintenance schedule to properly identify and address needs of aging equipment, buildings and infrastructure.

Strategy: Hold monthly meetings with Director of Finance, Facilities Manager, Principals and CEO to evaluate needs and monitor progress.

Strategy: Create annual staff and student surveys regarding maintenance and campus condition to guide planning and ensure safety.

Strategy: Create contingency plans for system malfunction (i.e.: portable air conditioning and heating units, generators for emergency backup.)

2.3 Objective: Monitor technological systems to protect against external and internal security threats.

Strategy: Utilize e-Rate funds to purchase firewall, switches, routers and core network equipment to modernize current system.

Strategy: Modernize security systems across the campuses including: cameras, lighting, and alarms with law enforcement access as an important consideration.

2.4 Objective: Create a capital campaign facilities plan by campus to address growing needs and future development.

Strategy: Collaborate with SB County Flood Control and VVWRA on land improvements in Apple Valley.

Strategy: AAE to develop and prioritize capital campaign projects.

Academics

Goal 3: Strengthen the academic programs at both schools resulting in increased student performance and college and career readiness.

3.1 Objective: Both schools will demonstrate increases in student mastery in the area of Mathematics at all grade levels as indicated on the Accountability Dashboard.

Strategy: AAE will adopt elementary mathematics curriculum.

Strategy: NSLA will continue embedded professional development and implementation of Swun Math.

Strategy: Both schools will increase STEAM offerings across grade levels to reinforce and support cross-curricular application of mathematical standards and concepts.

Strategy: AAE will pilot fee support for SAT/ACT/AP prep programs and exams to increase student participation and passing rates.

3.2 Objective: By 2022, both schools will develop a Computer Science/STEAM strand that builds upon itself in grades TK-12.

Strategy: Increase elementary enrichment time focused on STEAM (i.e.: coding, keyboarding, art, music, robotics).

Strategy: Partner with community agencies to support real-world STEAM applications at the middle school/high school level.

Strategy: Support professional development for teachers to use the one-to-one devices as an instructional tool for STEAM learning across disciplines.

3.3 Objective: Increase college and career focused learning opportunities for students at both schools.

Strategy: Intentionally seek community partners for students to explore career pathways that lead to post-secondary success.

Strategy: Use GAVRT to provide opportunities for students to engage in professional science and interact with members of the scientific community.

Strategy: Promote world language proficiency at both schools through awarding the Seal of Biliteracy upon high school graduation and Biliteracy medals at fifth and eighth grade promotions.

Staffing

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

4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly qualified staff.

Strategy: Attend teacher recruitment job fairs specific to San Bernardino County.

Strategy: Target applicants on EdJoin to recruit job seekers.

Strategy: Increase substitute pay for (regular and bilingual) to attract new teachers.

4.2 Objective: Invest in professional development for classified and certificated staff.

Strategy: The Special Education budget includes ongoing training for classified and certificated staff. This will continue to be included in the evaluation process for both schools.

Strategy: Offset induction costs for new administrators (\$2,000/yr). Continue to support induction for new teachers.

Strategy: Develop classified staff capacity through internal and external trainings. (Examples could include: support specialized certifications, targeted clerical trainings, leadership development pathway, transition plans for growth, cross job training).

4.3 Objective: Create a highly attractive environment for staff which will increase and/or maintain staff retention rates LCER-wide.

Strategy: Target salary increases based upon a comprehensive salary study with highest need and hardest to fill positions receiving priority (i.e. Speech Language Pathologists, Administration, Bilingual Teachers/Substitutes).

Strategy: Ensure that workspaces are clean, safe and in good repair. Provide appropriate workspace to meet staff needs.

Strategy: Provide opportunities for shared decision making through PLCs, surveys, ALT, task forces, cross-organization collaboration, etc.

Strategy: Maximize flexibility afforded to us as a charter in all areas.

Organizational Effectiveness

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

5.1 Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly.

Strategy: The CEO's evaluation will be based upon successful progress toward meeting the vision, mission and goals set forth the strategic plan.

Strategy: Develop a board evaluation process that is in alignment with the strategic plan.

5.2 Objective: Board and Staff will actively communicate LCER's mission to stakeholders, funders and communities that we serve.

Strategy: Each Executive Director will be engaged in key organizations within their area of expertise and will seek opportunities to lead and present.

Strategy: Marketing and branding will increase through social media, print media, conference and community participation, and recruitment efforts as measured by monthly staff board reports.

Strategy: Focus on communicating with parents at the school sites through School Site Councils, Parents and Pastries, Parent/Teacher groups, English Learner Advisory Councils, school events and ongoing communication to ensure that our reputation is strong (with the goal to measure increased attendance at these events or committees).

Strategy: Executive Team and LCER support staff will maintain an active presence on both campuses.

5.3 Objective: Increase communication with stakeholders regarding progress toward mission, vision and goals.

Strategy: Hold open financial updates around Interim Reporting timeframes to ensure transparency in LCER finances.

Strategy: Hold annual LCAP stakeholder meeting to report our progress toward goals.

Strategy: Increase attendance at board meetings through staff calendar invites, social media posts, and staff and student presentations and recognitions.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX A

**Summary of Issues Discussed at February 25, 2016 Session
(More Detail in Board Minutes)**

<u>Issues</u>	<u>Board's Concerns/Direction</u>
<u>Finances</u>	<ol style="list-style-type: none">1. Policies and procedures need revision.2. Some new policies and procedures need to be written.3. Restructuring of debt need to be completed.4. Tetra contract should be reviewed by legal counsel.5. Concern that staff is not on top of these issues
<u>Staffing</u>	<ol style="list-style-type: none">1. Grant writer position/person needs review.2. Do we need a PR/Community relations position? Can we afford it?3. Consulting contracts/position/expenditures need review.4. Concern that staff is not on top of these issues
<u>Parity</u>	<ol style="list-style-type: none">1. What is the cost of offering step or stipend for hard-to-fill positions such as BCLAD. Can we afford it? Stacy was given direction to cost out this option.2. Stacy was also given direction to cost out other options such as help with repaying student loans, improving leave and benefit package, absorbing health care cost increases, adding additional years to the salary schedule. Stacy to report costs with recommendations to Finance Committee. Finance Committee to bring recommendations to the full Board.3. Recruiting teachers is difficult due to salary schedule. Board member suggestion: what if we offered to pay for the last year or two of college in exchange for a multi-year commitment to LCER?
<u>Revenues opportunities</u>	<ol style="list-style-type: none">1. Board directed staff to pursue offering one TK class at each school starting fall 2016.2. Board agreed with staff recommendation to try to fill grade levels, thus increasing ADA.3. Staff floated several other ideas for increasing revenues. The three that the Board seemed most interested in were cell tower, selling surplus land, and fundraising.

Norton

1. Difficulty in filling upper grades because students must be bilingual and biliterate. Enrollment in upper grades will increase as students in lower grades move up.
2. Low test scores – student must answer questions by writing in English – no exceptions for English learners. No similar schools to use for comparison in California.
This is a concern for charter renewal.
3. Lease – needs to be renegotiated. Who is responsible? Current lease requires LCER to provide facilities for Head Start – current requirement for a new parking lot.
4. Relocation/expansion – CSUSB not an option. Could expand on current property. Could apply for Prop 39 and/or SB 740 funds.
Who's responsible?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX B

**Summary of Issues Discussed at February 29, 2016 Session
(More Detail in Board Minutes)**

<u>Issue</u>	<u>Board's Concerns/Direction</u>
<u>Use of Thunderbird</u>	<p>1. Board straw vote provided direction to Gordon to pursue after-school, joint program with AVUSD; keep Board informed of progress.</p> <p>2. Board expressed desire to explore option of selling TBC building, but only with consideration for improvements made by LCER. Can we sell if we don't own the land? Do we need AVUSD's approval to sell? Who's responsible for doing this?</p>
<u>Norton</u>	<p>1. Board decided to have charter renewed as a TK-12 school; strengthen TK-8 program while high school being developed; explore alternative models for high school; to be implemented by next charter renewal; bring plan and timeline for implementation with cost analysis for both the high school and the planning effort to the Board; put timeline in the current charter renewal application; should someone be hired to lead the planning effort?</p> <p>2. Board agreed NSAA's name needs to be changed to reflect what is actually happening. The School Board committee, staff and parents should discuss and recommend name change to the full Board. Some suggested name changes included:</p> <ul style="list-style-type: none">• Norton Language and Science Academy• Norton Science and Language Academy• Norton Academy• Norton Academy for Academic Excellence <p>3. Should Norton have an English Only strand for 5-8? NSAA School Board committee and staff should bring recommendation to the full Board along with implementation plan and cost analysis if recommendation is "yes."</p>

Organizational issues

Should LCER change its name?

Board consensus was to keep the LCER name. Some of the reasons given were:

- Too costly to rebrand
- The community knows us as LCER; to change the name would confuse the community.
- The name gives us a priority (research), and we should develop more university partnerships to do research. (Who is responsible?)
- The name reflects our desire to try new things, innovate

Should there be more emphasis on fundraising?

Board consensus was “yes,” and to explore the option of pulling the Fundraising Committee from the Board and make it a separate fundraising foundation. Who will be responsible for this?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX C

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

**Minutes
September 11, 2017**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 12:10 .m.

2.0 Roll Call

LCER Board Members Bud Biggs, Buck Goodspeed, Kirt Mahlum, Kevin Porter, Russell Stringham, Peter Torres, Marcia Vargas and Rick Wolf were present.

LCER Board Members Duberly Beck, Andy Jaramillo, Jose Palafox and Regina Weatherspoon-Bell were absent.

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

3.0 Public Comments: None

4.0 Discussion/Action Items on Strategic Planning

.01 Consultant Pat Caldwell Reviewed/Updated LCER Strategic Plan Mission, Vision and Values with the Board and staff.

- Mission: It was discussed and confirmed that we are using data driven and research proven practices at both schools, and the LCER is improving in this area. It was confirmed that we are innovative by using technology at both schools and seek opportunities that prepare our students. It was suggested to interview and get feedback on how we're doing from our graduates (college, trade, business, military), and from our teachers and parents as well. We feel the need to be innovative moving forward - being innovative is what makes us different. We need to balance innovation with legislation/day to day duties. Do we have a

safe and inclusive culture? At NSLA the location, facilities and traffic flow are unsafe, and traffic will increase with the additional warehouses. Upset parents are unsafe to the campus. Lisa noted that surveys show a positive response for safe campuses. Buck asked if safety should be moved up within the mission statement. At AAE outdoor facilities pose a safety hazard. Students feel safe per the student advisory council. It was asked if there is there diversity on the AAE student advisory council and if AAE has a real or perceived issue with diversity. We need to seek advice on how to increase diversity within the boundaries of a lottery enrollment. The Board needs diversity also.

- Vision: Are we exceeding needs? We are not “meeting” CAASP, let alone exceeding. What we're doing needs to be known. We need to tell our story and we need someone to tell it. Paul discussed how special ed students are included. We need to come up with a definition of “a focus on science”. We are leading the way in NGSS. Kevin noted we need more science emphasis at both schools. GAVRT doesn't touch our students. A dual immersion high school at NSLA was discussed. Is it a reality fiscally? Marcia feels it is possible. It should definitely be a language focus high school - teaching through the language. Paul asked if the goal is innovation or to prepare students for a global society. We will keep dual immersion high school in the vision. The Board can modify the strategic plan anytime. Marcia noted the need to develop a task force to decide secondary plans for NSLA. Community engagement can be better.
- Values: Last year our focus wasn't innovation. We can now move forward with it as a focus. Kevin felt things were handled in an excellent manner and we have had tremendous collaboration and growth. Lisa thanked Pat and Board for staying focused on plan over the last year.

.02 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan strengths, weaknesses, opportunities and threats with Board and staff, and will incorporate them in the updated LCER Strategic Plan.

.03 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan Existing Goals and Objectives. The goals are our highest priorities. Lisa Lamb provided an update on accomplishments towards the current goals.

Goal 1: “Improve the financial condition of the LCER, including key provisions for sustainability” - we are still working on this goal. Under Objective 1.2 – the budget needs to be more understandable for Board and staff. The date to accomplish this by was updated to December 2017. Kevin would like us to be proactive in looking at figures. Under Objective 1.3 - a 3% reserve is standard. The objective to have no less than two months of total payroll and costs in reserves is over and above the 3%.

Goal 2: “Renew Norton’s charter in December 2016 and continually strengthen the academic program” – the charter was renewed and we are in lease negotiations with the City and County of San Bernardino regarding the campus. We need to determine our final option and our budget. Lisa has been able to tell NSLA’s story to many during this process.

Goal 3: “The Lewis Center for Educational Research will be unified under a common vision, mission, goals and objectives” – we are still working on trust and transparency and will review the objectives.

.04 Consultant Pat Caldwell lead a discussion on identifying any new critical issues and goals and objectives. Lisa Lamb presented information on a new goal of academics that will be included in the updated LCER Strategic Plan.

Kirt asked that more information on what’s being done in math, robotics, etc. be included in the Board packets/meetings. Russ asked about coding and measureable results.

Lisa and Pat will make the revisions to the LCER Strategic Plan, and the Exec Team will review the objectives, and then bring the revised plan to the LCER Board for approval.

5.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX D

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

**Minutes
October 19, 2018**

1. **CALL TO ORDER:** Chairman Kevin Porter called the meeting to order at 8:35 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Kirt Mahlum (arrived at 9:00 a.m.), Jim Morris, Omari Onyango (left at 2:30 p.m.), Kevin Porter, David Rib and Marcia Vargas were in attendance.

LCER Board Members Sharon Page and Rick Wolf were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman and Paul Rosell were also in attendance.

Pat Caldwell facilitated the Strategic Planning.

3. **PUBLIC COMMENTS:** None
4. **DISCUSSION/ACTION ITEMS ON STRATEGIC PLANNING:**
 - .01 LCER Organizational Structure/Board and Staff Roles:** Pat Caldwell led an activity on the structure of the LCER. David Gruber also presented information on how LCER is funded.
 - .02 Review/Update LCER Strategic Plan S.W.O.T. Analysis:** Strengths, weaknesses, opportunities and threats were identified.
 - .03 Review/Update LCER Strategic Plan Existing Goals:** Pat Caldwell instructed the Board that strategic planning is visionary. The Board sets goals, which give direction for staff and the organization. Staff then develops objectives and strategies for how to implement the goals. Strategies can change throughout the year. Existing goals were reworded to the following:
 - Goal 1 – Build the financial capacity of the LCER, including key provisions for sustainability.
 - Goal 2 – Develop and maintain facilities to meet the TK-12 needs at both campuses.

Goal 3 - Strengthen the academic programs at both schools resulting in increased student mastery.

Goal 5 – (formerly Goal 4) The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

.04 Identify any New Critical Issues and Goals: The top 3 critical issues identified were: Successful NSLA expansion, financial stability/capacity, and maintain a high quality staff.

The following new goal was numbered as Goal 4 – Recruit, develop and retain a highly qualified staff.

The Executive Team will develop new objectives and strategies for implementing the goals, and the Strategic Plan will be revised and brought back to the Board for approval in February.

5. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX E

S.W.O.T. ANALYSIS (2016)

At the second planning session, planning team members engaged in a “mini” environmental analysis by brainstorming the organization’s strengths and weaknesses (internal) and opportunities and threats (external). Their determination of strengths that might be enhanced and weaknesses that might be corrected, along with opportunities and threats presented by the external environment, helped guide them when deciding what critical issues must be addressed. Their brainstormed S.W.O.T. follows:

Strengths

- Highly dedicated staff
- Parent support
- Engaged students
- Motivated Board
- Outside the box thinking
- Culture
- Safe environment
- Small class sizes
- Caring staff
- Private school environment
- Less bureaucracy
- Passionate about learning
- Tight community feel
- Non-union
- Successful K-12 program
- Technology rich
- Partnerships
- Enrichment programs
- Well-balanced education
- Parents that care
- Facilities
- Locations
- Relationships with chartering agencies
- Relationships with other agencies
- Pride
- GAVRT, Bridge, Local Outreach, HiDas,
- Successful alumni

- AFROTC
- Political connections
- Media connections
- Bi-literacy
- Chinese partnerships
- Board connections

Weaknesses

- Lack of planning
- GAVRT
- Lack of transparency
- Communication
- Facilities & Norton
- Lack of marketing
- Detailed budget planning
- No football team
- Weak in developing new partnerships
- Teacher turnover at NSAA
- Relationships between board & exec team
- Student attrition
- Fund development
- Low salaries
- No multi-year budget
- Lack of capital investment
- Current policies
- Lack of leadership transition planning
- Lack of stakeholder involvement
- Tracking alumni
- NSAA treated like stepchild
- Lack of proactive recruitment of teachers
- Lack of student recruitment
- Broken promises
- Weak Board
- Uninformed Board
- Lack of Board participation at Festival of Arts at AAE

Opportunities

- Business partnerships
- University partnerships
- Developing real estate at AAE & NSAA
- STEM partnerships
- Fund development
- Relationship with alliance for education
- Internships

- Political relationships
- Alumni
- Low interest rates, rising economy
- Partnership with community service agencies
- 740 program & Prop 39

Threats

- Other salary schedules elsewhere
- Competing dual immersion programs
- Shortage of teachers
- Uncertain revenues
- Common core vs. the unknown
- County/city involvement in our lease
- Anti-charter movement
- Unionization
- Teacher training institutions have bad impression of charter schools
- More legislation coming
- Needing more legal advice due to regulations
- Security
- LCAPS more regulated
- Charter renewals
- Desert Trails controversy

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX F

S.W.O.T. ANALYSIS (2017)

Strengths

- After School Program
- At will
- Board of Directors
- Branding
- Chinese partnerships
- Communication
- Culture
- Engaged students
- Enrichment opportunities
- Jim Foley
- Leadership
- Low staff attrition
- Non-union
- Parent support
- Partnerships
- Political connections
- Potential
- Private school environment
- Relationships
- Safe environment
- Salary flexibility
- Sports
- Strong administration
- Strong relationships with authorizers
- Teachers
- Technology rich
- Transparency

Weaknesses

- Data analysis
- Doing business in California
- Gathering data from stakeholders
- GAVRT in classrooms
- Facilities
- Financial responsibilities
- Financial resources

- Financial understanding
- Lack of marketing
- Low salaries
- Online presence – social media
- Policy revisions
- Standard operating procedures for support departments
- Tracking alumni
- Visibility

Opportunities

- Advocacy
- Alumni
- Conference presentations
- Corporate partnerships
- Educational association connections
- Environmental land trust
- Friendraising
- Funding opportunities
- Partnerships
- Political connections
- Speaker's bureau – former board members
- STEM partnerships
- Student internships
- University and community college partnerships

Threats

- Lease with SB County/City
- Legislation
- Natural disasters
- Other salary schedules elsewhere
- Security – cyber and campus
- Shortage of teachers and subs
- Unionization
- Well-funded anti-charter movement

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX G

S.W.O.T. ANALYSIS (2018)

Strengths

- Board
- People
- Supportive arents
- Great reputation
- Innovation
- Diversity
- Partnerships
- GAVRT
- Relationship with authorizers
- Longevity
- History
- Wait list
- Strong & unique academic programs
- Dual immersion
- Fiscal stability
- Fiscal process
- Technology
- Location of schools
- Reach – global, national
- Discussing, not attacking
- Dedication
- Transparency of budget process
- Strategic Planning
- Bylaws revisions
- General morale
- More trust
- Leadership
- Communication
- Students first
- Retention
- High quality staff
- Retention of students
- Professional development
- Flexibility
- Utilize best practices
- Integrity

- Loyalty
- Respect
- Exemplary Systems
- Safe schools
- School uniforms
- Small class sizes
- TK-12 schools
- Nurturing Culture
- Fiduciary oversight
- Blank slate for Norton facilities
- Risk tolerance
- Risk takers
- Small schools
- Small CMO
- High level of volunteers
- Parents Involved
- Legacy

Weaknesses

- Financial uncertainty
- Growth – how to successfully grow Norton
- PR/marketing
- Fund development
- Compensation levels
- Communication
- Facility planning
- Facility maintenance
- Board knowledge of programs
- Goofy lease terms
- Historical decisions/mistakes
- Legacy
- Updating policies
- STEM/STEAM at Norton
- Board visibility
- Exec team presence
- Perception of inequities between Norton and AAE
- Succession plan
- Budget inflexibility
- Support for new employees
- High supervisor ratio
- Math test results
- Academic achievement at Norton and AAE
- Labs at both schools
- Complacency

- Lack of resources compared to non-charter public schools
- Lack of participation in activities for special needs students
- Special ed culture at Norton
- Geographical distance between schools
- Lack of understanding of the uniqueness of each school
- Challenge of writing IEPs for English speaking student in dual immersion program
- Lack of waiting list at Norton
- Stability/strength of middle school at Norton
- High school waiting list at AAE
- Lack of charitable giving
- LCER reputation and presence in Inland Empire
- Number of Board members from Inland Empire
- Small athletic program
- Overburdened leadership
- Lack of transitional planning

Opportunities

- NGSS standards
- NASA partnership
- Informal education
- Address local or regional educational needs
- Attract students because of graduation rates and college going numbers
- Lack of other high performing charter schools
- Magnet focus to fill the void in world languages
- Build a high school with an end in mind
- Align classroom experience with unique extracurricular programs
- Can put interns into the classroom
- Stay ahead of next cutting edge trend
- Become role model for other dual language schools
- Tough challenge to always be out in front
- Become known as the leading charter schools
- Can gain more community support
- Growth at Norton
- Land trust
- University partnerships for staff recruitment and PD

Threats

- Attack on charter schools
- Unions/unionization
- PERS/STRS
- Comparable salaries/compensation
- State funding for charter schools
- Anti-charter governor

- Economy
- Teacher shortage
- Competition for bilingual teachers
- Socio-economic status of demographics in region
- Growth of special ed needs
- Perception of bloated admin and fiscal mismanagement
- Declining prospective student population
- Technological demand of education in 21st century
- Litigation
- Security threats – cyber attack, terrorism, etc.
- Opposition to our program expansion
- AVUSD board election
- Increasing regulatory requirements
- No appeal rights with county authorizer
- Students overuse of technology/language skills dropping, etc., less interaction
- Diminishing social skills
- Ghost charters
- Substitute shortage

**Lewis Center for Educational Research
STAFF REPORT**

Date: February 11, 2019
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

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

Ongoing:

We continue to look into additional funding sources to support our goals and objectives. These include categorical funding (Title I and Title III at AAE), increased food services funding through higher participation at both schools, multiple GAVRT and Local Outreach partnerships, and potential facilities funding sources. Each of these will build the financial capacity and provide for sustainability.

Budget:

The Executive Team and LCER budget managers have begun budget development for SY 2019-2020. The budget will include reserves set aside for economic uncertainty with a projected amount of 3% of each school's general budget. There will be an additional \$500,000 set aside for NSLA's facilities reserve.

NSLA Campus Financing:

In order to provide for NSLA's long-term sustainability, the board and staff will work with a Financial Advisor to evaluate the financing options and select the best avenue for the construction of the new campus on Waterman North. This process of vetting advisors has begun, and candidates will be brought forward for board approval in March.

Facility Grant Funding:

The Finance Department is actively pursuing state funding options to support the Tetra Lease at AAE and the construction at NSLA.

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

AAE

Over break, the Facilities Department constructed an additional office in the N Building for SELPA Counseling Services.

The softball field has continued to be closely monitored. It has been decided that it needs to be overlaid with dirt to support the leveling of the grass for student safety.

Custodial services conducted deep cleaning to include: HVAC filters and coils being serviced, clean and sanitize the bleachers, classroom and office carpets cleaned, all bathrooms sanitized and scrubbed, etc.

All of the roofs and gutters were cleaned and any damaged areas were repaired. There were no leaks during recent rains.

NSLA

A new portable was leased and installed to support additional SELPA Counseling Services and provide space for LCER support at NSLA.

The Foisy Field was leveled around trees and curbing. All curbing was repainted.

The westside of the parking turnaround was re-stripped to provide better ingress and egress from parking stalls.

Custodial services conducted deep cleaning to include: HVAC filters and coils being serviced, the cafeteria floor was scrubbed, classroom and office carpets cleaned, all bathrooms sanitized and scrubbed, etc.

Local Programs

Mineral City has been cleaned after the vandalism. We are waiting for the new windows and surveillance cameras to be installed.

The upper campus classrooms, bathrooms and observatory were deep cleaned over break. The ceiling was repaired in the Flight Simulator Room. The roofing was completed and no leaks occurred during recent rains.

*The principals and executive staff will continue to work closely with our Facilities Department to ensure that the campuses are maintained in such a way as to support a safe and welcoming environment for students, staff and visitors.

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

Academic Goals for 2018-2019 SY

AAE:

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

NSLA:

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

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

The task force for the NSLA Expansion has continued to meet. The Personnel sub-committee is currently working on the evaluation of classified office positions and administrative structure.

The HR Department has completed the CEO salary comparison and the comparison for all administrative, certificated and classified positions with Apple Valley Unified School District. These comparisons will be expanded to include San Bernardino City Unified, San Bernardino County and similar charter schools. These comparisons will guide our budget decisions for next school year and the out-years. Compensation continues to be an obstacle to recruiting and retaining staff- especially within the certificated and administrative positions.

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

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

In December, all regular salaried classified and certificated staff received a bonus. This one-time bonus is creditable to their retirement.

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

On December 12th, Lewis Center held its second All Staff meeting of the school year. We joined both campuses via video conference to collectively join in updates and celebrations. This format seemed to work well, and after evaluation, the Executive Team has decided to move forward with bringing the staff physically together once annually and joining via video twice per year.

The Executive Team engaged in an all-day workshop on January 11, 2019. The focus of this time was to draft the objectives and strategies to support each of our organizational goals with the LCER Strategic Plan. These have been included on the agenda for final approval.

The Lewis Center Management Team have been engaged in a study of the book, *Strengths Based Leadership: Great Leaders, Teams and Why People Follow* by Tom Rath and Barry Conchie. This book study will be followed by Strengths-Based Leadership professional development with Sharon Page on February 20th. The goal of this training is to empower the leaders within our organization to maximize their talents and to equip our team to fully meet our mission, vision and goals.

Human Resources Staff Report

January 30, 2019

AAE (20 Total)

New Hires: (9)

Last Name	First Name	Job Title	Position / Stipend #	Hire Date
Leyerly	McKenna	Certificated Sub	Sub	1/22/2019
Rivera	Frank	HS Girls Softball Coach	C200ATH018	1/18/2019
Nanthakumar	Deshina	Certificated Substitute	Sub	1/16/2019
Spencer	Toni	Classified Sub	Sub	1/16/2019
Arce	Brooke	Certificated Substitute	SUB	1/14/2019
McGee	Mallory	Classified Sub	SUB	1/14/2019
McBride	Edward	Certificated Substitute	SUB	12/17/2018
Hernandez	Marlynnne	Classified Sub	Sub	12/13/2018
Salazar	Jorge	Certificated Sub	Sub	12/5/2018

Reclassifications: (7)

LAST	FIRST	From	Position / Stipend #	To	Position / Stipend #	Date
Brinson	Melissa	Athletics Assistant (CL29)	00015	Athletic Coordinator	00015	1/1/19 - 6/30/19
Aparicio	Max	NSLA Classified Sub	SUB	AAE CDO (4hr/181d)	00032	1/28/2019
Cortez	Sarai	NSLA Classified Sub	SUB	AAE CDO (3hr/181d)	00032	1/28/2019
Dudgeon	William	Athletic Director	00014	PE Teacher	00234	1/14/2019
Holderfield	Rebekah	Teacher, Elementary	00210	Certificated Sub	SUB	1/7/2019
Kreuser-Jenkins	Nancy	Sr Mission Control Operator (7hr/200day)	00017	Sr Mission Control Operator (8hr/200day)	00017	1/1/2019
McCoy	Rebecca	HR Officer (210 duty days)	00104	HR Officer (217 duty days)	00104	1/1/2019

Separations: (4)

Last Name	First Name	Job Title	Reason	Position / Stipend #	Termination Date
White	Carl	CDO	At Will - Restructure	00032	1/25/2019
Houtby	Autumn	MS Cross Country Coach	Resignation - Moving	C200ATH003	1/16/2019
Tarin	David	HS Golf Coach	Resignation - Personal	C200ATH021	1/16/2019
Anderson	Sharilyn	Certificated Substitute	Resignation (didn't renew credential)	Sub	1/1/2019

NSLA (5 Total)

New Hires: (2)

Last Name	First Name	Job Title	Position / Stipend #	Hire Date
Martinez	Raylene	Food Service Worker	00093	1/7/2019
Gonzalez-Chronister	Elizabeth	Teacher, Elementary - 00167	00167	1/7/2019

Reclassifications: (3)

Last Name	First Name	From	Position / Stipend #	To	Position / Stipend #	Date
Aparicio	Max	NSLA Classified Sub	Sub	AAE CDO (4hr/181d)	00032	1/28/2019
Cortez	Sarai	NSLA Classified Sub	SUB	AAE CDO (3hr/181d)	00032	1/28/2019
Acentares	Erica	Ed Spec IA (6 hr / 181 day)	00069	Ed Spec Instr. Assistant (7h/181d)	00071	12/3/2018

Separations: (0)**Positions Currently Posted / In the Interview Process / or Recently Hired:****LCER:**

Groundskeeper Posted

AAE Certificated:

Certificated Substitute Posted (Ongoing) – Recently Hired (5)
 Education Specialist Posted
 School Counseling Intern Posted

AAE Classified:

Health Office Substitute Posted (Ongoing)
 Coach – Var. Girls Softball Posted – Recently Hired
 Character Development Officer (2) Recently Hired (2)
 Classified Substitute Posted (Ongoing) – Recently Hired (3)
 Ed Specialist Instructional Assistant Posted – Interviewed – 3 offers made and declined
 Music Enrichment Instructor Posted – Interviews Scheduled

NSLA Certificated:

Certified Substitute Posted (Ongoing)
 Bilingual Certified Substitute Posted (Ongoing)
 Teacher on Assignment Re-Posted – Interviews Scheduled
 ELEM Dual Immersion Teacher Posted – Recently Hired
 MS Soccer Coach Posted
 MS Track Coach Posted
 Ed Specialist Instructional Assistant Posted
 Bilingual Instructional Assistant Recently Hired

NSLA Classified:

Classified Substitute Posted (Ongoing) – Recently Hired
 Enrichment Instructor – Music Recently Hired
 After School Program Assistant Posted
 Education Specialist Instr. Assistant Posted
 Instructional Assistant Posted
 Food Service Worker Recently Hired

HR Activities including both AAE & NSLA:**Employment:**

- Created job postings / descriptions for above positions
- Recruited and advertised new positions: internally, Edjoin, Daily Press, Desert Dispatch, LCER Website, Monster.com, Local Universities
- Collected and screened job applicants
- Scheduled and held interviews
- Sent follow up thank you letters and emails for those applicants/candidates who were not selected
- Conducted reference checks for all prospective new hires

- Conducted new hire orientations for new employees (new hire packet, health benefits, sick leave, salary placement, and job requirements), processed job-reclassifications, etc.
- Processed new hire paperwork for new hires, including DOJ, background checks, benefits paperwork, etc.
- Processed paperwork for employee separations and completed exit interviews
- Responded to verifications of employment from other schools and/or credit/loan institutions
- Monitored seasonal coaching agreements
- Analyzed applicant credentialing and communicated with applicants regarding credentialing requirements
- Registered for staff recruitment fairs:
 - Cal State San Bernardino - March 14
 - SCSS - March 30
 - UCR - March 26
- Planning for future staff recruitment for NSLA build out
- Working with Grade Level Team at AAE to establish formal New-Hire Teacher Orientation in addition to the Pre-Hire Orientation that is conducted by HR

Compliance:

- Prepared packet for volunteers to include: DOJ fingerprint procedures, TB risk assessments, volunteer driver packets, LCER Agreements: Proprietary, Child Abuse, Internet Use, etc.
- Assisted employees with credentialing applications, renewals, waivers, etc.
- Assisted 5 Certificated Substitute applicants with filing for their Sub Permits
- Maintained employee and volunteer fingerprint information and DOJ database as well as provided training at the parent/volunteer workshops at the AAE
- Maintained employer pull notices through the DMV
- Sent letters to employees for expirations of TB tests, Food handler's cards, CPR/First Aid cards, etc
- Follow up to employee notices for CPR/first aid, mandated sexual harassment training for supervisors, TB tests, etc.
- Continued implementation for TB tests for parents and volunteers to be in line with new laws
- Monitored labor law updates and blogs for compliance
- Attended seminars and webinars for the 2019 labor law updates
 - There were 28 new laws enacted in California in 2018 for 2019, which is more than the other 49 states combined
- Reviewing the new 2019 Cal Chamber Labor Law Digest
- Worked on updating HR board policy, procedures & employee handbook
- Reviewing wage and hour updates
- Processed workers' comp & student injury claims
- Facilitated accommodations meetings with employees and supervisors for workers' comp
- Assigned and tracked annual compliance trainings for staff – continued tracking for midyear hires
- Board personnel taskforce meeting for updates to the executive board policies

Personnel Items:

- Processed FMLA applications and SDI benefit claims
- Responded to notices of claims filed for unemployment insurance
- Ongoing new teacher induction management
- Ongoing credential processing and monitoring
- Calculated pay reconciliations for finance department for employees' terminations, leaves, etc.
- Investigated and responded to potential UCP and internal complaints
- Updated forms and implemented procedure changes: pre-hire orientation paperwork, requests for time, etc.
- Web Timesheets: Worked with Finance Department to continue to train and implement organizational wide roll out of new web based timesheet system
- Tracked sick leave balances in HR Software
- Worked with CEO on NSLA lease
- Assisted Finance with personnel budget items for 2018-19 and 2019-2020 school year

- Followed up on meetings with each director to review their personnel costs for 2018-19 with Finance Director
- Worked with finance to create reports for exec team and Board
- Finalized 2018-19 salary calculations for all regular classified and certificated staff that were late hires
- Prepared and updated draft salary calculations for 2019-2020
- Coordinated the Employee of the Semester: nominations, meetings, selections, awards, presentations, etc.
- Worked on updating HR board policy, procedures and employee handbook
- Continual update of HR forms to include workers comp/student accident, family leave, hiring checklists, SOPs, etc.
- Track, log, and send reminders to supervisors for performance evaluations and mandated training completions
- Continue to assist Finance with budget projections
- Researched and compiled information for CEO on Dual Immersion schools in Southern California
- Salary Benefits Comparisons for CEO as well as all other staff

Trainings/Meetings/Presentations:

- Quarterly HDEAC seminar/training
- Monthly HDEAC board meetings
- LCER regular/special board meetings
- Regional credential and induction meetings
- RCOE Center for Innovation Regional Induction meetings
- Charter School Critical Issue Symposium hosted by YM&C & CSMC
- Leadership Victorville Training
- Participated in Weekly LCER Executive Team meetings
- Facilitated/coordinated LCER General Administrative Team meetings
- Facilitated/coordinated EWS trainings for all NSLA and AAE midyear hires
- Facilitated/coordinated training for administrators, managers and assistants regarding finance/HR changes and procedures
- Set up and tracked annual mandatory training videos for all staff through Charter Safe's Safe Schools website
- Facilitated/coordinated Wednesday teacher training/workshop regarding finance/HR procedures
- Strategic planning with the board
- Strategic planning with the executive team
- Board personnel taskforce meeting for updates to the executive board policies
- NSLA personnel taskforce for middle school/high school buildout

**Lewis Center for Educational Research
Staff Report**

Date: February 11, 2019
To: LCER Board of Directors
From: David Gruber
Re: Finance Department Report

Finance Updates

The Finance office has received the annual audit from the Auditors and determined some necessary corrections as there was no transfer to cover all of the salaries and expenditures for General Administration.

Payroll has successfully completed the process for semi-monthly payroll and we do not see any interruptions for our staff and their compensation and deductions. Payroll has also been able to process all W-2's and Form 1095-c's and made them available to staff in accordance with the policies placed forth by the IRS. We received a notice in regards to the 2016 1095-c's and will be working to address all areas of concern to make them accurate and valid.

The Finance office is in the process to better support each other and have begun cross training staff in a number of areas. Our goal is that through cross-training, the Finance office will be better suited for any and all possible needs as we begin to grow at Norton. We are also anticipating this as a tool that will allow us a cleaner and more open forum of transparency with our Board and Authorizers. Our goal is also to help grow the team in their own professional areas and allow the team to be better suited if anyone is either out for an extended period of time, retires/resigns, or for excess periods of workflow. I am hoping that this will allow us to bring a better level of service to our staff.

Lewis Center for Educational Research

STAFF REPORT

Date: January 30th, 2019
To: Board of Directors
From: Ryan Dorcey
Re: Information Technology/GAVRT Report

Information Technology

- Updated Barracuda WebFilter appliance to model 810. This will allow for greater throughput and protection of student devices.
- Upgraded technology in Observatory ground level at AVCI. New projector, TV, speakers, and audio receiver.
- Updated CAASPP web browser used for state testing to the latest release on all devices.
- Completed Macbook Air upgrades for all teaching staff at NSLA. Only 10 remain to be rolled out at AAE.
- 527 support tickets resolved during reporting period November 28th, 2018 – January 30th, 2019

GAVRT

- Presented at the following locations:
 - Jet Propulsion Laboratory Various Group Supervisors 01/09/19
 - CDE After School Program STEAM Hub Event 01/14/19

**Lewis Center for Educational Research
Staff Report**

Date: February 11, 2019
To: LCER Board of Directors
From: Valli Andreasen
Re: Principal's Report

School Operations

- School Attendance Review Team (SART) meetings were held on January 30 for twelve students with chronic absenteeism. AVUSD has agreed to let our students participate in their School Attendance Review Boards (SARB) when needed.
- The breakfast program pilot that began after break has been highly successful with over 100 students participating daily. The program will continue.

Strategic Planning

- Students eligible to receive services through Title I Targeted Assistance School funds have been identified. Services will include after-school tutoring and a STEM camp.

Student Achievement and Performance

- Senior Edwin Uglum was selected to receive a 2019 Susan Steelman Bragato Scholarship from the California Charter Schools Association. The scholarship will provide Edwin with \$2,000 for college.
- Thirty-three of the 2019 senior class have earned the Golden State Seal Merit Diploma (GSSMD) demonstrating mastery of the curriculum with a B or above in at least six subject areas.

School Event Highlights

- Sarah Grief was invited to contribute an article for the "Current Technology Trends for History/Social Studies" issue of the Social Studies Review Journal of the California Council for the Social Studies, "Implementing Movies and Technology Into The 21st Century Classroom".
- High School ASB kicked off the start of the second semester with Homecoming Spirit Week. On Friday, HS ASB held a tailgate event prior to the basketball games, where ASB and parents came together to provide free food and entertainment to everyone in attendance. On Saturday, ASB put on our homecoming dance with over 190 students in attendance.
- AFJROTC Cadet Advanced Training included an overnight stay at the school on January 9.
- Athletics has wrapped up Winter sports. Middle School Baseball ended their season in the first round of playoffs. Middle School Softball was eliminated in the second round of playoffs. Spring sports sign-ups are underway.

- Ambassadors sponsored the induction event for newly enrolled Middle School/High School students on January 16. This is a wonderful way to welcome and transition our new students to AAE.
- This year's Father-Daughter Dance on January 26 was hosted by the TK-2 teachers. The theme was "Once Upon a Time". This is an annual highlight for elementary students along with the Mother-Son Dance activity.
- January 25 a group of eight grade girls attended "Celebrating Women in Math" at Victor Valley College.
- School Counselor, Genie Cook held a junior parent/student information night on February 5. Many topics were covered including SAT prep/registration, course planning, college application process, and AP course information.
- The Lewis Center hosted educators from Del Vista Math & Science Academy on January 18. They came to view our science programs.

Media Coverage

- Academy for Academic Excellence was nominated for Daily Press Best of the Desert in three categories: Best Charter School, Best Middle School, Best Elementary School. Voting took place January 20 - February 3.

Parent and Community Partnerships

- The second quarter Perfect Attendance Celebration was held on January 23. There were 343 TK-12 students with perfect attendance during second quarter. The sponsors, Dr. Gabriel Stine, owner of Stine Chiropractic, and Dave Thomas, representing Greiner Buick GMC were in attendance.
- Horace Mann representative, Valerie McGowan, presented a bicycle to a perfect attendance elementary student at an awards assembly as part of their Perfect Attendance Spells Success (PASS) program.

Registrar/Enrollment

Enrollment	Waiting List
Pre K	779
TK 25	absorbed
K 100	151
1st 100	192
2nd 100	236
3rd 112	115
4th 112	179
5th 112	142
6th 125	110
7th 125	126
8th 125	87
9th 119	18
10th 108	5
11th 87	4
12th 94	0
Total 1444	2144

<u>Discipline</u>	<u>TK-5</u>	<u>6-8</u>	<u>9-12</u>
In-house Suspension	1	4	2
Suspensions	4	3	7
Expulsions	0	0	1

Special Education

AAE total- 121
Speech ONLY- 34
Pending Referrals- 7

Lewis Center for Educational Research

Date: February 11, 2019 (submitted January 30, 2019)

To: LCER Board of Directors

From: Fausto Barragán

Re: Principal's Report – **Norton Science and Language Academy**

Principal's Message

With less than 80 days left in the school year, NSLA staff and students have a busy few weeks ahead. I want to thank Heather Juarez for her work in preparing for WASC as well as her support with the completion of the annual School Accountability Report Card.

NSLA is excited about the upcoming Colegio Concepcion and NSLA GAVRT learning Exchange (Intercambio de escolares entre Chile y EE.UU. por el Proyecto GAVRT). This experience will give students the opportunity to expand the vision of becoming global citizens while experiencing a different culture and learning environment. Students will connect and collaborate in science learning with a global perspective.

Curriculum and Instruction

- During January NSLA teachers participated in their 4th and final GLAD (Guided Language Acquisition Design) training for the 2018-2019 school year. The professional development opportunity focused on writing across the genres and strategies to support students with differentiated instruction in writing. NSLA's Swun Math coach also came out for the 5th visit this school year, three visits remain. This month's visit focused on co-teaching identified components of the math lesson design in grades 3-8. Our math coach will return to continue with the same focus with grade TK-2 in February.

Staff Activities

- Several NSLA staff members attended the Illuminate Education Conference in San Diego from January 31-February 1, 2019. The purpose of attendance to this conference is to increase our knowledge of the use of Illuminate at NSLA. Resources and information gathered at the conference will be shared with staff members.
- Staff members will be attending and presenting at the Charter Schools Conference in Long Beach, California. We are excited about representing NSLA and sharing our resources with other schools and organizations.

Erin Mason, Irma Leaños and Jessica Sepulveda will be presenting the following:

Workshop Title: Journey through Fourth Grade Dual Immersion
Strand: Dual Language Education
Date: 3/21/2019 **Time:** 1:30 PM - 2:45 PM
Location/Room: Hyatt Regency Long Beach - Regency E
A/V: LCD Projector/Screen

Fausto Barragán will be presenting on the following:

Workshop Title: Asientos flexibles en las aulas para el éxito estudiantil (Flexible Seating in the Classroom for Student Success)
Strand: Professional Development
Date: 3/21/2019 **Time:** 3:15 PM - 4:30 PM
Location/Room: Long Beach Convention Center - 202C
A/V: LCD Projector/Screen

Staffing

- *Elizabeth Chronister was hired to fill the third-grade vacancy at NSLA. Mrs. Chronister comes to NSLA with a wealth of experience as a teacher, college professor and school administrator.*

Special Education and Student Services

- *The current SPED population at NSLA remains at 10% overall.*
- *Per latest pupil count created on 1/11/2019:*
 - *RSP K-5 is currently serving 26 students in addition to 8 students with speech only IEP needing academic interventions weekly*
 - *SPEECH is currently serving 26 students with speech only IEPs*
 - *ISAI K-5 is currently serving 11 students*
 - *ISAI (6-8) is currently serving 5 students*
 - *RSP (6-8) is currently serving 10 students*
- *There has been a significant increase in the amount of referrals for initial assessments in recent weeks. As 1/29/2019, NSLA has ten (10) pending initial assessments to be completed in the next six weeks. Referral sources include parent requests and referrals coming from SSTs. The SPED Team conducts bi-weekly meetings and SPED personnel attends required PD meetings. SPED also attends specific trainings provided by other agencies. Trainings are available through the DM SELPA, WEST END SELPA and other agencies in the Inland Empire. The SPED Team at NSLA is composed of three full-time teachers, one full-time Speech Pathologist, three full-time instructional aides, and one full-time School Psychologist.*

Dean's Report

Ms. Foster and Dr. Barragán have been visiting classrooms every morning to read to students about bullying, making friends, etc. This activity supports the need for increased conversations about bullying, accepting individual differences and school expectations.

Dr. Barragán and Ms. Foster attended the Managing School Crisis Training in Apple Valley February 7-8, 2019.

Discipline	TK-5	6-8
In House Suspensions	0	2
Suspensions	0	0
Expulsions	0	0

- SART: The Student Absence Review Team has help individual parent meetings on the following dates:
 - August 30, 2018
 - September 27, 2018
 - October 30, 2018
 - November 14, 2018
 - January 31, 2019

SART is a School Site Team which includes the parent and the student, Dean of Students and the School Registrar. The goal of this team is to identify possible solutions to improving the students' attendance. At this meeting, the parent agrees to abide by the directions of the School Attendance Review Team (SART) as outlined below.

1. Attend school regularly and on time each day.
2. Abide by school rules and regulations.
3. Obey the directions of my teachers and administrators.
4. Complete my class assignments.
5. Develop a positive attitude about school.
6. Other

Recruitment Efforts

Since the start of 2018-2019 we've built a counsel to head the Recruitment Team: Dr. Barragan, Mrs. Mesinas and David Garcia. These are the Recruitment Strategies and efforts as follows: Build a Recruitment TEAM (January 31st Meeting), Visiting Schools/Other Campus, Community Centers and Libraries, to promote our school and leave our business cards and postcards. We've made Daily Phones calls/emails, School Tours, spread the word through parent referrals. We've attended Parent Meetings such as Parents and Pastries, ELAC and PTO. We've made several advertisements through Facebook/Facebook Live Stream, NSLA YouTube Channel (Video Testimonials, Events, Highlights, Classes and Programs) and Instagram/Instagram Live

Stream. We've also implemented Parent Square (Phone Calls, Emails and Text) to allow our parents to know about open enrollment for the upcoming school year for TK and Kindergarten. We also created a link for our very own NSLA Recruitment Google Drive Folder.

Current Enrollment and Waiting List

TOTAL ENROLLMENT JANUARY 20, 2019: 783

Eligible TK students for 2019-2020: 20

Eligible Kindergarten for 2019-20: 79

Total Enrollment: 783	Current Waiting List:
TK: 25	TK: 3
K: 104	K: 0
1: 107	1: 3
2: 107	2: 3
3: 99	3: 3
4: 92	4: 4
5: 72	5: 2
6: 53	6: 2
7: 58	7: 2
8: 50	8: 2
SDC K – 4TH : 11	SDC K-4TH
ISAI 6TH -8TH : 5	ISAI 6TH -8TH

Facilities

- A 40-foot storage container has been added to NSLA to use as storage for equipment formerly located in 4 storage sheds on the 1-5 playground. This addition was made to address the ongoing theft of equipment located in the sheds over weekends and on holidays. Hopefully, this addition will increase storage space and will improve the safety on campus.
- A new trailer was added to serve as additional office space for service and support providers from outside agencies and for LCER employees who work at NSLA several days during the week. The addition of new office space will support the need for more space.

WASC

- WASC Visit 2019: NSLA's WASC visit will be April 7-10. Recently, the chair, Traci Lewin, visited the campus on the 25th for a preview. She toured the campus and asked general questions. She also gave the WASC team time to ask any questions in regards to preparing the report and preparing for the WASC committee visit.

The WASC team is putting the final touches on the actual report and will be completed by February 28th. The action plan goals were presented to NSLA staff on February 6th for approval. The goals are:

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

Upcoming Events:

As always, we welcome board members to all and any events taking place at Norton Science and Language Academy. If you would like to visit classrooms, please make sure to check into the office so that Dr. Barragán, any available administrator or ASB leader may give you a tour to show the rigorous learning taking place inside of the classrooms.

February:

- 2/1/19- Softball Banquet
- 2/4/19- NSLA Soccer Tryouts begin
- 2/5/19- Annual Science Fair
- 2/7/19- 4th Grade fieldtrip to LA Union Station
 - o ASB Fieldtrip to Pinion Mesa Middle School
- 2/8/19- Spring Picture Day
 - o PTO General Meeting
- 2/11/19- NSLA Closed in Observance of Lincoln's Birthday
- 2/12/19- 8th Grade fieldtrip to UCR
- 2/15/19- Annual Chinese New Year Assembly
 - o Family Skate Night (PTO event)
- 2/18/19- NSLA Closed in Observance of Presidents Day
- 2/22/19- 6th grade fieldtrip to LEGOLAND

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 12/1/2018 Through 1/31/2019

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
12/3/2018	387		549,608.55	Group: CERT; Pay Date: 12/3/2018
12/4/2018	41661	CharterSAFE	24,627.00	Insurance premium pymt for November
12/4/2018	41665	SBCSS	21,170.10	NSAA PERS contributions for November
12/4/2018		SBCSS	49,726.57	LCER/AAE - PERS contributions for November
12/4/2018	41666	SchoolsFirst Federal C...	16,128.17	Employee TSA contributions - November 2018
12/4/2018	41668	SBCSS	62,236.95	NSAA STRS contributions for November 2018
12/4/2018		SBCSS	126,678.23	LCER/AAE - STRS contributions for December
12/7/2018	41927	SISC	173,455.70	Health Coverage for December 2018
12/12/2018	388		57,893.98	Group: CLASS; Pay Date: 12/12/2018
12/12/2018	389		188,256.43	Group: CERT; Pay Date: 12/12/2018
12/21/2018	41944	Calif Charter School A...	22,460.00	Charter School Membership Dues
12/28/2018	391		185,130.40	Group: CLASS; Pay Date: 12/28/2018
1/2/2019	392		542,580.74	Group: CERT; Pay Date: 1/2/2019
1/4/2019	42032	SBCSS	23,847.96	NSAA PERS contributions for December
1/4/2019		SBCSS	59,895.95	LCER/AAE - PERS contributions for December
1/4/2019		SBCSS	70,585.08	NSAA STRS contributions for December
1/4/2019		SBCSS	146,214.61	LCER/AAE - STRS contributions for December
1/4/2019	42033	SchoolsFirst Federal C...	16,228.17	Employee TSA contributions - December 2018
1/8/2019	42041	Webstaurant Store	14,048.89	PO# 1819-0716-NSLA Double Oven
1/15/2019	393		351,788.65	Group: Payroll; Pay Date: 1/15/2019
1/18/2019	42060	CharterSAFE	24,471.00	Insurance premium pymt for January
1/18/2019	42061	CDE	26,061.00	Recover Unspent FT 2015-2016 Educator Effectiveness Funds
1/18/2019	42096	San Bernardino City S...	27,160.00	PO# 1819-0018 NSLA School Police Services at NSLA
1/18/2019	42100	SISC	174,203.60	Health Coverage for January 19
1/18/2019	42104	Swun Math, LLC	27,500.00	PO# 1819-0676-NSLA Professional Development and Coaching
1/18/2019	42112	Xerox Financial Services	10,922.92	Lease Payment Acct@020-0036039-001
1/31/2019	394		<u>363,290.59</u>	Group: Payroll; Pay Date: 1/31/2019
Report Total			<u>3,356,171.24</u>	

All Funds - Budget Comparison 2017/18 to 2018/19

2017-2018

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Revised	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	21,766,039	12,696,856	9,069,183	41.67%
Expense				
Certificated Salaries	9,168,312	5,145,085	4,023,227	43.88%
Classified Salaries	3,260,238	1,877,085	1,383,153	42.42%
Benefits	4,394,559	2,433,240	1,961,319	44.63%
Books and Supplies	964,500	592,630	371,870	38.56%
Services & Other	2,177,272	1,232,405	944,867	43.40%
Capital Outlay	150,000	75,640	74,360	49.57%
Other Outgo	1,160,040	711,312	448,728	38.68%
Share of LCER	0	0	0	N/A
Total Expense	21,274,921	12,067,397	9,207,524	43.28%
Add (Subtract) to Reserves	491,118	629,459	(138,341)	

Total Revenue	21,766,039	12,696,856	9,069,183	58.33%
Total Expense	21,274,921	12,067,397	9,207,524	56.72%
Add (Subtract) to Reserves	491,118	629,459	-138,341	

2018-2019

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Original	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	23,293,369	13,587,799	9,705,570	41.67%
Expense				
Certificated Salaries	9,624,971	6,268,433	3,356,538	34.87%
Classified Salaries	3,204,142	1,812,062	1,392,080	43.45%
Benefits	4,583,606	2,826,312	1,757,294	38.34%
Books and Supplies	1,453,520	893,272	560,248	38.54%
Services & Other	2,347,826	1,229,045	1,118,781	47.65%
Capital Outlay	175,000	62,254	112,746	64.43%
Other Outgo	1,104,500	548,379	556,121	50.35%
Share of LCER	0	0	0	N/A
Total Expense	22,493,565	13,639,757	8,853,808	39.36%
Add (Subtract) to Reserves	799,804	(51,958)	851,762	

Total Revenue	23,293,369	13,587,799	9,705,570	58.33%
Total Expense	22,493,565	13,639,757	8,853,808	60.64%
Add (Subtract) to Reserves	799,804	-51,958	851,762	

AAE - Budget Comparison 2017/18 to 2018/19

2017-2018

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Revised	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	13,208,142	7,704,750	5,503,393	41.67%
Expense				
Certificated Salaries	5,478,833	3,140,826	2,338,007	42.67%
Classified Salaries	1,076,788	637,514	439,274	40.79%
Benefits	2,259,794	1,307,855	951,939	42.13%
Books and Supplies	438,420	328,858	109,562	24.99%
Services & Other	1,023,562	448,304	575,258	56.20%
Capital Outlay	120,000	44,834	75,166	62.64%
Other Outgo	1,160,040	705,887	454,153	39.15%
Share of LCER	1,346,185	861,911	484,274	35.97%
Total Expense	12,903,622	7,475,989	5,427,633	42.06%
Add (Subtract) to Reserves	304,520	228,761	75,760	

Total Revenue	13,208,142	7,704,750	5,503,393	58.33%
Total Expense	12,903,622	7,475,989	5,427,633	57.94%
Add (Subtract) to Reserves	304,520	228,761	75,760	

2018-2019

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Original	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	14,150,329	8,254,359	5,895,970	41.67%
Expense				
Certificated Salaries	5,760,416	3,726,047	2,034,369	35.32%
Classified Salaries	1,193,375	661,605	531,770	44.56%
Benefits	2,381,680	1,531,568	850,112	35.69%
Books and Supplies	725,940	411,237	314,703	43.35%
Services & Other	1,099,271	469,805	629,466	57.26%
Capital Outlay	90,000	33,641	56,359	62.62%
Other Outgo	1,104,500	542,954	561,546	50.84%
Share of LCER	1,547,024	1,130,980	416,044	26.89%
Total Expense	13,902,206	8,507,837	5,394,369	38.80%
Add (Subtract) to Reserves	248,123	(253,479)	501,602	

Total Revenue	14,150,329	8,254,359	5,895,970	58.33%
Total Expense	13,902,206	8,507,837	5,394,369	61.20%
Add (Subtract) to Reserves	248,123	(253,479)	501,602	

NSLA - Budget Comparison 2017/18 to 2018/19

2017-2018

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Revised	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	8,557,897	4,992,107	3,565,790	41.67%
Expense				
Certificated Salaries	3,261,362	1,759,623	1,501,739	46.05%
Classified Salaries	869,553	513,539	356,014	40.94%
Benefits	1,348,317	722,317	626,000	46.43%
Books and Supplies	514,205	213,011	301,194	58.57%
Services & Other	1,001,677	492,686	508,991	50.81%
Capital Outlay	30,000	28,321	1,679	5.60%
Other Outgo	0	0	0	N/A
Share of LCER	1,346,185	861,911	484,274	35.97%
Total Expense	8,371,299	4,591,408	3,779,891	45.15%
Add (Subtract) to Reserves	186,598	400,699	(214,101)	

Total Revenue	8,557,897	4,992,107	3,565,790	58.33%
Total Expense	8,371,299	4,591,408	3,779,891	54.85%
Add (Subtract) to Reserves	186,598	400,699	-214,101	

2018-2019

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

Share of LCER

Total Expense

Add (Subtract) to Reserves

	Total Budget \$ - Original	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	9,037,540	5,271,898	3,765,642	41.67%
Expense				
Certificated Salaries	3,395,610	2,178,763	1,216,847	35.84%
Classified Salaries	875,892	465,569	410,323	46.85%
Benefits	1,498,379	864,656	633,723	42.29%
Books and Supplies	666,199	413,246	252,953	37.97%
Services & Other	872,853	396,175	476,678	54.61%
Capital Outlay	20,000	27,575	(7,575)	-37.88%
Other Outgo	0	0	0	N/A
Share of LCER	1,156,926	785,936	370,990	32.07%
Total Expense	8,485,859	5,131,920	3,353,939	39.52%
Add (Subtract) to Reserves	551,681	139,979	411,702	

Total Revenue	9,037,540	5,271,898	3,765,642	58.33%
Total Expense	8,485,859	5,131,920	3,353,939	60.48%
Add (Subtract) to Reserves	551,681	139,979	411,702	

LCER - Budget Comparison 2017/18 to 2018/19

2017-2018

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue

Revenue

Expense

Certificated Salaries

Classified Salaries

Benefits

Books and Supplies

Services & Other

Capital Outlay

Other Outgo

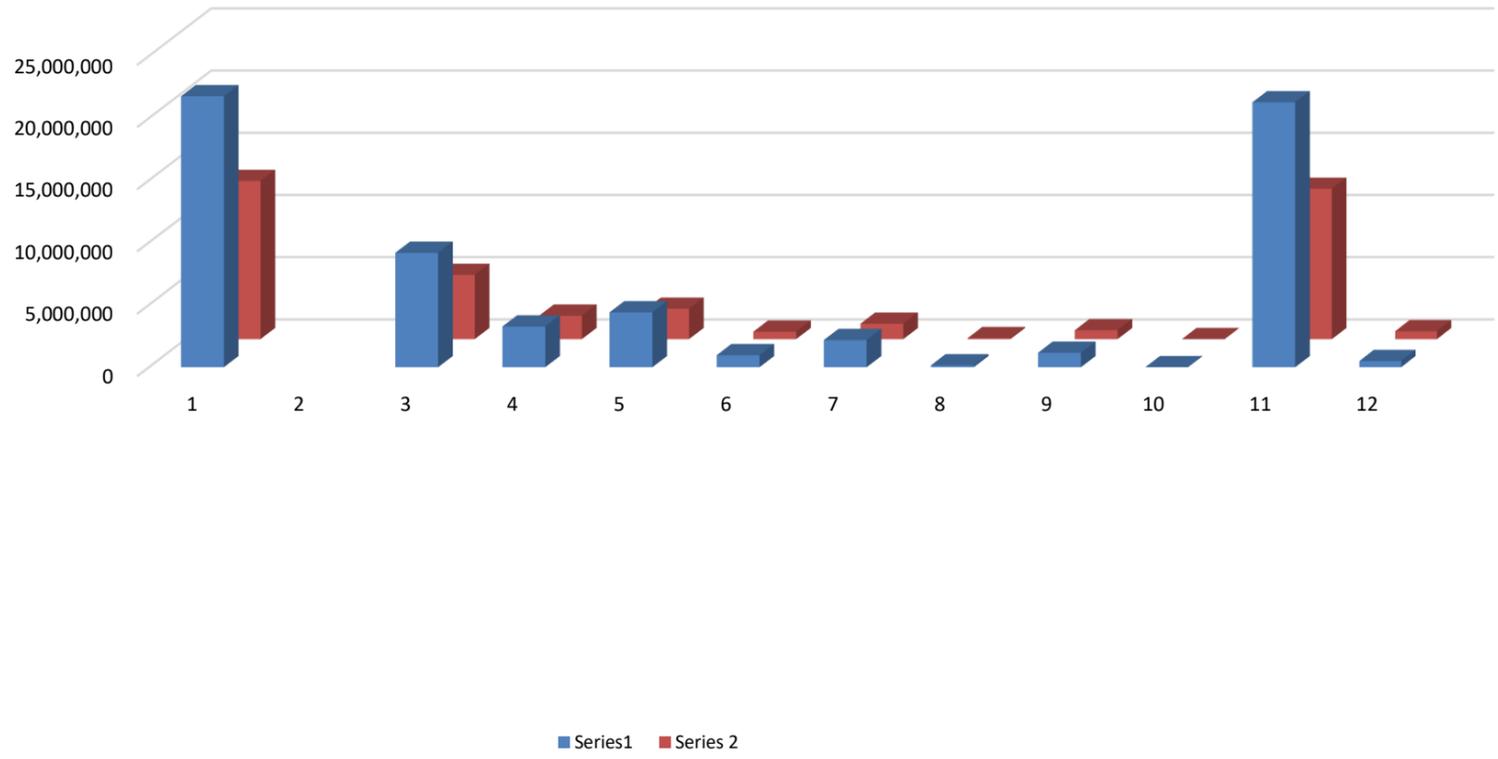
Share of LCER

Total Expense

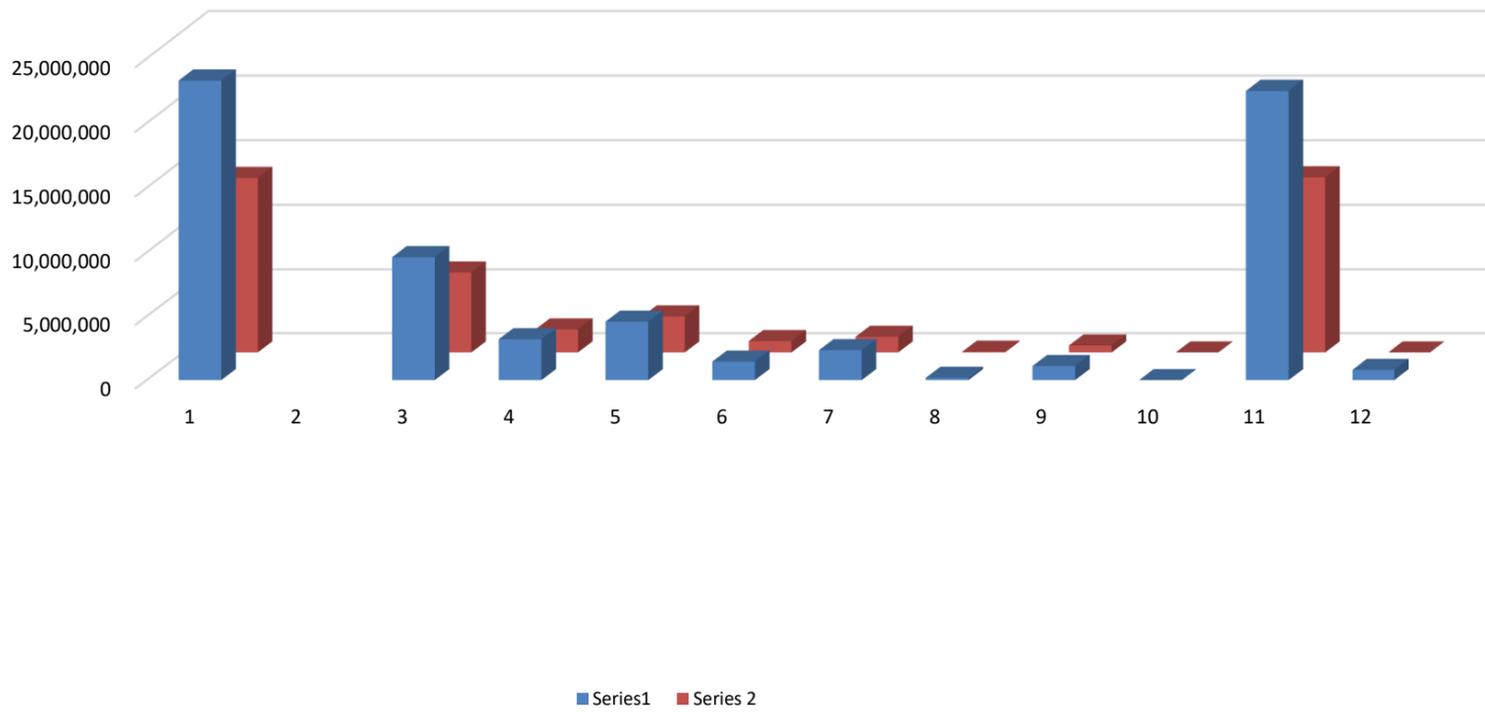
Add (Subtract) to Reserves

	Total Budget \$ - Revised	Current Period Actual		Percent Remaining
		thru January	Remaining Budget	
Annual Budgeted Revenue				
Revenue	0	0	0	N/A
Expense				
Certificated Salaries	428,117	244,636	183,481	42.86%
Classified Salaries	1,313,897	726,032	587,865	44.74%
Benefits	786,448	403,068	383,380	48.75%
Books and Supplies	11,875	50,761	(38,886)	-327.46%
Services & Other	152,033	291,415	(139,382)	-91.68%
Capital Outlay	0	2,485	(2,485)	N/A
Other Outgo	0	5,425	(5,425)	N/A
Share of LCER	(2			

2016-17



2017-18



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

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$4,195.36
Revenue		
Transfer from Savings - AAE Capital Campaign	\$2,200.00	
Transfer from Savings - \$500 Bill Davis, \$131.46 Unrestricted	\$631.46	
Edison Scholarship ACH Deposit	\$5,000.00	
Online Donations - NSLA Capital Campaign	\$100.00	
<i>Total</i>	\$7,931.46	
Expenditures		
Cubit Engineering - AAE Field	\$4,000.00	
San Diego State University - Austin Reeves - Bill Davis Scholarship	\$500.00	
High Desert Laser Graphics - LCER Board Clocks	\$131.46	
Transfer to Savings - \$100 NSLA Capital Campaign, \$5K Edison Scholarship	\$5,100.00	
<i>Total</i>	\$9,731.46	
Ending Balance	<i>Total</i>	\$2,395.36

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$91,788.80
Restricted Funds- NSLA Capital Campaign		\$23,144.07
Restricted Funds - Davis Endowment		\$12,513.66
Restricted Funds - HiDAS Endowment		\$64,488.78
Restricted Funds - Scholarships		\$36,237.24
Unrestricted Funds		\$39,626.51
		\$267,799.05
Revenue		
AAE Staff Scholarship	\$35.00	
Transfer from Checking - Edison Scholarship	\$5,000.00	
Transfer from Checking - NSLA Capital Campaign	\$100.00	
Interest	\$22.73	
<i>Total</i>	\$5,157.73	
Expenditures		
Transfer to Checking - AAE Capital Campaign	\$2,200.00	
Transfer to Checking - Bill Davis Scholarship	\$500.00	
Transfer to Checking - Unrestricted	\$131.46	
<i>Total</i>	\$2,200.00	
Internal Entry		
Transfer from AAE Capital Campaign to Unrestricted	\$1,800.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$87,796.98
Restricted Funds - NSLA Capital Campaign		\$23,245.89
Restricted Funds - Davis Endowment		\$12,014.57
Restricted Funds - HiDAS Endowment		\$64,494.23
Restricted Funds - Scholarships		\$41,274.97
Unrestricted Funds		\$41,298.69
	<i>Total</i>	\$270,125.32
Total Checking and Savings		\$272,520.68

**LCER Board Meetings
Attendance Log 2018**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR

Rick Wolf	Present	Absent	Present	90%							
Duberly Beck	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	90%
Jim Morris	Present	Absent	Present	Present	90%						
Kevin Porter	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present	90%
Marcia Vargas	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Absent	80%
Kirtland Malhum	Absent	Absent	Present	Absent	Present	Present	Present	Present	Present	Present	70%
Omari Onyango					Present	Present	Present	Present	Present	Present	100%
Sharon Page					Present	Present	Present	Present	Present	Present	100%
David Rib					Present	Present	Present	Absent	Present	Present	83%

	Jan 8 Spec.	Feb 26 Spec.	May 7 Spec.	July 9 Spec.	Sept. 17 Spec.	Oct. 19 Spec.	TOTAL SPECIAL
Kevin Porter	Present	Present	Present	Present	Present	Present	100%
Kirtland Malhum	Present	Present	Present	Present	Present	Present	100%
Jim Morris	Present	Present	Absent	Present	Present	Present	83%
Duberly Beck	Present	Present	Present	Absent	Absent	Present	67%
Marcia Vargas	Present	Present	Absent	Absent	Present	Present	67%
Rick Wolf	Present	Present	Absent	Present	Present	Absent	67%
Omari Onyango				Present	Present	Present	100%
David Rib				Present	Present	Present	100%
Sharon Page				Present	Present	Absent	67%

LCER Board Give and Get
Current Fiscal Year 2018 /2019

Member	Give	Get	In-kind	Total
Duberly Beck				\$ -
Kirtland Mahlum	\$ 260			\$ 260
James Morris	\$ 266			\$ 266
Omari Onyango	\$ 250			\$ 250
Sharon Page	\$ 210			\$ 210
Kevin Porter	\$ 317	\$ 200		\$ 517
David Rib	\$ 60	\$ 1,500		\$ 1,560
Marcia Vargas	\$ 1,635			\$ 1,635
Rick Wolf				\$ -
Total	\$ 2,998	\$ 1,700	\$ -	\$ 4,698