

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
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
August 19, 2024 - Public Meeting – 4:30 p.m.**

**Meeting at 17500 Mana Rd., Apple Valley, CA, Multipurpose Room (Bldg H)
Additional Locations: 230 S. Waterman Ave., San Bernardino, CA, (Library)
1936 De Anza Drive, Colton, CA, 4110 Berryman Avenue, Los Angeles, CA**

To participate by teleconference, register for the meeting at this link:

<https://attendee.gotowebinar.com/rt/5511069376677256799>

Dial in using your phone: +1 (562) 247-8422 Passcode: 368-951-363

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell
2. **ROLL CALL:** Chairman Caldwell
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 and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 LCER Ambassadors Student Update
 - .02 AAE Principal Update – Chet Richards
 - .03 NSLA Principal Update – Erika Agosto
 - .04 Follow up on Field Trip Funding Board Comment – Lisa Lamb, Erika Agosto, Chet Richards
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of June 10, 2024 Regular Meeting - Pg 3
 - .02 Approve NSLA Chile Club Field Trip to Chile October 2-9, 2024 – Pg 7
 - .03 Approve NSLA 8th Grade Field Trip to Pali Institute October 28-30, 2024 – Pg 10
 - .04 Approve AAE ASB and Club Spending Plans – Pg 13
 - .05 Approve NSLA Comprehensive Support and Improvement (CSI) Funding Plan – Pg 15
6. **DISCUSSION/ACTION ITEMS**
 - .01 Approve LCER Strategic Plan 2024-2029 – Pat Caldwell, Lisa Lamb – Pg 24
 - .02 Approve Request for approval of Kayleen Ascenath Malcolm to serve as a Full-time Elementary Teacher (Kindergarten) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP) – Stacy Newman – Pg 71
 - .03 Nominating Committee – Pat Caldwell, Lisa Lamb
 - Approve filling less than the 4 open LCER Board positions for 2025
 - .04 Lewis Center Foundation Board Update – Marisol Sanchez
 - Annual Gala - September 28, 2024
7. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 President/CEO Report – Pg 75
 - .02 Grant Tracking Report – Pg 84
 - .03 LCER Financial Reports

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- Checks Over \$10K – Pg 85
 - Budget Comparisons – Pg 87
 - Lewis Center Foundation Financial Reports – Pg 88
 - NSLA and AAE Federal Cash Management Data Reports – Pg 90
- .04 LCER Board Attendance Log – Pg 94
.05 LCER Board/Lewis Center Foundation Give and Get – Pg 95

8. BOARD/STAFF COMMENTS:

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

9. ADJOURNMENT: Chairman Caldwell

**Minutes for Regular Meeting of the Lewis Center for Educational Research Board
June 10, 2024**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Chairman Caldwell called the meeting to order at 4:32 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Steve Levin, Sharon Page, David Rib, Jessica Rodriguez and Pat Schlosser were present. Members Yolanda Carlos, Omari Onyango and Marisol Sanchez were absent.
3. **PUBLIC COMMENTS:** AAE Parent Pedro Gama sent in a comment that was read regarding aligning the AAE school calendar with Apple Valley Unified School District's school calendar. AAE Staff Member Aaron Beitzel commented regarding 6th Grade Science Camp and assistance in finding funding for this field trip. Pat Caldwell referred the field trip funding comment to Admin to follow up with a presentation to the Board.
4. **SPECIAL PRESENTATIONS:**
 - .01 NSLA School Update – Victor Uribe, Principal, presented his last Board update of his career as he is retiring. Secondary attendance increased by 2.17% over last year. Elementary attendance needs more improvement. Suspensions greatly which will help our Dashboard be in the green. Promotion ceremonies were well attended. NSLA is looking forward to the first graduating class next year. 8th grade retention is up to over 80%. TK - 7 has a waiting list. The after school program is moving to being run by an outside organization. About 174 students are attending summer academy. The MPR is getting an upgrade, artificial turf is being installed, elementary is getting additional outdoor equipment, and several murals are being planned. Victor thanked the Board for a great 2 years and modeling what a successful Board looks like and commended their focus on the needs of the students. Pat C. commented that the lower suspension rate is great and wished Victor well in his retirement. Pat S. congratulated Victor, and Jessica thanked him for his time and service to the NSLA community.
 - .02 AAE School Update – Chet Richards, Principal, reported that AAE's attendance is up as well, but they are still not pre-covid numbers. Suspension has greatly decreased. Assemblyman Lackey's office presented student awards. We had 3 long time teachers retire and there have also been a lot of shifts in grade levels. We are working on a CTE Pathway. PTC is working with Bright School Kids for next year and they raised \$16K at their bubble run. The P restroom is under construction and the baseball field is ready. We will be having a game this week so that seniors can play on it before they leave. The north elementary playground should be ready in a couple weeks. We have started moving into the new B Building Admin building. CAASP scores are looking great. An ethnic studies forum was held with a few parents and another one is scheduled for August. Graduation and promotions were all great. It was the largest graduating class for AAE with 119 graduates. Steve thanked Chet for a great report and asked about the chronic absenteeism rate. This is for 10% or more absent. He is hoping the school system numbers match the Dashboard numbers. We are developing plans to address that. David appreciated the statistics for the graduating class, especially the 38 students that had been here since Kindergarten. It is a tribute to AAE's culture. Kinder Buddies helps develop that spirit as well.
 - .03 NASA Eclipse Student Ambassadors, Mosiah Gonzalez and Natalie Ritter, were presented certificates for their participation in the NASA Eclipse Symposium. on behalf of the Lewis Center, NASA/JPL and Twigg's Labs. Caprice Caasi-Freire participated as well and we will mail her certificate. Lisa reported that it was a great achievement and helped us work with student teams nationwide.
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of May 13, 2024 Regular Meeting and May 28, 2024 Special Meeting
 - .02 Approve Resolution 2024-01 Regarding AAE Education Protection Account
 - .03 Approve Resolution 2024-02 Regarding NSLA Education Protection Account

- .04 Approve AAE SFJROTC Field Trip to Joint Base, Hickam, HI October 5-9, 2024
- .05 Approve AAE Field Trip to USA Varsity Drum Major Camp July 12-14, 2024
- .06 Approve Disposal of IT Electronic Waste Assets

Items .04 and .05 were pulled for discussion. On a motion by Pat Schlosser seconded by Steven Levin, vote 6-0, the LCER Board approved Consent Agenda Items .01, .02, .03 and .06 by roll call vote.

Item .04 David Rib where the funding for this trip is coming from and the cost. Chet reported that he thinks the cost is around \$12-15K. They reduce costs by staying and eating on base. ROTC does a lot of fundraising during the year and asks for donations as well. It is a smaller group of students with leadership roles that attend. Pat S. asked where the funds are held once generated. They are held in the ROTC account, which is a separate line item.

Item .05 David Rib asked the same about the drum major camp field trip. This is only a couple students and is a minimal cost funded by VPA.

Lisa reported that we have been able to support many more field trips with pandemic funding. PTO and PTC have always helped with field trip expenses in the past. We are very cognizant of not excluding or discriminating for field trips. Sharon reported that ROTC students fundraise starting in middle school for their trips.

On a motion by Pat Schlosser, seconded by Steven Levin, vote 6-0, the LCER Board approved Consent Agenda Items .04 and .05 by roll call vote.

6. DISCUSSION/ACTION ITEMS

- .01 Going Dark for November LCER Board Meeting – Lisa Lamb reported that due to November holidays and an Exec Team conference in Sacramento, we would like to go dark for November. Pat S. noted if there were any student discipline issues we may need to address we could call a special meeting.
- .02 LCER Board Terms and Officers Elections in December – Pat Caldwell informed the Board that Pat C., Sharon, David and Omari will term out in December. We are looking for a diverse balance of Board members. Please let Lisa know if you know of anyone that may be interested. Pat S., Steve and Jessica volunteered for the nominating committee.
- .03 AAE Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators – Chet Richards reported that there were several changes to what was presented last month. We still have the same goals but we condensed the action plans. On a motion by David Rib, seconded by Pat Schlosser, vote 6-0, the LCER Board approved the AAE Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators by roll call vote.
- .04 NSLA Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators – Victor Uribe reported that NSLA condensed the action items as well and their LCAP speaks to the Dual Immersion program. In looking at expenditures we are defining what action item the resources are coming from. Steve confirmed that there were no major changes and one goal was added. On a motion by David Rib, seconded by Sharon Page, vote 6-0, the LCER Board approved the NSLA Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators by roll call vote.
- .05 LCER Budget for Fiscal Year 2024-25 – David Gruber presented the budget at the Budget Workshop on May 28. There were no additional questions. On a motion by Pat Schlosser, seconded by Steve Levin, vote 6-0, the LCER Board approved the LCER Budget for Fiscal Year 2024-25 by roll call vote.

- .06 Desert Mountain SELPA Special Education Local Plan Update 2024-2025– Marcelo Congo reported that CAHELP approved the plan last month and works with SELPA to provide services as outlined. It includes Governance and Administration, the Annual Budget Plan and the Annual Service Plan. It's not required for the LEA to approve the plan, but it is presented so the Board is aware of the services. Each Board has given authority to their Superintendent to vote on the plan. Pat S. also noted it is informational.
- .07 Enchanted Education LLC Expanded Learning Opportunities Program Services Agreement for After School Learning Services at NSLA – David Gruber thanked NSLA Admin and Stacy for their work on this contract. We went out for formal bid to find a provider. NSLA has previously staffed this program but this gives us the opportunity to expand the program. It is a 1-year contract to be sure it meets our goals and includes an enriched summer academy program. On a motion by David Rib, seconded by Jessica Rodriguez, vote 6-0, the LCER Board approved the Enchanted Education LLC Expanded Learning Opportunities Program Services Agreement by roll call vote
- .08 AAE 2024-2025 CL-500: Declaration of Need – Rebecca McCoy reported that this will be an annual declaration needed. She reviews credentials of current staff and applicants, and determines a number of emergency permits we may need to hire staff on a permit to fill our positions. On a motion by Pat Schlosser, seconded by Steve Levin, vote 6-0, the LCER Board approved the AAE 2024-2025 CL-500: Declaration of Need by roll call vote.
- .09 NSLA 2024-2025 CL-500: Declaration of Need – Rebecca McCoy reported that this is the same for NSLA and she has determined permits that may be needed. Steve asked about the process for evaluating the need. What happens after they are hired and are teaching? Rebecca reported that the permit is for 1 year and she works with them directly on the exams they need to take and pass to get the full authorization. She then helps them apply to the commission if they are eligible. On a motion by David Rib, seconded by Steven Levin, vote 6-0, the LCER Board of Directors approved the NSLA 2024-2025 CL-500: Declaration of Need by roll call vote.
- .10 Ana Luisa Flores to serve as a Full-time Elementary Teacher (3rd grade) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP) – Rebecca McCoy reported that the PIP is not covered by the Declaration of Need. Ana has been employed since 2022 in enrichment and originally was going to school for psychology but wants to work with elementary. She is attending Los Angeles Pacific University next year. She knows our students and staff already. On a motion by Pat Schlosser, seconded by Steve Levin, vote 6-0, the LCER Board approved Ana Luisa Flores to serve as a Full-time Elementary Teacher (3rd grade) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP) by roll call vote.
- .11 Lewis Center Foundation Board Update – Marisol Sanchez was not in attendance so Lisa Lamb reported that Lewis Center Foundation Board selected the Distinguished Service Award winners. They are: AAE - Cynthia Allen, NSLA - David Tellyer, LCER - Charles Whittenburg, and Community Partner - Mitsubishi Cement. She also reported that the Foundation is looking at the structure of the Lewis Center Foundation with our attorneys, YM&C. This isn't anything urgent but we may need a small revision of bylaws and some resolutions. The Foundation funds are currently separate from school funds, but we are just tightening up procedures.

7. INFORMATION INCLUDED IN PACKET:

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
 - AAE and NSLA March 31, 2024 Campanile Quarterly Financial Reports
 - AAE and NSLA Consolidated Application and Reporting System (CARS) Semi Annual Reports
 - Lewis Center Foundation Financial Reports
- .04 LCER Board Attendance Log
- .05 LCER Board/Lewis Center Foundation Give and Get

8. BOARD/STAFF COMMENTS:

.01 Ask a question for clarification

.02 Make a brief announcement or a brief report on his or her own activities – Lisa reported that when we designed our school calendars, we considered AVUSD and SBCUSD schedules and tried to align where we could. We also analyzed our attendance to see if there were any dates that were low. It's been many years since we have been able to align with AVUSD. Pat S. asked for a presentation to clarify the calendar creation. Lisa thanked David, Marisol and Jessica for attending the AAE graduation and Jessica for attending the 8th grade promotion. Staff works so hard on all the ceremonies. The Exec Team, VPs and Coordinators will be meeting for 2 days regarding shared leadership, instructional leadership and PLC training. This will guide an Exec Team meeting to work on the objectives for the goals that were set. This work will poise us to make data informed decisions with instruction as our number one priority.

.03 Future agenda items - field trip discussion, school calendar development discussion

9. ADJOURNMENT: Chairman Caldwell adjourned the meeting at 6:08 p.m.

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

Date of meeting: 8/19/24

Title: NSLA Field Trip to Colegio Concepcion, Chile, October 1 - 9, 2024

Presentation: Consent: x Action: Discussion: Information:

Background: NSLA has partnered with Colegio Concepcion in Concepcion, Chile for over a decade. During our trip students will attend classes at Colegio, Concepcion, a TK-12 school. They will actively participate in all content courses in Spanish. Students will have the opportunity to apply their Spanish language skills, as well as their content area knowledge. Additionally, students will visit local universities and learn about studying abroad. Students will also have the opportunity to participate and run multiple GAVRT sessions throughout the visit, conducting sessions with university students and peers from Colegio Concepcion. Finally, students will tour local museums and culturally significant landmarks in order to expand their knowledge and understanding of Chilean culture.

Fiscal Implications (if any):

The majority of funding for this trip will be coming from Foundation designated funds and fundraisers. Any shortfall will be made up from school field trip funds.

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

This student exchange partnership is directly in support of NSLA's vision of Creating Global Citizens. The GAVRT and cultural components of the exchange support LCER's emphasis on real world science opportunities in a global society.

Recommendation: Approve NSLA Field Trip to Colegio Concepcion, Chile, October 1 - 9, 2024

Submitted by: Lisa Lamb



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only
Date/Time Submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Date Submitted: 8/9/24

Requested by: Lisa Lamb

Phone: 760-403-0482

Overnight, Out of State or Water Activities? Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Date(s) of Trip: October 1 - 9, 2024

Destination: Concepcion Chile

Number of: Students 7 Staff 3

Grade Level(s): 11th - 12th

Estimated Number of Volunteers**

School Departure Time: tbd

Destination Arrival Time: tbd

Destination Departure Time: tbd

School Return Time: tbd

Specific Learning Objectives of Trip: NSLA has partnered with Colegio Concepcion in Concepcion, Chile for over a decade. During our trip students will attend classes at Colegio, Concepcion, a TK-12 school. They will actively participate in all content courses in Spanish. Students will have the opportunity to apply their Spanish language skills, as well as their content area knowledge. Additionally, students will visit local universities and learn about studying abroad. Students will also have the opportunity to participate and run multiple GAVRT sessions throughout the visit, conducting sessions with university students and peers from Colegio Concepcion. Finally, students will tour local museums and culturally significant landmarks in order to expand their knowledge and understanding of Chilean culture.

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations
- Budget Code: 400-4000-6762

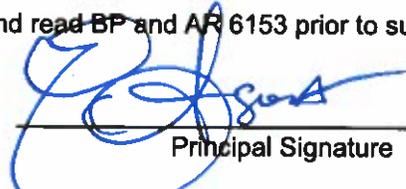
Transportation (check all that apply)

- Private Vehicle*** Public Transportation Plane Train Boat Other: bus in Chile, van to airport
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: host homes, advisors and 1 student at hotel

I have followed the Checklist and read BP and AR 6153 prior to submitting this form: Lisa Lamb
Requestor Signature

Approved? Yes No

Principal Signature

Date: 8/12/24

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
 ** Non-staff chaperones must be approved volunteers
 *** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

US visit schedule

Monday 09/30	Tuesday 10/1	Wednesday 10/02	Thursday 10/3	Friday 10/4	Saturday 10/5	Sunday 10/6
		<p>Arrive at Concepcion Airport and Meet host families</p> <p>Dinner with host families</p>	<p>Arrive at School</p> <p>Attend Spanish, Science and English Class</p> <p>GAVRT / SETI Session</p> <p>Cocholgue Beach with host families</p>	<p>Arrive at School</p> <p>Attend History, Art, Math and Spanish class</p> <p>Attend dinner event at Netz Family home</p>	<p>Spend day visiting historical and cultural sites</p> <p>Departure to Las Trancas, Chillán:</p> <p>Leave 6 AM</p> <p>Sol & Chef Rudy Breakfast</p> <p>Great Glacial Expeditions</p>	<p>Students to spend the day with their host families</p>
Monday 10/7	Tuesday 10/8					
<p>Visit UCSC Catholic University</p> <p>Visit GAVRT laboratory and run session with University students and professors</p> <p>Vivo Colonel Outlet</p> <p>Karting in the evening</p>	<p>Visit University of Concepción and museum on campus</p> <p>Trebol Mall</p> <p>Lunch at the pavilion</p>					

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

Date of meeting: August 19, 2024

Title: Pali Institute Overnight Field Trip

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

Background:

The 8th-grade class is planning an overnight field trip to the Pali Institute, an educational facility focused on environmental science and outdoor education. The trip aims to enhance students' learning experiences through hands-on activities in nature, including team-building exercises, environmental stewardship, and scientific exploration. The Pali Institute provides a safe, structured environment that supports the school's curriculum and promotes personal growth.

Fiscal Implications (if any):

The total cost of the field trip is estimated to be \$410 per student, which includes accommodation, meals, and educational programs at the Pali Institute. Funding sources include credit not used last year, parent donations and other.

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

The trip aligns with the school's mission to provide experiential learning opportunities that foster intellectual curiosity, environmental awareness, and personal development. By engaging students in a real-world setting, the field trip supports the school's vision of creating well-rounded, informed individuals who are prepared for future academic and personal challenges. The experience will enhance students' understanding of environmental science and encourage them to become active, responsible global citizens.

Recommendation:

It is recommended that the board approve the overnight field trip to the Pali Institute for the 8th grade. This trip represents a valuable educational opportunity that will enrich students' learning experiences, support the school's mission and goals, and provide practical benefits through hands-on learning in a natural setting. Approval of the trip will enable the necessary arrangements to be made, ensuring a successful and impactful experience for all participating students.

Submitted by: Elvira Regalado, Administrative Assistant to Principal.



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only	
Date/Time Submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Date Submitted: 8/9/24

Requested by: Elvira Regalado

Phone: 909.386.2300 x 703

Overnight, Out of State or Water Activities? Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Date(s) of Trip: 10/28/24- 10/30/24

Destination: Pali Institute

Number of: Students 123 Staff 4

Grade Level(s): 8th Grade

Estimated Number of Volunteers** 0

School Departure Time: 10/28/24 - 9:30 am

Destination Arrival Time: 10/28/24 - 10:30 am

Destination Departure Time: 10/30/24 - 10:00 am

School Return Time: 10/30/24 - 11:00 am

Specific Learning Objectives of Trip: The 8th-grade class is planning an overnight field trip to the Pali Institute, an educational facility focused on environmental science and outdoor education. The trip aims to enhance students' learning experiences through hands-on activities in nature, including team-building exercises, environmental stewardship, and scientific exploration. The Pali Institute provides a safe, structured environment that supports the school's curriculum and promotes personal growth.

Funding Source (check all that apply)

- ASB/Club Funds
 - Grade Level Funds
 - Fundraising/Donations
 - Budget Code: ESSER III
- Name of Club: _____
What Grade Level: 8th grade

Transportation (check all that apply)

- Private Vehicle***
- Public Transportation
- Plane
- Train
- Boat
- Other: _____
- Bus Number of buses 2 If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus
- Hotel
- AirBnB
- Other: Pali Institute

I have followed the Checklist and read BP and AR 6153 prior to submitting this form:

Approved? Yes No

[Signature]
Principal Signature

[Signature]
Requestor Signature

Date: 8/9/24

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
 ** Non-staff chaperones must be approved volunteers
 *** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

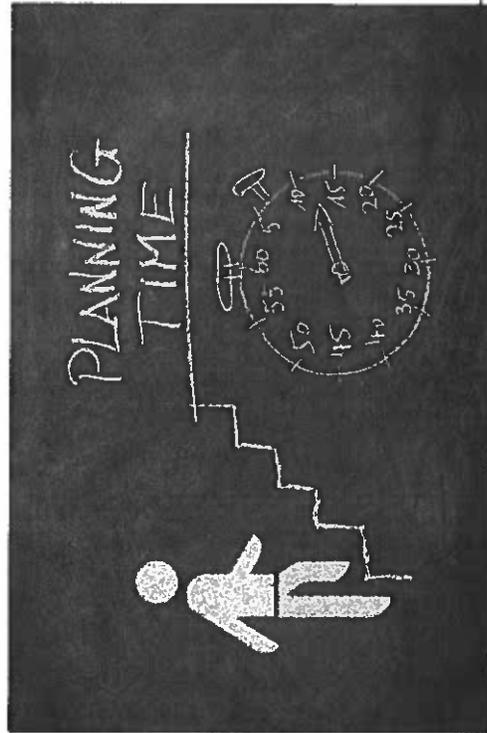
Trip dates & Sample schedule

1st Day 2nd Day 3rd Day

11:00 Arrival	7:00 Wake-Up	7:00 Wake-Up
12:30 Lunch	8:00 Breakfast	8:00 Breakfast
2:00 Session 1	9:00 Session 1	9:00 Session 1
3:30 Break	10:30 Break	10:45 Load Bus
3:45 Session 2	10:45 Session 2	11:00 Depart
5:30 Dinner	12:30 Lunch	
6:30 Cabin	1:15 Cabin	
7:30 Session 3	2:00 Session 3	
9:00 Cabin	3:30 Break	
10:00 Lights Out	3:45 Session 4	
	5:30 Dinner	
	6:30 Teacher Time	
	7:30 Session 5	
	9:00 Cabin	
	10:00 Lights Out	

3 DAYS

OCTOBER 28, 29, 30



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

Date of meeting: June 10, 2024

Title: ASB and Student Activities Spending Plans

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

Background:

Per the FCMAT ASB Manual, it is recommended that ASB and student organizations/ clubs that want to carry over more than 20% of the revenue they raised during the previous school year may do so with the consent of the governing board. ASB and other student organizations on campus have requested to carry over more than 20% and have listed in their meeting minutes on why they want to carry over those funds into the next school year. Some of the clubs on campus did not have a year-end balance greater than 20% of the revenue they raised during the 23/24 school year.

Fiscal Implications (if any):

Should not have any impact on the AAE or LCER general fund, only student body funds which are held separately within the organization.

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

Student organizations help give students opportunities to benefit the student body in many different ways. What these organizations do by providing extracurricular activities to students on campus clearly benefits the AAE mission of preparing students for post-secondary success.

Recommendation:

- ASB requests to carry over funds to pay for large expenses at the start of the school year including Prom \$14,00, Prom buses \$5,000, leadership trip \$5,500, Winter Formal \$ 5,000 and other various expenses including student outreach and pep rallies for the 24/25 school year.
- Key Club would like to carry over funds to host fairs for elementary students to participate and learn Stem, to create grams and gifts for the holidays and to purchase décor for the Key club fall rally for the 24/25 school year.
- Kitty Hawk Club would like to carry over funds for the 24/25 school year.
- Elementary ASB would like to carry over funds for the 24/25 school year.
- Interact Club would like to carry over funds to purchase emergency food supplies for students. Working with Rea Crosswhite on how to store non-perishable foods for the 24/25 school year.
- Grow With Hope would like to carry over funds for the 24/25 school year.
- Christian Club would like to carry over funds for the 24/25 school year.

Submitted by:

Kristen Dolan
AAE ASB/Clubs Bookkeeper

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

Date of meeting: 8/19/24

Title: CSI Funding Plan

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

Background:

Fiscal Implications (if any): Expend CSI Funds for NSLA

Impact on Mission, Vision or Goals (if any): Planned expenditures support the school's LCAP goals.

Recommendation: Approve CSI planned expenditures

Submitted by: David Gruber, Erika Agosto

Grant Management and Reporting Tool (GMART)

[GMART Home](#)
 [Funding Application](#)
 [LEA Contact Info](#)
 [CDE Contact Info](#)
 [Budget Summary](#)
 [Grant Mgmt Reports](#)
[Federal Reports](#)
 [Report History](#)
 [GMART Requests](#)

[Logoff](#)

FY 2023–24 Grant Management Reports

Norton Science and Language Academy

Report 1 Status: Pending CDE Review

[LEA Allocation](#)
[Funding Plan \(adjustment required in Report 1\)](#)
[Budget Summary \(required\)](#)
[Expenditure Report \(required\)](#)
[Report History](#)

FY 2023–24 LEA Allocation

LEA Name	Preliminary LEA Allocation (February 2024)	Final LEA Allocation (May 2024)
Norton Science and Language Academy	\$163,444	\$174,382

A table of final allocation amounts is located on the CDE [Funding Results](#) web page.

FY 2023–24 Funding Plan

The LEA must adjust its Funding Plan to reflect the Final May 2024 LEA Allocation. In the table above, the Final LEA Allocation is prepopulated in the FY 2023–24 Final LEA Allocation (May 2024) column.

Instructions: In the table below, select the “Edit” button to input data into the “FY 2023–24 Final Funding Plan” fields. Once all data are entered, select the “Update” button to save the data or the “Cancel” button to cancel the revision. Enter the justification in the “Justification for Funding Plan Changes” text box located below the Funding Plan table. Select the “Save Justification Text Box” button to save entered text.

Highlighted cell(s) indicates a change in funding from the previous submission.

LEA and School Name	CSI Eligibility Status (2023–24 ESSA Assistance Status Data Files)	Preliminary Funding Plan (February 2024)	Final Funding Plan (May 2024) (Active)
Norton Science and Language Academy	CSI Low Perform	\$163,444	\$174,382
Total Distributed	N/A	\$163,444	\$174,382

Note: If CSI funds are retained at the district, funds must only be expended at or on behalf of CSI-eligible schools. CSI funds cannot be used on any district-wide activities that would benefit schools not eligible for CSI.

Justification for Funding Plan Changes (REQUIRED):

Funding Plan change was due to May 2024 final allocation from CDE for Norton Science and Language Academy. With the increased funding, we are focused on expanding our services to all students with particular focus on our English Learners, Social Economically Disadvantaged Learners, and Students with Disabilities.

The justification text may be lost if you logoff without saving. Please use the "Save" button below to save your justification.

Budget Summary

The Budget Summary combines LEA - and school-level budget amounts for CSI project activities. The total Revised Budget Summary amount must not exceed the Final LEA Allocation indicated in the Funding Plan.

Note: The use of federal funds must be consistent with the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, Audit Requirements for Federal Awards, and the requirements in the 2023–24 ESSA CSI LEA Application for Funding. In addition, CSI funds shall not be used to hire additional permanent staff.

The acceptance and approval of this budget does not preclude the CDE in any way from conducting program monitoring or audits.

Budget Summary Instructions: In the table below, select “Edit” in the “LEA Action” column to enter data into the “Budget Amount” column for each major Object Code. From the project activities listed in the table, select the corresponding project activity. More than one project activity may be selected for each major Object Code.

- [Indirect cost guidelines, \(Procedure 915\)](#), allow that up to \$25,000 of each individual sub-agreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100—Sub-agreements over \$25,000.
- [Capital Outlay guidelines, \(Procedure 330\)](#) are in the California School Accounting Manual. For the purpose and intent of the ESSA CSI LEA subgrant, the LEA may only claim Capital Outlay expenditures for the following Object Codes, provided they meet the criteria, as indicated on the CDE [Authorized Use of Funds](#) web page:
 - **Object Code 6400—Equipment** (*Computer Systems Only*)
 - **Object Code 6500—Equipment Replacement** (*Computer Systems Only*)

A CSI CapEx Request Form is not required to request approval for **Object Code 6700-Subscription Assets**, which was developed in Standardized Accounting Structure, in accordance with the new [Governmental Accounting Standards Board \(GASB\) Statement No. 96, Subscription-Based Information Technology Arrangements](#), as capital outlays for financial reporting purpose. Object Code 6700 is for intangible right-to-use assets, and for federal grant expenditure reporting purposes, it is not considered a capital asset. Per [CFR Section 200.465\(e\)](#), subscription payments may be allowable where the LEAs are required to recognize an intangible right-to-use subscription asset.

Additional information about GASB 96 can be found in the [November 8, 2022, SACS Forum Meeting Minutes](#).

More information about Capital Outlay guidelines, (Procedure 330) is located in the [California School Accounting Manual](#)(PDF).

Once all data are entered, the Total Budget Summary will automatically calculate.

Enter the indirect cost. For a listing of indirect cost rates visit the CDE [Indirect Cost Rates](#) web page.

LEA Name	Final LEA Allocation (May 2024)
Norton Science and Language Academy	\$174,382

Budget Summary Table

Object Code	Budget Amount	Budget Detail (Project Activity)	Percent of Total Budget
1000–1999 Certificated Personnel Salaries	\$51,328	Select All That Apply: <input checked="" type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input checked="" type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input checked="" type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	29.43 %
2000–2999 Classified Personnel Salaries	\$1,343	Select All That Apply: <input checked="" type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	0.77 %
3000–3999 Employee Benefits	\$11,166	Select All That Apply: <input checked="" type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis	6.40 %

		<input checked="" type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input checked="" type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	
4000-4999 Books and Supplies	\$4,602	Select All That Apply: <input type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input checked="" type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	2.64 %
5000-5999 Services and Other Operating Expenditures	\$96,166	Select All That Apply: <input checked="" type="checkbox"/> Capacity Building <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Needs assessment/root cause analysis <input checked="" type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input checked="" type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	55.15 %
7310 Indirect Cost	\$9,777	Budgeted Indirect Costs	5.61 %
5100 (Sub-agreements over \$25,000)	\$0	Select All That Apply: <input type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	0.00 %
6400-6500 Equipment and Equipment Replacement	\$0	Select All That Apply: <input type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	0.00 %
6700 Subscription Assets	\$0	Select All That Apply: <input type="checkbox"/> Capacity Building <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Needs assessment/root cause analysis <input type="checkbox"/> Selecting and implementing evidence-based interventions / strategies / activities <input type="checkbox"/> Monitoring and evaluating improvement efforts <input type="checkbox"/> Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting <input type="checkbox"/> Other CSI Activities	0.00 %
Total Budget Summary	\$174,382	N/A	100.00 %

Budget Summary Narrative

Each major Object Code text box must be completed if the LEA has proposed budgeted amounts in the Budget Summary table above. Incomplete Budget Summary Narratives will be returned for revisions.

Part 1: Describe how the costs directly support implementation of evidence-based interventions/strategies/activities and reason/s/ for identification.

NLSA's verifiable data and state assessment results indicate the need to further develop teacher and staff understanding of the implementation of evidence-based interventions, supports and strategies. The costs identified in each area of the budget directly support these specific needs.

Part 2: Explain how the costs associated with **each major Object Code and project activity** relate to the development and implementation of the CSI plan.

1000–1999: (\$51,328) Certificated stipends and substitute salary costs to support Orton Gillingham, Capturing Kids Hearts, CAFE English Language Development Teacher Academy, Professional Learning Communities Professional Development and hiring stipends for highly qualified candidates.

2000–2999: (\$1,343) Classified Salaries supporting salary costs associated with Orton Gillingham Training.

3000–3999: (\$11,166) Employee Benefits support the statutory costs associated with Orton Gillingham, Capturing Kids Hearts, CAFE English Language Development Teacher Academy, Professional Learning Communities Professional Development and hiring stipends for highly qualified candidates.

4000–4999: (\$4,602) Expand our Middle/High School English Language Literacy and authentic engagement with culturally relevant texts.

5000–5999: (\$96,166) Professional Development and Travel Expenses associated with Orton Gillingham, Capturing Kids Hearts, CAFE English Language Development Teacher Academy, Professional Learning Communities Professional Development. Parsec Real provides a flexible platform for staff, student, and community engagement and aggregates student growth and outcomes, Portrait of a Graduate - World Savvy is a professional development program emphasized around developing our portrait of a graduate, and Family Voices facilitates partner engagement to allow time for our community partners to review the school LCAP, Parsec Real, chronic absenteeism rates and all verifiable data to improve our academic indicators.

The budget narrative text may be lost if you logoff without saving. Please use the **"Save"** button below to save your budget narrative.

Export Budget Summary To Excel

Expenditure Report

The LEA must report expenditures for each reporting period. Expenditures reported are total expenditures combined for the LEA and each school receiving ESSA, Section 1003 funds for CSI. Expenditure data are used by the CDE to monitor use of funds and to calculate LEA apportionments.

Note: The use of federal funds must be consistent with the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, Audit Requirements for Federal Awards, and the requirements in the 2023–24 ESSA CSI LEA Application for Funding. In addition, CSI funds shall not be used to hire additional permanent staff.

The acceptance and approval of this report does not preclude the CDE in any way from conducting program monitoring or audits.

Instructions:

- In the table below, select the “Edit” button for each object code description to input data into the “Expenditure Amount” fields for the performance period of March 18, 2024, through June 30, 2024.
- Capital Outlay Expenditures: If claiming expenditures for object codes 6400-6500 with a unit cost of \$5,000 or more, the LEA must provide the date that its Title I CSI Capital Outlay Expenditures Request Form was approved by the CDE in the text box under the Expenditure Reporting table (approvals will be verified). More information is available on the [CDE CSI LEA Authorized Use of Funds](#) web page.
- Upon completion of all Report 1 requirements, the LEA will select the “Submit” button and the completed Report 1 will be submitted to the CDE for review. If one or more error messages appears, the LEA must resolve all errors in order to submit Report 1. Once submitted, the LEA will receive an automated email message from the GMART confirming the report has been submitted. The LEA will receive a subsequent email once the report is approved.

Please visit the [FY 2023–24 ESSA CSI LEA Fiscal Reporting Instructions](#) for information on how Indirect Costs will be reported.

LEA Name	Final LEA Allocation (May 2024)
Norton Science and Language Academy	\$174,382

Expenditure Table

Object Code Description	Report 1 Expenditures	Report 2 Expenditures	Report 3 Expenditures	Report 4 Expenditures	Report 5 Expenditures	Expenditures/Indirect Costs To-Date
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1000–1999 Certificated Personnel Salaries	\$0	\$0	\$0	\$0	\$0	\$0
2000–2999 Classified Personnel Salaries	\$0	\$0	\$0	\$0	\$0	\$0
3000–3999 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0
4000–4999 Books and Supplies	\$0	\$0	\$0	\$0	\$0	\$0
5000–5999 Services and Other Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
7310 Indirect Cost	\$0	\$0	\$0	\$0	\$0	\$0
5100 (Sub- agreements over \$25,000)	\$0	\$0	\$0	\$0	\$0	\$0
6400–6500 Equipment and Equipment Replacement	\$0	\$0	\$0	\$0	\$0	\$0
6700 Subscription Assets	\$0	\$0	\$0	\$0	\$0	\$0
Total Amount	\$0	\$0	\$0	\$0	\$0	\$0

Balance

FY 2023–24 Final Allocation (May 2024)	Total Expenditures To-Date	Cash Balance
\$174,382	\$0	\$174,382

Indirect Costs

Description	Report 1 Expenditures (July 2024)	Report 2 Expenditures (Oct 2024)	Report 3 Expenditures (Feb 2025)	Report 4 Expenditures (July 2025)	Final Report Expenditures (Oct 2025)	Total Maximum Allowable Indirect Cost
Maximum allowable indirect cost	\$0	\$0	\$0	\$0	\$0	\$0

Date and Time Reviewed	LEA or CDE	Reporting Period	Updated Status	Justification for Funding Plan Change	Budget Summary Narrative	Remarks

8/7/2024 8:29:31 AM	LEA	1	Pending CDE Program Review	Funding Plan change was due to May 2024 final allocation from CDE for Norton Science and Language Academy. With the increased funding, we are focused on expanding our services to all students with particular focus on our English Learners, Social Economically Disadvantaged Learners, and Students with Disabilities.		***	
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NSLA's verifiable data and state assessment results indicate the need to further develop teacher and staff understanding of the implementation of evidence-based interventions, supports and strategies. The costs identified in each area of the budget directly support these specific needs.

Orton Gillingham is a "direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive" approach to literacy. It is designed to specifically support students who need additional support when reading, writing and spelling are difficult. The strategies, interventions and assessments are research based and proven to provide teachers with the tools necessary to support a diverse range of student needs.

Capturing Kids' Hearts equips educators with strategies and processes that focus on social-emotional well-being and student connectedness. The evidence-based strategies and activities have been proven to improve school culture, strengthen trust between staff and students, improve academic performance, and foster trauma-informed care. Students at NSLA thrive and succeed when they are connected with caring individuals. This training provides staff the tools to build the student connections that are essential for student success.

The California Association of Bilingual Education (CABE) hosts an annual English Language Development (ELD) Teacher Academy. NSLA services a large percentage of students who are identified as Emergent Bilinguals, based on their home language survey. The CABE ELD Teacher Academy provides participants with strategic access to evidence-based interventions, strategies and activities over a period of 8 months. The cohort of professionals will develop their understanding of effective English Learner instruction through the lens of the California English Learner Roadmap. The Teacher Academy also provides specific training on meeting the language requirements of the California Common Core State Standards for Math and NGSS Science Standards. Teachers who participate will have the tools necessary to provide high quality support in listening, speaking, reading and writing.

Effective Professional Learning Communities (PLCs) at NSLA are essential for student success. With effective PLCs, staff meet consistently to monitor and evaluate improvement efforts. With evidence-based training and support, PLC members "work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."

Parsec Real gives the school the opportunity to gather feedback from its educational partners, students, parents, and school staff, to make informed decisions regarding the culture of the school. Information gathered will facilitate to improve the educational outcomes of its students.

World Savvy will support the school in designing a Graduate Profile to communicate with the school's educational partners and community members what it means to be a Norton Science & Language Academy graduate, centered around global competence and the skills achieved throughout their educational journey.

					achieved throughout their educational experience. It is also a way to incorporate all partner voices to ensure the Graduate Profile is authentic and inclusive.	
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Report History

No History Available

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN
July 1, 2024 – June 30, 2029

The plan for our future

Adopted

August 19, 2024

**Lewis Center for Educational Research
STRATEGIC PLAN**

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

Introduction: 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 student success in a global society through data driven and research-based schools and programs that are safe, innovative and culturally inclusive.

**VISION
What we want to be known for**

The Lewis Center for Educational Research, along with its award-winning TK-12 charter schools, is internationally recognized as a leader in education due in part to its unique, long-term partnership with NASA. The Lewis Center and its schools are model programs for STEM and World Languages.

The Lewis Center is deeply involved in serving its two communities — the High Desert and San Bernardino, as well as the greater educational community — through its local and global programs.

The Lewis Center's excellent reputation can be attributed to its highly qualified, enthusiastic staff who — with the support of engaged parents, Board members and stakeholders — ensure students achieve at the highest academic levels.

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)**

Student Success

Goal 1: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness.

Business/Fiscal

Goal 2: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.

Staffing

Goal 3: Supporting and onboarding new and incoming staff; staff performance; targeted correlation of observation to student outcomes; “look fors”; allocating staff release time to support new teachers.

Organizational Effectiveness

Goal 4: Brand and marketing of brand: outreach, educating, communicating, targeting more diverse audience.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**OBJECTIVES
The outcomes we expect**

Student Success

Goal 1: Strengthen all school programs and enrichment at both schools resulting in measuring, communicating and celebrating student success by sub groups in the areas of academic, behavioral and social emotional wellness.

- 1.1 Objective: Academic – Demonstrate academic progress as measured by the California Dashboard, site level and verifiable data.
Strategy: Through School Administrative Meeting (SAM), TK-12 Professional Learning Communities (PLC) will continually analyze multiple measures of student mastery. (i.e. CAASPP, LAS Links, iReady, AP, etc.)
- 1.2 Objective: Behavior – Demonstrate behavioral improvement as measured by system reporting (i.e. Infinite Campus, California Dashboard, ADA, etc.)
Strategy: Decrease absenteeism as compared to prior year through initiatives such as incentives, SART, Saturday School, short term Independent Study and increased parent communication.
Strategy: Decrease Academic Learning Center (ALC), suspensions and expulsions as compared to prior year through PLC driven student supports based on data (Parsec REAL, Infinite Campus, etc.)
- 1.3 Objective: Behavioral and social emotional wellness – Demonstrate SEL progress as measured through multiple individual and group measures, counseling statistics, mental health referrals, etc. (i.e. Infinite Campus, Parsec REAL, etc.)
Strategy: Implement Capturing Kids Hearts, a program focused on SEL and building relationships.
Strategy: Administer student Climate Survey and analyze results through PLCs.
Strategy: Schools will provide direct services and ongoing socioemotional supports through LCER's full-time school counselors and school psychologists, including clinicians from the Desert Mountain Children's Center and the San Bernardino County Superintendent of Schools.
- 1.4 Objective: Increase communication and celebrations of success.
Strategy: Highlighting student achievements at Board meetings.
Strategy: Plan student celebrations at the site level that encourages family participation.
Strategy: Highlight student achievements with community partners through channels such as the LCER Post, social media, website, press releases, Foundation events, etc.

Business/Fiscal

Goal 2: Maintain fiscal stability and see diversified funding in light of funding instabilities that allows us to be innovative.

2.1 Objective: Expenditures will be aligned with LCAP goals using restricted dollars first.

Strategy: Finance has implemented a new accounting code in the account structure to support proper tracking and identification of expenses in relation to the LCAP. The LCAP process will include community partner engagement via School Site Council, English Language Advisory Council, Town Halls, Academic Leadership Team, etc.

Strategy: Principals and budget managers will ensure that resources are allocated and spent according to the adopted LCAP.

Strategy: Budget Managers, Coordinators, and Finance staff will utilize a shared document to track all restricted fund plans and expenditures. This document will track all restrictive dollars, the total amount of each fund, allowable and planned expenses, and reporting requirements and timelines.

2.2 Objective: Identify and seek new funding opportunities to support student learning and enrichment outcomes.

Strategy: The Finance Department will monitor funding opportunities as information is released from the State and Federal government and apply for those that meet LCAP goals and student needs.

Strategy: LCER staff will apply for grants to support student learning and enrichment outcomes.

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

Strategy: The Foundation will continue to host the annual gala to raise funds for identified needs.

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

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

Strategy: Community partners will receive regular updates on Foundation supported activities to build awareness and increase support for future fundraising efforts.

Strategy: Recruit additional Foundation Board Members to assist in these fund development efforts.

Staffing

Goal 3: Supporting and onboarding new and incoming staff; staff performance; targeted correlation of observation to student outcomes; “look fors”; allocating staff release time to support new teachers.

- 3.1 Objective: Provide and monitor intentional and targeted support for new and experienced incoming staff. Some targeted support systems will include induction, professional development, mentoring, Capturing Kids Hearts, etc.
- 3.2 Objective: Both school Administration teams will conduct regular classroom walk throughs. Walk through data will be monitored by all levels of the professional learning community.
Strategy: Professional Learning Community (PLC) teams will measure the effectiveness of instructional strategies by their impact on student learning outcomes. This data will be shared with Administration and teaching teams regularly to guide implementation.
- 3.3 Objective: Decrease staff vacancies at NSLA as compared to the prior year.

Organizational Effectiveness

Goal 4: Brand and marketing of brand: outreach, educating, communicating, targeting more diverse audience.

- 4.1 Objective: Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.
Strategy: Implement Parsec Real (a software designed to enable staff to collect feedback with actionable insights) to improve community partner engagement.
Strategy: Each director will be engaged in key organizations within their area of expertise and will continue to seek opportunities to network, lead, and present.
Strategy: Under the direction of the LCER Public Information Officer, marketing and branding will increase through social media, print media, conference and community participation, and diversified recruitment efforts.
Strategy: Communicate with parents of the school sites through School Site Councils, Parents and Pastries/Cafecito, Parent/Teacher Groups, English Learner Advisory Councils, Principal's Cabinets, 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.
- 4.2 Objective: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.
Strategy: Give progress updates at All Staff Meetings.
Strategy: Hold LCAP meetings and Town Halls to report annual progress toward goals and seek feedback for new goals and needs.
Strategy: Add virtual attendance options to meetings whenever feasible to increase engagement and attendance.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX A

Historical Background of Strategic Plan

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 B.

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 C. Meeting minutes from 2017 are presented in Appendix D, meeting minutes from 2018 are presented in Appendix D and meeting minutes from 2019 are presented in Appendix F.

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 G, the 2017 S.W.O.T. analysis is presented in Appendix H, the 2018 S.W.O.T. analysis is presented in Appendix I and the 2019 S.W.O.T. analysis is presented in Appendix J.

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.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX B

**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 C

**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 D

**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 E

**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 F

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

**Minutes
August 9, 2019**

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

LCER Board Members David Rib and Omari Onyango were absent.

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

Heather Kinney attended the afternoon session on behalf of SBCSS.

3. **PUBLIC COMMENTS:** None

4. **DISCUSSION/ACTION ITEMS:**

.01 Review and Update LCER Mission and Vision – the LCER Board stated they would like to be more informed verbally about data driven results. They would like to add Global Society into the objectives. The LCER Board and LCER staff divided into 4 groups to work on the mission and vision, and then had a discussion as a whole. There was a discussion whether “student success” or “school and programs” should be first in the mission statement. The new mission statement developed for approval within the updated Strategic Plan is: “To ensure student success in a global society through data driven and research based schools and programs that are safe, innovative and culturally inclusive.” A committee was developed to work on the vision – Lisa Lamb, Sharon Page, Matt Cabe and Fausto Barragan.

They will bring the vision forward for approval by the LCER Board.
Information from the groups will be shared with the committee.

.02 Complete S.W.O.T. Analysis for 2019-20 School Year -

Strengths - NASA, passion, leadership, longevity, culture, safe, language, model-exemplary, campuses-facilities, student services, broadly supportive, different expectations, well-known, community, partnerships, diversity, committed board, parents, staff & faculty, Special Ed, inclusive, unique programs, STEAM, extra-curricular, diverse community, best practices, data driven, research based, PLCs, camaraderie, big wait list, curiosity, relationship with authorizers, relationships with elected officials, finances, stability, reputation, WASC accreditation, dual language, award winning programs, well established, back office structure, innovation, partnerships world wide, PR person, Lewis Center Foundation

Weaknesses - Internal marketing, student participation in GAVRT and space science classes, visibility, external marketing, local outreach needs to be reimagined, nobody knows our current story, not visionary, two schools working together to share best practices - still feels like forced play, branding, fundraising, energy of science teachers - no passion, competition for teachers, science isn't a fundamental part of our culture, salaries for teachers and administration, lack of science labs and resources, lack of team development in science programs, facilities a challenge, budgeting management of facilities, management of facilities - not enough special types of classrooms, maintenance and upkeep of grounds, not enough space, student recruitment at NSLA and AAE HS, grading policy no D, rigor, lack of fiscal and staffing to innovate, need more thinking outside of the box, challenge to meet the basics while enhancing ability to innovate, sports facilities at NSLA, stipends for sports staff, lack of school spirit, not enough onsite facilities for sports

Opportunities - NASA is cool right now, grant \$ for languages/STEM/low economic populations, college partnerships, optical telescope at CSUSB, parent connection, partnership opportunities, fundraising opportunities, artificial intelligence, leverage partnerships with business community, industry internships, cyber security program at CSUSB, free camp for ms girls, informal education partnerships (i.e. Discovery Cube), expand global exchanges, alumni involvement, local elected officials

Threats - political, California, litigious society, legislative, unfunded mandates, rules, compliance, CTA, other district compensation, other dual immersion programs, magnet schools, anti-immigration, tariffs, teacher shortage, city of SB disfunction, special ed law and litigation, vaping, social media, social-emotional trauma, mental health, cost of providing services, school safety, hard to keep up with changes - esp in technology, cost of doing it, home school charters/other educational opportunities, screen

time, cell phones, lack of human interaction, irrational parents, teachers who come with bad habits, cyber hacking

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

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

.05 Norton Campus Expansion Development – Larry Rieder, Charter School Property Solutions

Larry Rieder presented on the Norton campus expansion development and provided an entitlement approval schedule. Final approval is expected February 15. Financing doesn't close until that process is completed. He also showed a new site plan that was reviewed.

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

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

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

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX G

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

**Minutes
April 15, 2022**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rodriguez called the meeting to order at 8:00 a.m.

2. **ROLL CALL:** LCER Board members Pat Caldwell, Jim Morris, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez, and Pat Schlosser were in attendance.

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

3. **DISCUSSION ITEMS:**

.01 Revisions to the LCER Strategic Plan were discussed, including identifying strengths, weaknesses, opportunities and threats. Goals and objectives were reviewed to see if they were still needed, had been completed, should be reworded or if new goals were needed.

The top issues identified were:

- Staffing/management partnership/flexibility
- Mental Health: student, staff, family
- Communication/engagement
- Student success to include SEL, Critical Thinking, Academics, Career Guidance

Revised goals that will be included in the new plan are:

- Goal 1: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.
- Goal 2: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness.
- Goal 3: Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.
- Goal 4: The LCER will communicate and engage our students, staff, families, and community partners to drive a shared commitment to our common vision, mission and goals.

The goals may be reworded slightly during development of strategies and objectives by Exec Team.

.02 Kevin Porter provided a presentation on Conflict of Interest.

.03 Pat Caldwell went over the structure of the Lewis Center and the various arms of the organization. She reviewed the new goals with Foundation Board members. Possible fundraising opportunities related to the goals discussed were:

- Increase capital campaign funds
- Rent out facilities when not in use
- Look into county programs for community outreach
- Training for teachers in student issues
- Advertise educational activity grants
- Tell our stories
- STEM funding
- Grant writing support staff
- Employee recognition program, all staff gifts
- Compensation for activities after school or during breaks, help with recruitment
- Help get our name out there with a flyer to share with contacts
- Identify new partners and what we want them to do, get parents involved, survey alumni

4. **INFORMATION INCLUDED IN PACKET:**

.04 LCER Strategic Plan 2020-2025 with Notes Added on Progress

5. **ADJOURNMENT:** Chairman Rodriguez adjourned the meeting at 2:00 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX H

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

**Minutes
April 5, 2024**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** The meeting was called to order at 8:05 a.m.
2. **ROLL CALL:** LCER Board members Yolanda Carlos, Steve Levin, Omari Onyango, Sharon Page, David Rib, Jessica Rodriguez, Marisol Sanchez and Pat Schlosser were in attendance. Member Pat Caldwell was absent.
3. **DISCUSSION/ACTION ITEM:**
 - .01 Brown Act and Conflict of Interest Training – Jerry Simmons, YM&C, went over roles and responsibilities of Board Members and Management. He reminded the Board to ask questions of Admin as their duty includes fiscal oversight. It is best to ask questions during the Board meeting, in case someone else has the same question and then can hear the answer. If asked beforehand, the CEO can share in their comments. Attendance at meetings is very important to be sure members are knowledgeable about what is going on. He covered how to avoid conflicts of interest and annual disclosure requirements. Brown Act rules and Public Records were covered as well. He discussed charter renewal criteria and how to make the best case for renewal. Board members should review the charters to be sure the schools are doing what they said they would.
 - .02 Discuss Revisions to LCER Strategic Plan to Include S.W.O.T. Analysis, Review of Goals and Objectives, and Develop New Goals if Necessary – The LCER Board and Exec Team divided into groups to review data from the dashboard as well as survey feedback from students, parents and staff. Strengths, weaknesses, opportunities and threats were identified from the data. Goals were reviewed and new objectives will be developed by the Exec Team.
4. **INFORMATION INCLUDED IN PACKET:**
 - .01 LCER Strategic Plan 2022-2027
5. **ADJOURNMENT:** The meeting was adjourned at 3:30 p.m.

APPENDIX I

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-negotiation
- 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
- Negotiation
- 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 J

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-negotiation
- 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
- Negotiation
- Well-funded anti-charter movement

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX K

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
- Negotiation
- 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
STRATEGIC PLAN**

APPENDIX L

S.W.O.T. ANALYSIS (2019)

Strengths

- NASA
- Passion
- Leadership
- Longevity
- Culture
- Safe
- Language
- Model-exemplary
- Campuses-facilities
- Student services
- Broadly supportive
- Different expectations
- Well-known
- Community
- Partnerships
- Diversity
- Committed board, parents, staff & faculty
- Special Ed
- Inclusive
- Unique programs
- STEAM
- Extra-curriculars
- Diverse community
- Best practices
- Data driven
- Research based
- PLCs
- Camaraderie
- Big wait list
- Curiosity
- Relationship with authorizers
- Relationships with elected officials
- Finances
- Stability

- Reputation
- WASC accreditation
- Dual language
- Award winning programs
- Well established
- Back office structure
- Innovation
- Partnerships world wide
- PR person
- Lewis Center Foundation

Weaknesses

- Internal marketing
- Student participation in GAVRT and space science classes
- Visibility
- External marketing
- Local outreach needs to be reimaged
- Nobody knows our current story
- Not visionary
- Two schools working together to share best practices - still feels like forced play
- Branding
- Fundraising
- Energy of science teachers - no passion
- Competition for teachers
- Science isn't a fundamental part of our culture
- Salaries for teachers and administration
- Lack of science labs and resources
- Lack of team development in science programs
- Facilities a challenge
- Budgeting management of facilities
- Management of facilities - not enough special types of classrooms
- Maintenance and upkeep of grounds
- Not enough space
- Student recruitment at NSLA and AAE HS
- Grading policy no Ds
- Rigor
- Lack of fiscal and staffing to innovate
- Need more thinking outside of the box
- Challenge to meet the basics while enhancing ability to innovate
- Sports facilities at NSLA
- Stipends for sports staff

- Lack of school spirit
- Not enough onsite facilities for sports

Opportunities

NASA is cool right now
Grant \$ for languages/STEM/low economic populations
College partnerships
Optical telescope at CSUSB
Parent connections
Partnership opportunities
Fundraising opportunities
Artificial intelligence
Leverage partnerships with business community
Industry internships
Cyber security program at CSUSB
Free camp for ms girls
Informal education partnerships (i.e. Discovery Cube)
Expand global exchanges
Alumni involvement
Local elected officials

Threats

Political
California
Litigious society
Legislation
Unfunded mandate
Rules
Compliance
CTA
Other district compensation
Other dual immersion programs
Magnet schools
Anti-immigration
Tariffs
Teacher shortage
City of SB disfunction
Special ed law and litigation
Vaping
Social media
Social-emotional trauma

Mental health
Cost of providing services
School safety
Hard to keep up with changes - esp in technology
Cost of doing it
Home school charters/other educational opportunities
Screen time
Cell phones
Lack of human interaction
Irrational parents
Teachers who come with bad habits
Cyber hacking

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX M

S.W.O.T. ANALYSIS (2020)

Strengths

- Professional organization for 30 years
- Academic record
- Financially stable
- Parent engagement
- Strong community
- Partnerships
- Innovation
- Unique programs
- Board
- Leadership
- Facilities/buildings
- Interesting story
- Inclusive
- Our people
- Staff stability
- Experience
- Committed staff
- Special education
- History
- Reputation
- We are global
- Alumni excel
- Student perspective
- Student leadership opportunities
- AFJROTC
- Field trips
- ASB
- Ambassadors
- Chilean delegation
- Global travel
- Advocacy
- Fundraising
- Research
- Data driven

- Financial discipline
- Safe
- Desired schools
- Vigor
- Strong professional development
- Bilingual
- Connections because we are TK-12
- Waitlist
- GAVRT
- Small schools
- Family feel
- Personal relationships
- Strong relationship with authorizers
- Strong technology
- Relationship builders
- Pride of students and staff
- Multi-cultural
- Diversity
- Student supports
- Lewis Center Foundation
- Exec/Board Collaboration
- Social emotional learning (SEL)
- Shared leadership
- Parents
- Volunteers
- How we have weathered COVID
- Locations of our 3 campuses
- Distinguished/honors
- WASC
- Enrichment

Weaknesses

- Don't recognize strengths
- Don't self promote (e.g. ordering banners and completing applications for recognition)
- Distance between campuses
- Aligning practices across organization/schools
- Branding
- Recruitment for students
- Staff diversity
- Salary schedules

- Building leadership succession
- Online presence
- Consistency in communication using different platforms
- Lack of tech training for parents
- Lack of intentional outreach to students of higher need
- AAE reputation of not being a diverse population
- Reality vs. Reputation
- Being one, sharing opportunities with all students (e.g. GAVRT)
- Staff don't know GAVRT
- Staff doesn't understand charters
- We don't tell our story
- Feel too established, not hungry, like a District
- Waitlist at NSLA
- Not taking advantage of recruitment opportunities
- GAVRT not benefitting our own students
- Lack of teacher enthusiasm for programs
- Strength of HS sports (facilities, transportation)

Opportunities

- To become involved in IE groups
- Partner w/SBCUSD
- Voice in chambers
- Shine as a charter compared to districts
- Alumni
- Social injustice
- Share courses between our high school or with local community colleges
- Space Force
- New NSLA campus
- COVID silver linings
- NSLA as a demonstration school for dual immersion
- MPR at AAE
- Bias training
- Bringing more science to NSLA
- STEM programs
- Grants – 3 NSF, ROSES, NASA
- Marketing LCER Program
- Math – build out strength
- Aviation licensing/career pathway (much to develop)
- Apple Valley train station
- Outreach
- Together United

- Diversification

Threats

- COVID-19
- Closures impact on students
- Unlearn unhealthy habits from pandemic
- Learning loss
- Negotiation
- California budget
- Political landscape/climate
- Reliable sources
- Biases
- Fears
- Election results
- Litigation (e.g. SPED)
- SB City political instability/chaos
- AVUSD school board changes
- County-wide benefit lacks appeal process
- Changing nature of delivering education – online programs/charters
- Media (e.g. COVID-19)
- Social media
- Competitive salaries in local districts

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX N

S.W.O.T. ANALYSIS (2022)

Strengths

- strategic planning
- great reputation
- leadership
- collaboration with authorizer
- staff
- families
- facilities
- leadership
- ROTC
- Technology
- community interest
- longevity of staff
- leadership opportunities for students
- STEM opportunities for students
- Partnerships, i.e. NASA/JPL
- professional development
- 2 very different schools
- nationally recognized special education program
- talented teachers (including bilingual)
- dual immersion program
- our board (caliber, attendance, support, longevity)
- reputation within charter community
- finances
- sound fiduciary oversight
- scientific and educational research
- global organization
- transparency
- positive publicity
- Foundation fundraising
- alumni (returning to work at LCER)
- athletics program
- sportsmanship/character
- academic rigor
- preparing students for college and career
- SEL support
- advocacy

- LCER general admin support of schools
- waiting list at both schools
- AAE endangered species on campus: tui chub and desert tortoise
- AP capstone diploma
- Volunteers
- TK-12

Weaknesses

- distance between schools
- LCER/AAE/NSLA relationship/location
- secondary science program
- science facilities/labs at AAE
- communication and perception from parents
- school meals (vendor for two schools, scale of purchasing, administration, quality)
- diversity of staff (gender, race)
- staff response to changing student demographics and needs
- transportation
- developing staff leadership and admin capacity
- communicating GAVRT
- internal GAVRT offerings
- economic uncertainty
- major student discipline and ability to handle
- math assessment scores
- became traditional district/model
- communicating research,
- \$\$\$
- need more space at AAE
- athletic facilities

Opportunities

- external funding
- STEM ecosystems
- growing our Inland Empire partnerships
- community outreach
- partnering between both schools
- cutting edge educational research
- technology
- bring in professionals
- engineering
- increase community use of facilities
- increase outside field trips
- MEEC
- NSLA gym/athletics

- non-traditional elective offerings
- non-negotiation
- parents
- volunteers

Threats

- risk adverse
- litigation
- economic
- negative charter environment
- negotiation
- social media
- technology
- charter school funding
- homeless
- special ed due process
- great resignation
- teacher shortage
- external culture
- anti-authority/education
- entitlement
- over protective labor laws
- increasing sp ed population
- political battles impacting education
- pandemic – endemic
- school safety/violence
- environment – theft/homeless
- future not stable
- uncertainty
- increasing mental health concerns

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX O

S.W.O.T. ANALYSIS (2024)

Strengths – students feel safe, clear rules (2/3rds), facilities/buildings, students feel support and respected by staff, lots of opportunity for involvement (students), communication, high support at home (parent), students are safe (according to parents), admin creates an environment for students to grow, supportive admin, professional development, restorative practices are working across campuses, strong school culture, board decisions are based on LCER goals, SEL, IT is strong, EL progress is moving upwards, broad course of study, implementation of academics, grade rate at AAE and college/career readiness, partnerships – local and global, GAVRT, best practices, Board, AAE WASC 6 year renewal, SPED recognition, charter school recognition, community outreach by students and staff, Foundation, Ambassador program, longevity and experience of staff, retention of staff and students, school culture, extracurricular opportunities, financial stability and fiscal stewardship, dual enrollment, dual immersion (NSLA)

Weaknesses – ½ of students on both sites report bullying, students felt that other are misbehaving (50%), AAE parking/drop off, student drivers, students don't like uniform policy, parents want more tutoring, parents want volunteer opportunities to be better communicated, bathrooms – monitoring, cleanliness (at both schools), still building programs at NSLA, NSLA drop off/pick up, achievement gaps by subgroup at both schools, low motivation by some students, science labs, AAE's demographic doesn't reflect the neighborhood population, dual immersion re-seating, distance between 2 campuses, staff didn't understand how student supports improve outcomes, not enough restrooms (staff), staff feel that more Tier II supports are available for need, staff want more PD for class management or job-specific, NSLA open positions, dashboard (both schools) – ELA decreased at both schools, math overall, chronic absenteeism, high suspension rates, staff knowing/understanding dashboard

Opportunities – elementary sports, new curriculum, many partners are eager to work with our schools/classrooms (currently lack staff capacity/bandwidth to implement, allocate more resources to close the academic gap for students in need, evaluate/redesign current DLI program at NSLA, to communicate who we are as schools to public, families, staff

Threats – food – compliance vs. taste (looking at vendors), home influence on learning, attendance and behavior, dashboard, charter renewal (especially at NSLA), charter attack laws, labor law – stipends, apathy/low motivation of families/society, lottery is blind – hard to recruit/target populations, public perception that we are private, social media trends/cell phones, substance abuse on campuses, litigation – SPED and personnel, state budget deficit, ADA

Stakeholder Group S.W.O.T.

Group 1 – Student Feedback

- Strengths – Strong sense of safety (AAE/NSLA), facilities and buildings, clear rules (both), students feel supported especially from teachers (both), students feel respected by teachers (both), lots of opportunities for involvement (both)
- Weaknesses – Bullying (both), food (both), student perceived weakness – dress code (both), misbehavior (both), parking/drop off (AAE), student voice not heard (AAE 48% NSLA 33%)
- Opportunities – Give students voice and some control over dress code (NSLA), elementary sports – soccer, baseball, etc. (NSLA)
- Threats – food (both)

Group 2 – Parent Feedback

AAE – MS bathrooms, more tutoring, volunteering – more communication needed, school safety – bathroom monitoring/cameras, 58% communicate weekly or monthly, 62% parent-high support at home, 18% weekly – helping in class, 77% confident – support at home, respectful, enough options for students, 68% students feel safe, 47% admin creates environment that helps students grow

NSLA – Librarian, marquee, tutoring/intervention, school lunches – options & nutrition, multi-cultural events, parent liaison to help with communication, school safety officer, cell phone policy, 67% communicate weekly/monthly, 86% frequently help in the classroom, 17% help weekly in the classroom, 85% confident-support at home, 90% feels discipline is working for their child, 80% child feels safe at school, 90% school values diversity, 85% admin creates environment that helps students grow

Group 3 – Staff Feedback

- Strengths – Admin is supportive, facilities, professional development, culture, safe, experience, small school/great supports, SEL, behavior, supported by supervisors, Exec/Board makes decisions based on LCER goals
- Weaknesses – Inexperience – incoming coaching/modeling, new teachers need support in the classroom, LCER staff doesn't understand how student supports improve student learning outcomes, participation and capacity, perception that grades don't affect participation, perceived consequence doesn't improve behavior, staff restrooms, limited academic supports
- Opportunities – differentiated learning, training, paid internships at our school vs. others, coaching, staffing
- Threats – Home environment affecting performance and behaviors, legislation, perception i.e. funding/raises

Group 4 - Dashboard Data

NSLA

- Strengths - EL Progress, parent & family engagement, implementation of academic, access to broad course of study

- Weaknesses – ELA and math in multiple subgroups, suspension rate, chronic absenteeism
- Opportunities – All staff knowing and understanding data, college and career opportunities, new curriculum
- Threats – charter renewal

AAE

- Strengths – Grad rate, EL progress moving up, college and career readiness, parent and family engagement, implementation of academics, access to broad course of study
- Weaknesses – ELA low even though it's above standard based on subgroups, math, students with disabilities, chronic absenteeism, suspension rate
- Opportunities – All staff knowing and understanding data, new curriculum
- Threats – charter renewal

Both

- Strengths - EL Progress (AAE grade rate)
- Weaknesses – Chronic absenteeism, suspension, students with disabilities
- Opportunities – ALC implementation

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

Date of meeting: August 19, 2024

Title: Request for approval of Kayleen Ascenath Malcolm to serve as a Full-time Elementary Teacher (Kindergarten) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP)

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

Background: In accordance with the Commission on Teacher Credential requirements the “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, “AAE”. We have accomplished this through the methods of distributing job announcements, contacting college and university placement centers, advertising on the internet, and attending two Job Fairs, however, a fully qualified candidate has not been found.

Fiscal Implications (if any):

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

Recommendation: Approve Kayleen Ascenath Malcolm to serve as a full-time Multiple Subject Elementary Teacher in Kindergarten for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP)

Submitted by: Rebecca McCoy, HR Administrator



Lewis Center for Educational Research

17500 Mana Rd.
Apple Valley, CA 92307
www.lewiscenter.org
(760) 954-5414 ext. 294, 175, 220
HR@lcer.org

Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Kayleen Ascenath Malcolm**. The intent is to obtain the legal authorization to employ Ms. Malcolm as a teacher of record on a Multiple Subject Provisional Intern Permit in the open Kindergarten Elementary Teacher position on the Lewis Center for Educational Research –Academy for Academic Excellence campus during the 2024/2025 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, "AAE" through the methods of distributing job announcements, contacting college and university placement centers, and advertising on the internet, and attending two job fairs, however, a fully qualified candidate has not been found.

Kayleen Ascenath Malcolm meets all of the requirements as set forth in the Commission on Teacher Credentialing leaflet CL-857. Further, the Lewis Center Credential Analyst will ensure that the outlined employer duties will be met.

Lisa Lamb, CEO
Lewis Center for Educational Research

8/1/2024

Date

Rebecca McCoy, HR Administrator/Credential Analyst
Lewis Center for Educational Research

8/1/2024

Date

Academy for Academic Excellence Board Approval (To be signed after favorable action)

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

Patricia Caldwell, Chairman or Authorized Designee

Date





State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

Basic Skills Requirement Evaluation Worksheet

Applicant Name: Kayleen Ascenath Malcolm

This form is designed for use by individuals and LEAs without a Commission-approved program to act as a guide for meeting the Basic Skills Requirement via coursework. Individuals may meet the requirement by providing official transcripts and this completed form as part of their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B- or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). It is possible to identify two courses for a single area to meet the minimum unit requirement. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university where the course was completed must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. The letter must be included with the application packet.

Online recommendations from a Commission-approved preparation program should not use this form but instead must include Form 41-BSR. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

READING PROFICIENCY (Course(s) in Critical Thinking, Literature, Philosophy, Reading, Rhetoric, or Textual Analysis)	Grade	Qtr	Sem
ENGL1A - Comp/Reading	B		3

WRITING PROFICIENCY (Course(s) In Composition, English, Rhetoric, Written Communication, or Writing)	Grade	Qtr	Sem
ENGL1A - Comp/Reading	B		3

MATHEMATICS PROFICIENCY (Course(s) in Algebra, Geometry, Mathematics, Quantitative Reasoning, or Statistics)	Grade	Qtr	Sem
Mathematics CBEST - Passed	P		



Multiple Subject Provisional Internship Permit Evaluation Worksheet

Name: _____ Degree Major: _____

Must have 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

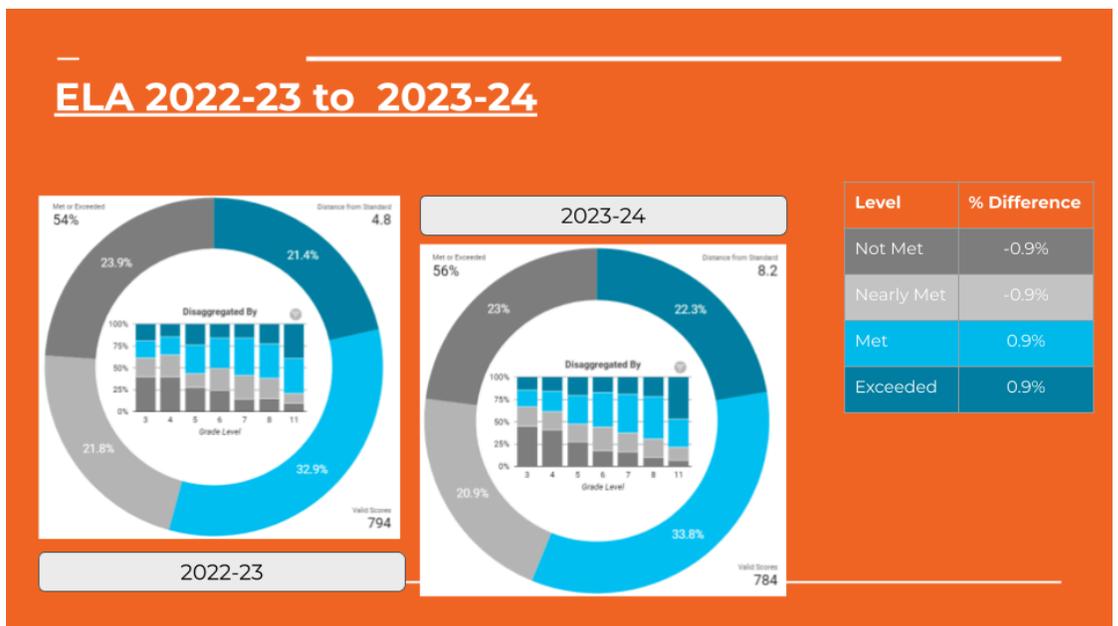
LANGUAGE STUDIES (Literature, Composition, Foreign Language, Language Acquisition, Speech, Linguistics, English)	Grade	Qtr	Sem	LITERATURE (American, Foreign)	Grade	Qtr	Sem
HISTORY				SOCIAL SCIENCE (History, Government, Geography, Economics, Political Science, Sociology, Anthropology, Psychology)			
MATHEMATICS				SCIENCE (Biology, Chemistry, Physics, Geosciences)			
HUMANITIES (Art, Music, Dance, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Philosophy, Foreign Languages, Ethnic Studies, Linguistics)				VISUAL/PERFORMING ARTS (Art, Music, Dance, Aesthetics, Criticism, Drama, Production)			
PHYSICAL EDUCATION (Physical Fitness and/or Movement Skills, Recreation, Sports)				HUMAN DEVELOPMENT (Intellectual, Social, Physical, Emotional and/or Moral Development During Childhood and Adolescence, Health Science, Nutrition, Psychology)			

**Lewis Center for Educational Research
STAFF REPORT**

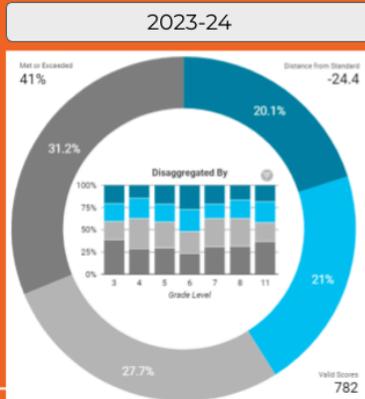
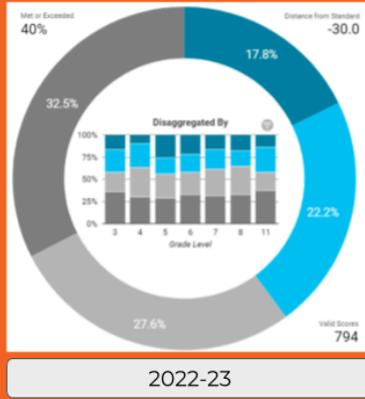
Date: August 19, 2024
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

Goal 1: Strengthen all school programs and enrichment at both schools resulting in measuring, communicating and celebrating student success by sub groups in the areas of academic, behavioral and social emotional wellness.

1.1 Objective: Academic – Demonstrate academic progress as measured by the CA Dashboard, site level and verifiable data.



Math 2022-23 to 2023-24



Level	% Difference
Not Met	-1.3%
Nearly Met	0.1%
Met	-1.2%
Exceeded	2.3%

SCHOOL PERFORMANCE OVERVIEW

Norton Science and Language Academy

[Generate PDF Report](#)

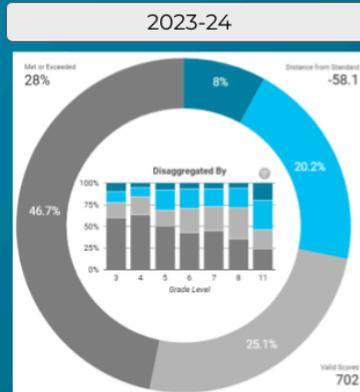
[View Additional Reports](#)

2023

Explore the performance of Norton Science and Language Academy under California's Accountability System.

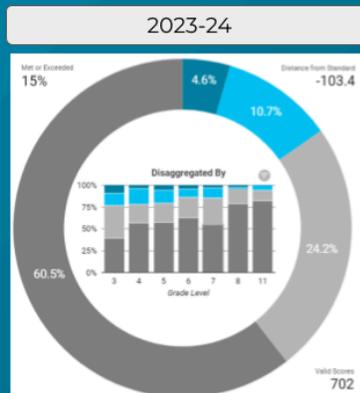
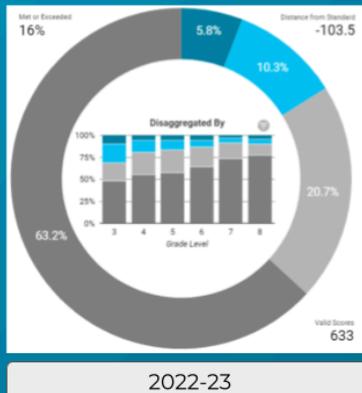
<p>Chronic Absenteeism</p> <p>Yellow</p>	<p>Suspension Rate</p> <p>Red</p>	<p>English Learner Progress</p> <p>Green</p>	<p>English Language Arts</p> <p>Red</p>
<p>Mathematics</p> <p>Red</p>	<p>Basics: Teachers, Instructional Materials, Facilities</p> <p>STANDARD MET</p>	<p>Implementation of Academic Standards</p> <p>STANDARD MET</p>	<p>Parent and Family Engagement</p> <p>STANDARD MET</p>
<p>Local Climate Survey</p> <p>STANDARD MET</p>	<p>Access to a Broad Course of Study</p> <p>STANDARD MET</p>		

Reading 2022-23 to 2023-24



Level	% Difference
Not Met	-7.5%
Nearly Met	2.4%
Met	4.2%
Exceeded	0.9%

Math 2022-23 to 2023-24



Level	% Difference
Not Met	-2.7%
Nearly Met	3.5%
Met	0.4%
Exceeded	-1.2%

1.2 **Objective:** Behavior – Demonstrate behavioral improvement as measured by system reporting (i.e. Infinite Campus, California Dashboard, ADA, etc.)

AAE Data

	EOY	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	94.79								
Elementary Attendance	94.36								
Secondary Enrollment	797								
Elementary Enrollment	673								

Total Enrollment	1470								
ALC's	176								
Suspensions	31								
Walk Thrus (Progressive)	501								

NSLA Data

	EOY	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	92.39								
Elementary Attendance	92.43								
Secondary Enrollment	525								
Elementary Enrollment	640								
Total Enrollment	1165								
Suspensions	87 (53% drop)								

1.3 Objective: Behavioral and social emotional wellness – Demonstrate SEL progress as measured through multiple individual and group measures, counseling statistics, mental health referrals, etc. (i.e. Infinite Campus, Parsec REAL, etc.)

AAE

SEL Counseling Data:

- 6 Desert Mountain Children's Center Counselors began supporting students under the SAP, SART, and SAT programs
- 1 School Psychologist Collaborating with SPED and GENED students
 - 3 Assessment plans were signed to conduct assessments to establish socioemotional supports
 - Supporting 10 cases with socioemotional needs
- StopIt Reports
 - 1 resolved

NSLA

SEL Counseling Data:

- Credit Checks w/ all seniors and their parents underway
- Monthly SEL (Social Emotional Learning) assemblies scheduled
- SEL Counselor Caseload
 - Elementary - 20
 - Secondary - 10
- SEL Groups Planned
 - Social Skills
 - Empathy
 - Conflict Resolution

	<p>Navigate 360 Data:</p> <ul style="list-style-type: none"> • BOY SEL assessment scheduled 8/12 - 8/23 <p>Desert Mountain Children’s Center:</p> <ul style="list-style-type: none"> • 1 Clinical Counselor Supporting 24 cases at the TK -12 level <p>San Bernardino County Superintendent of Schools:</p> <ul style="list-style-type: none"> • 1 Clinical Counselor providing support for 30 cases at the TK-12 level <p>1 NSLA School Psychologist:</p> <ul style="list-style-type: none"> • Supporting 25 cases (GENED / SPED)
<p>1.4 <u>Objective</u>: Increase communication and celebrations of success.</p>	<p>AAE</p> <ul style="list-style-type: none"> • Many successful back to school gatherings <ul style="list-style-type: none"> ○ Academic Leadership Team (ALT) Dinner ○ Back to School Knight highlights ○ TK-12 Back to School Meeting ○ All Staff Meeting • Capturing Kids Hearts (CKH) Training for 50 AAE staff members • Preparing for improved communication and increased stakeholder engagement <ul style="list-style-type: none"> ○ Setting up Parents and Pastries future meetings ○ Ethnic Studies meetings being set up ○ Excited to use Parsec Reals (new stakeholder engagement platform) to communicate and gather data ○ Utilizing Remind/Infinite Campus (student information system) to reach out to parents • AAE received the 2024 National Association for Special Education Teachers (NASSET) Exceptional Charter School in Special Education award 2024. This is the fourth consecutive year that AAE has received this award. AAE is one of only 24 charter schools honored nationally. <p>NSLA</p> <ul style="list-style-type: none"> • Back To School Success • Planning for improved communication and stakeholder engagement <ul style="list-style-type: none"> ○ Website Calendar up & running ○ Quarterly Family Voices meetings ○ Increased visibility/participation of Parent Teacher Organization (PTO) ○ Remind App to establish connections with the community • NSLA Staff had a Summer of Professional Development <ul style="list-style-type: none"> ○ Capturing Kids Hearts (CKH) Training ○ C6/Dual Language Immersion Training ○ AVID for secondary teachers ○ AP Training for select high school teachers ○ Sheltered Instruction Observation Protocol (SIOP) Training. SIOP is a model of effective instructional strategies in classrooms, particularly those including English language learners (ELLs). ○ Crisis Prevention Institute (CPI) training for campus safety staff and administrators ○ Playworks- Recess facilitation training for campus safety staff and administrators • Senior Celebrations <ul style="list-style-type: none"> ○ “Senior Sunrise” was held on the first day of school to launch our senior last first day. <ul style="list-style-type: none"> ■ Senior Committee planning many “1sts” • NSLA received the 2024 National Association for Special Education Teachers (NASSET) Exceptional Charter School in Special Education award 2024. This is the third consecutive year that NSLA has received this award. NSLA is one of only 24 charter schools honored nationally.

	<p><u>Human Resources Celebrations</u></p> <ul style="list-style-type: none"> ○ During the month of August, HR and Admin have diligently worked to fill vacancies and are pleased to report a substantial reduction in staff vacancies compared to the same time last year. ○ Specifically, at Norton, there are only 2 full time teaching vacancies this year, compared to 7 vacancies at this time last year. Additionally, this year, we started the school year with only 3 regular classified staff vacancies, compared to 13 last year.
<p>Goal 2: Maintain fiscal stability and see diversified funding in light of funding instabilities that allows us to be innovative.</p>	
<p>2.1 <u>Objective:</u> Expenditures will be aligned with LCAP goals using restricted dollars first.</p>	<p>Through the Budget Development process, Finance and each Budget Manager used the LCAP to help structure and plan for the new year. In support of proper tracking of these expenses, the purchasing office created a new purchase request form that is now in use to allow school admin to identify if the purchase request meets any goal identified in the LCAP. From the purchase request form, Finance is now utilizing a new section of the account structure to help isolate and identify the expenses related to each LCAP Goal.</p>
<p>2.2 <u>Objective:</u> Identify and seek new funding opportunities to support student learning and enrichment outcomes.</p>	<p>Finance continues to seek new funding opportunities with different grants. Finance also continues to maintain proper reporting practices to make sure that we continue to meet the necessary requirements to continue receiving our State and Federal Categorical Funds.</p>
<p>2.3 <u>Objective:</u> The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.</p>	<p>The LCER Foundation is hosting their annual gala on September 28, 2024. The Golden Age Gala will be held at Fox Theater in Redlands. We have secured \$9,300 in sponsors. Our budgeted goal is \$15K.</p>
<p>Goal 3: Supporting and onboarding new and incoming staff; staff performance; targeted correlation of observation to student outcomes; “look fors”; allocating staff release time to support new teachers.</p>	
<p>3.1 <u>Objective:</u> Provide and monitor intentional and targeted support for new and experienced incoming staff. Some targeted support systems will include induction, professional development, mentoring, Capturing Kids Hearts, etc.</p>	<p><u>AAE</u></p> <ul style="list-style-type: none"> ● New Teacher Orientation on June ● Carnegie Training for new MS math teachers ● FOSS training for our MS science teachers ● CSO Training ● Setting up mentors and Induction coaches ● ALT focus on teacher support ● PLC restructure ● Implementation of CIA ● MTSS focus on supporting both teachers and students ● 3 minute walk-thrus and changes to match the CSTP standards <ul style="list-style-type: none"> ○ 97 current walk-thrus ● CKH Making a huge impact on our teaching staff <p><u>NSLA</u></p> <ul style="list-style-type: none"> ● New teacher orientation in July ● New teacher check-ins calendared ● Mentors assigned (huge thank you to AAE for help) ● PLC restructure <ul style="list-style-type: none"> ○ PLC agendas standardized and structured around instructional focus ● Walk-through form standardized and implemented ● CIA creation and implementation (higher focus on all teachers) ● Summer of Professional Development

	<ul style="list-style-type: none"> ○ CKH Training ○ C6 Training ○ AVID ○ A.P. ○ SIOP ○ CPI ○ Playworks for CSOs and IAsyea <p>LCER</p> <ul style="list-style-type: none"> ● Both schools hosted Capturing Kids Hearts Level 1 training. LCER schools are going through the Campus by Design for Sustainability this school year for full CKH implementation. This process includes the following support: <ul style="list-style-type: none"> ● Process Champions: Principals and teachers/leaders at each site to provide 2nd tier PD for sustainability. ● Traction visits from CKH staff in spring and fall to visit the school. The CKH Coach will walk the campus and visit classrooms then give feedback to leadership team for next steps. ● CK Premium student and adult surveys for real-time feedback <ul style="list-style-type: none"> ○ The principal would be on cohort meetings (virtual) once a month for networking and brainstorming ○ Letters will go home to parents explaining CKH implementation ○ Leadworthy Curriculum for all grades ● Both schools are relaunching Professional Learning Communities with their staff. The focus will be to improve communication across the organization and to have a greater emphasis on student learning outcomes. This should also improve engagement in ongoing school accountability efforts such as charter renewal, WASC, LCAP, etc.
<p>3.2 <u>Objective</u>: Both school Administration teams will conduct regular classroom walk throughs. Walk through data will be monitored by all levels of the professional learning community.</p>	<p>AAE</p> <ul style="list-style-type: none"> ● 3 minute walk-thrus and changes to match the CSTP standards <ul style="list-style-type: none"> ○ 105 current walk-thrus ● We have worked to go into every classroom at least 2 times in the first two weeks <p>NSLA</p> <ul style="list-style-type: none"> ● Admin has walked into every classroom every day for 1st week conducting “student counts” ● Collaboration w/ AAE <ul style="list-style-type: none"> ○ Walk-through form standardized and implemented ○ Friendly competition amongst admin. teams ○ Walk-through debriefs part of PLCs at every level
<p>3.3 <u>Objective</u>: Decrease staff vacancies at NSLA as compared to the prior year.</p>	<p>2023-24 Vacancies for August LCER Vacancies: 1 Classified NSLA: 7 Certificated, 13 Classified AAE: 2 Certificated, 1 Classified</p> <p>2024-25 Vacancies for August LCER Vacancies: 2 Classified NSLA: 2 Certificated, 3 Classified AAE: 0 Certificated, 2 Classified</p>
<p>Goal 4: Brand and marketing of brand: outreach, educating, communicating, targeting more diverse audience.</p>	
<p>4.1 <u>Objective</u>: Board and Executive Team will actively communicate LCER’s mission to the community partners that</p>	<p>The Executive Team continues to involved in multiple groups outside of LCER. David Gruber recently completed the statewide Chief Business Official certification course with California Charter School Development Center. Marcelo Congo serves on D/M SELPA’s Steering Committee. He also participates in CASBO Small District CBO Roundtable and SBSS Financial Managers group. Ryan Dorcey participates in the California IT in Education network.</p>

<p>we serve.</p>	<p>Ryan is also a member of San Bernardino County Superintendent of Schools Digital Learning Services communities including the Technology Leadership Network, EdTech Coaches Network, and Computer Science Equity Network. Stacy Newman is a member of CalChamber and participates in the SBCSS credentialing network.</p> <p>Lisa Lamb completed her term as the Board President for Greater High Desert Chamber of Commerce in June and continues to serve as Past President. She also serves on the CAHELP JPA Board with other high desert superintendents, the CSDC Advocacy Council, and SB County Sheriff Community Workgroup.</p>
<p>4.2 <u>Objective</u>: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on ongoing surveys.</p>	<p>LCER has partnered with Parsec Real this year. This new service through Parsec will allow stakeholders (staff, students, families, and community members) to provide feedback via text, audio or video formats. The platform is easily accessible on any mobile device. Parsec's software will compile the feedback into themes that can be used by administration or PLC teams to make decisions on next steps. The first survey will be launched for students and staff in early August.</p> <p>NSLA is also partnering with World Savvy, a nonprofit education group focused on building global competencies for students across the U.S. They will be facilitating a number of stakeholder engagement sessions. The results of these sessions will be compiled into a Portrait of a Graduate. As this is will be NSLA's first graduating class, the timing is critical to clearly define the school community's vision for the skills/competencies for each senior. The session outcomes will also be used to inform NSLA's WASC Self-Study, LCAP, and charter renewal.</p>
<p>Accomplishments and Highlights</p>	<p>NSLA teacher, Raquel Garcia, was recently highlighted by the Red Cross as the June Volunteer of the Month for the Red Cross Riverside County Chapter. Ms. Garcia serves as a great role model for our Rockets in helping others in need.</p> <p>AAE parent and volunteer, Robert Blomker, was highlighted in the Daily Press for Father's Day as he is one of our school's and community's greatest supporters. He has helped us organize all of our Blood Drives and volunteered his time with our award-winning student groups that went to nationals for Imagination Destination (just to name a few!)</p> <p>NSLA held their first ever Blood Drive hosted by the Lewis Center Ambassadors on July 25th. Thanks to the amazing contributions from staff, parents, and students alike, our ambassadors were able to hit their blood donation goal!</p> <p>The AAE family, along with the greater High Desert community, came together in an incredible show of support for the Moyer family, raising a total of \$4,800 in honor and memory of Micah and Cheryl Moyer. We are truly blessed to have such a compassionate community that stands by our students, even in the darkest of times.</p> <p>Our Lewis Center Ambassadors continue to participate in community events, such as National Night Out, to connect with the community.</p>
<p>Facilities Projects</p>	<p>AAE</p> <ul style="list-style-type: none"> ● P-Restroom Remodel <ul style="list-style-type: none"> ○ We have signed a contract with Omega Design to be the Architect over the project ○ 3 weeks away to have a rough set of plans for the use of bidding ● Exterior Fitness Center <ul style="list-style-type: none"> ○ The concrete slab has been poured ○ Fitness equipment is 6 weeks on back order. Scheduled to be installed early October ● B-Bldg Remodel

	<ul style="list-style-type: none"> ○ We have a temporary C of O ○ Just waiting for the Architect's health to recover, so he can inspect the project to be signed off. ● Install for the Kinder Playground is completed ● N-Bldg remodel is completed <p>NSLA</p> <ul style="list-style-type: none"> ● Projects completed over the summer break <ul style="list-style-type: none"> ○ Installed artificial grass at the elementary play area ○ Exterior Fitness for Elementary ○ Exterior Fitness center for MS & HS ○ Added exterior drains around the Admin office ○ Repairs for all the flood damaged for the Admin office
AAE Upcoming Dates	8/14 Back to School Knight 8/20 Senior Parent Meeting in the Gym 8/23 MS ASB Welcome Back Dance 8/28 LCER Blood Drive 9/11 9/11 Ceremony
NSLA Upcoming Dates	8/21 Volunteer Workshop 8/22 '23-'24 Semester 2 Awards for Secondary 9/4 Active Shooter Training for Staff 9/6 PTOs Family Night at 66ers game
LCER Upcoming Dates	9/25/24 - NASA In Your Neighborhood, Jen Garrahy NASA SCan Management 9/28/24 - Lewis Center Foundation Gala 11/09/24 - Noche de las Estrellas

2023-2024 GRANT TRACKING SHEET							
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
US Fish and Wildlife	Rehabilitation of Tui Chub and Habitat	\$15,000.00	postponed				Lisa Lamb
ROSES Solar Patrol Eclipse Proposal	Awarded through JPL (\$15k directly to LCER)	\$148,000.00	NA		Yes		Velusamy Thangasamy
San Manuel GivingTuesday Grant (\$100k)	For VAPA Programs like Mariachi, Folklorico, and Aztc Dance	\$100,000.00	10/22/23	10/22/23	Yes	11/27/23	Victor Uribe
Time Domain Studies of Supermassive Black Holes	National Science Foundation, partnered through CalTech						Dr. Tony Readhead
Mojave Environmental Education	Grants for 4th Grade CA Science	\$4,380.75			yes		
American Academy of Dermatology	Shade Structures for NSLA	\$8,000.00	12/15/23	12/15/23			

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 6/1/2024 Through 6/30/2024

Effective Date	Check #	Vendor Name	Check Amount	Transaction Description
6/4/2024	52327	Conco Construction	104,333.81	PO 2324-1313-AAE
6/4/2024	52328	Dave Bang Associates, Inc.	14,047.36	PO 2324-1950-AAE, 50% Down
6/4/2024	52342	SBCSS	81,730.61	NSAA PERS contributions for May
6/4/2024		SBCSS	139,344.43	LCER/AAE - PERS contributions for May
6/4/2024	52343	SchoolsFirst Federal Credit	12,815.63	Employee TSA contributions - May 31, 2024
6/4/2024	52345	SISC	300,915.30	Health Coverage for June 2024
6/5/2024	52352	SBCSS	172,664.71	NSAA STRS contributions for May
6/5/2024		SBCSS	211,893.83	LCER/AAE - STRS contributions for May
6/6/2024	52365	Pizza Factory Apple Valley	12,048.00	Lunch Program, May & June
6/6/2024	52369	Top Notch Lunches	133,642.90	Breakfast & Lunch Program, May 2024
6/6/2024	52370	US Bank	12,352.39	Account #4148-4400-7955-5648
6/12/2024	52404	Collegeboard Institutions	22,218.00	PO 2324-1032-AAE
6/12/2024	52408	Enchanted Education	15,143.35	PO 2324-1969-NSLA
6/12/2024		Enchanted Education	204,285.27	August Services
6/12/2024	52413	Southern California Edison	11,044.22	Account #700281016926
6/12/2024		Southern California Edison	12,105.69	Account #700119778270
6/12/2024	52414	Step-By-Step Folklorico LLC	13,717.50	PO 2324-1968-NSLA
6/13/2024	52422	CharterSAFE	212,618.00	Account #1087
6/13/2024	52426	SchoolsFirst Federal Credit	11,815.63	Employee TSA contributions - June 14, 2014
6/13/2024	52427	Sidepath	104,763.44	PO 2324-1945-AAE
6/13/2024		Sidepath	104,763.44	PO 2324-1956-NSLA
6/14/2024	202		309,870.21	Group: Payroll; Pay Date: 6/14/2024
6/14/2024	204		337,630.01	Group: 11mo Payroll; Pay Date: 6/14/2024
6/18/2024	52433	Conco Construction	19,191.60	PO 2324-1884-NSLA
6/25/2024	52453	Liberty Utilities	14,019.52	Account #200006543900
6/25/2024	52454	Carpet Corral	20,200.00	PO 2324-1864-AAE
6/25/2024	52457	Cloud9Sports.com	11,848.11	PO 2324-2017-NSLA
6/25/2024	52458	Conex Depot	18,294.00	PO 2324-1970-AAE
6/25/2024	52463	Pipeline Products	19,640.25	PO 2324-1826-NSLA Final
6/25/2024	52464	S. Christensen Engineering Inc	14,045.28	PO 2324-2013-AAE
6/25/2024	52465	SBCSS	100,866.00	Mental Health Services March - June 2024
6/25/2024		SBCSS	123,822.00	Mental Health Services March - June AAE
6/25/2024		SBCSS	479,179.02	2023-24 Charter School Oversight Fee
6/25/2024	52466	SchoolsFirst Federal Credit	35,596.89	Employee TSA contributions - March 15, 2024
6/25/2024	52471	James Weatherby	387,000.00	PO 2324-1807-NSLA
6/25/2024	52472	Wells Fargo Vendor Fin Serv	31,824.81	Contract #450-0004712-000
6/26/2024	52482	Carpet Corral	10,100.00	PO 2324-1864-AAE
6/28/2024	205		225,672.75	Group: Payroll; Pay Date: 6/28/2024
6/28/2024	206		376,967.29	Group: 11mo Payroll; Pay Date: 6/28/2024
6/28/2024	208		<u>14,844.44</u>	Group: 11mo Payroll; Pay Date: 6/28/2024
Report Total			<u>4,458,875.69</u>	

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 7/1/2024 Through 7/31/2024

Effective Date	Check #	Vendor Name	Check Amount	Transaction Description
7/3/2024	52496	SBCSS	61,688.75	NSAA PERS contributions for June
7/3/2024		SBCSS	175,238.98	NSAA STRS contributions for June
7/3/2024	52497	SchoolsFirst Federal Credit	12,315.63	Employee TSA contributions - June 28,
7/3/2024	52498	James Weatherby	129,000.00	PO 2324-1807-NSLA
7/3/2024	52499	SBCSS	61,688.75	NSAA PERS contributions for June
7/3/2024		SBCSS	116,203.96	LCER/AEE - PERS contributions for June
7/3/2024	52500	SBCSS	175,238.98	NSAA STRS contributions for June
7/3/2024		SBCSS	213,430.33	LCER/AEE - STRS contributions for June
7/3/2024	52529	Riverside Co. Office of Edu.	26,450.00	Teacher Innovation CTI Induction Program
7/3/2024	52531	Riverside Co. Office of Edu.	26,450.00	Teacher Innovation CTI Induction Program
7/11/2024	52546	AMT Systems	12,201.69	PO 2324-1805-NSLA
7/11/2024	52553	Conco Construction	78,661.99	PO 2324-1313-AAE
7/11/2024	52569	Tomorrow's Talent	18,000.00	PO 2324-1359-LCER
7/11/2024	52571	US Bank	24,298.49	Account #4148-4400-7955-5648
7/15/2024	209		24,546.91	Group: 11mo Payroll; Pay Date: 7/15/2024
7/15/2024	210		196,036.55	Group: Payroll; Pay Date: 7/15/2024
7/18/2024	52576	SISC	307,396.15	Health Coverage for July 2024
7/23/2024	52582	Carpet Corral	20,185.00	PO 2324-1864-AAE
7/23/2024	52583	CDW Government, Inc.	19,182.13	PO 2324-2011-AAE
7/23/2024	52588	Dave Bang Associates, Inc.	14,047.36	PO 2324-1950-AAE
7/23/2024		Dave Bang Associates, Inc.	48,927.20	PO 2324-1315-NSLA
7/23/2024		Dave Bang Associates, Inc.	51,464.24	PO 2324-1721-AAE
7/23/2024	52597	Southern California Edison	16,593.07	Account #700281016926
7/23/2024		Southern California Edison	17,895.54	Account #700119778270
7/23/2024	52601	Town of Apple Valley	31,680.00	February-June ASAP 2024
7/25/2024	52620	CharterSAFE	70,873.00	August Premium 2024-2025
7/25/2024	52626	Conco Construction	13,017.60	PO 2425-0223-AAE
7/25/2024	52628	Dave Bang Associates, Inc.	33,298.89	PO 2425-0222-AAE
7/25/2024	52629	Emergent	10,140.00	PO 2425-0252-LCER
7/25/2024	52637	Learning A-Z	31,087.02	PO 2425-0023-AAE
7/25/2024		Learning A-Z	36,918.72	PO 2425-0022-NSLA
7/25/2024	52638	Malwarebytes Corporate Holdco	10,137.38	PO 2425-0210-LCER
7/25/2024	52648	Parsec Education Inc.	75,393.00	PO 2425-0031-LCER
7/25/2024	52650	Quizizz Inc.	11,203.50	PO 2425-0036-LCER
7/30/2024	52659	Enchanted Education	89,285.27	September 1 - September 30, 2024
7/31/2024	212		<u>201,801.96</u>	Group: Payroll; Pay Date: 7/31/2024
Report Total			<u>2,461,978.04</u>	

All Funds - Budget Comparison 2023/24 to 2024/25

2023-2024

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	46,022,881	3,835,240	42,187,641	91.67%
Expense				
Certificated Salaries	16,036,227	271,174	15,765,053	98.31%
Classified Salaries	6,630,642	284,183	6,346,459	95.71%
Benefits	9,074,174	246,438	8,827,736	97.28%
Books and Supplies	3,750,636	116,706	3,633,930	96.89%
Services & Other	8,480,569	400,358	8,080,211	95.28%
Capital Outlay	1,185,000	12,583	1,172,417	98.94%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	45,157,248	1,331,441	43,825,807	97.05%
Add (Subtract) to Reserves	865,633	2,503,799	(1,638,166)	
Total Revenue	46,022,881	3,835,240	42,187,641	8.33%
Total Expense	45,157,248	1,331,441	43,825,807	2.95%
Add (Subtract) to Reserves	865,633	2,503,799	-1,638,166	

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	46,010,580	0	46,010,580	100.00%
Expense				
Certificated Salaries	9,707,097	220,673	9,486,424	97.73%
Classified Salaries	6,489,834	331,458	6,158,376	94.89%
Benefits	9,265,444	269,753	8,995,691	97.09%
Books and Supplies	3,048,615	163,538	2,885,077	94.64%
Services & Other	13,885,419	593,095	13,292,324	95.73%
Capital Outlay	485,000	54,836	430,164	88.69%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	42,881,409	1,633,354	41,248,055	96.19%
Add (Subtract) to Reserves	3,129,171	(1,633,354)	4,762,525	
Total Revenue	46,010,580	0	46,010,580	0.00%
Total Expense	42,881,409	1,633,354	41,248,055	3.81%
Add (Subtract) to Reserves	3,129,171	-1,633,354	4,762,525	

AAE - Budget Comparison 2021/22 to 2022/23

2023-2024

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	21,546,156	0	21,546,156	100.00%
Expense				
Certificated Salaries	7,814,721	95,935	7,718,786	98.77%
Classified Salaries	2,129,781	66,018	2,063,763	96.90%
Benefits	3,888,061	69,534	3,818,527	98.21%
Books and Supplies	1,414,361	63,181	1,351,180	95.53%
Services & Other	2,462,212	98,194	2,364,018	96.01%
Capital Outlay	900,000	12,583	887,417	98.60%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	233,108	2,564,183	91.67%
Total Expense	21,406,426	638,553	20,767,873	97.02%
Add (Subtract) to Reserves	139,730	(638,553)	778,283	
Total Revenue	21,546,156	0	21,546,156	0.00%
Total Expense	21,406,426	638,553	20,767,873	2.98%
Add (Subtract) to Reserves	139,730	-638,553	778,283	

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	21,538,855	0	21,538,855	100.00%
Expense				
Certificated Salaries	7,982,661	113,572	7,869,089	98.58%
Classified Salaries	2,157,986	78,043	2,079,943	96.38%
Benefits	3,981,689	78,257	3,903,432	98.03%
Books and Supplies	1,377,811	79,585	1,298,226	94.22%
Services & Other	4,757,450	134,459	4,622,991	97.17%
Capital Outlay	440,000	49,316	390,684	88.79%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	233,108	2,564,183	91.67%
Total Expense	23,494,887	766,341	22,728,547	96.74%
Add (Subtract) to Reserves	(1,956,032)	(766,341)	(1,189,692)	
Total Revenue	21,538,855	0	21,538,855	0.00%
Total Expense	23,494,887	766,341	22,728,547	3.26%
Add (Subtract) to Reserves	-1,956,032	-766,341	-1,189,692	

NSLA - Budget Comparison 2021/22 to 2022/23

2023-2024

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	24,279,735	0	24,279,735	100.00%
Expense				
Certificated Salaries	7,257,142	96,224	7,160,918	98.67%
Classified Salaries	2,225,732	55,461	2,170,271	97.51%
Benefits	3,622,851	61,101	3,561,750	98.31%
Books and Supplies	2,158,775	50,442	2,108,333	97.66%
Services & Other	5,491,254	285,761	5,205,493	94.80%
Capital Outlay	265,000	0	265,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	2,624,019	218,668	2,405,351	91.67%
Total Expense	23,644,773	767,657	22,877,116	96.75%
Add (Subtract) to Reserves	634,962	(767,657)	1,402,619	
Total Revenue	24,279,735	0	24,279,735	0.00%
Total Expense	23,644,773	767,657	22,877,116	3.25%
Add (Subtract) to Reserves	634,962	-767,657	1,402,619	

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	24,279,735	0	24,279,735	100.00%
Expense				
Certificated Salaries	758,960	99,055	659,905	86.95%
Classified Salaries	1,988,367	83,354	1,905,013	95.81%
Benefits	3,696,289	72,788	3,623,501	98.03%
Books and Supplies	1,610,765	82,401	1,528,364	94.88%
Services & Other	8,486,450	426,232	8,060,218	94.98%
Capital Outlay	25,000	5,520	19,480	77.92%
Other Outgo	0	0	0	N/A
Share of LCER	2,624,019	218,668	2,405,351	91.67%
Total Expense	19,189,850	988,018	18,201,832	94.85%
Add (Subtract) to Reserves	5,089,885	(988,018)	6,077,903	
Total Revenue	24,279,735	0	24,279,735	0.00%
Total Expense	19,189,850	988,018	18,201,832	5.15%
Add (Subtract) to Reserves	5,089,885	-988,018	6,077,903	

LCER - Budget Comparison 2021/22 to 2022/23

2023-2024

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	196,990	0	196,990	100.00%
Expense				
Certificated Salaries	964,364	79,014	885,350	91.81%
Classified Salaries	2,275,129	162,704	2,112,425	92.85%
Benefits	1,563,262	115,803	1,447,459	92.59%
Books and Supplies	177,500	3,083	174,417	98.26%
Services & Other	527,103	16,403	510,700	96.89%
Capital Outlay	20,000	0	20,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(451,776)	(4,969,533)	
Total Expense	106,049	(74,769)	180,818	170.50%
Add (Subtract) to Reserves	90,941	74,769	16,172	
Total Revenue	196,990	0	196,990	0.00%
Total Expense	106,049	-74,769	180,818	-70.50%
Add (Subtract) to Reserves	90,941	74,769	16,172	

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru July	Remaining Budget	
Revenue	Annual Budgeted Revenue			
Revenue	191,990	0	191,990	100.00%
Expense				
Certificated Salaries	965,476	8,046	957,430	99.17%
Classified Salaries	2,343,481	170,061	2,173,420	92.74%
Benefits	1,587,466	118,707	1,468,759	92.52%
Books and Supplies	60,039	1,552	58,487	97.41%
Services & Other	641,519	32,404	609,115	94.95%
Capital Outlay	20,000	0	20,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(451,776)	(4,969,533)	
Total Expense	196,672	(121,004)	317,676	161.53%
Add (Subtract) to Reserves	(4,682)	121,004	(125,686)	
Total Revenue	191,990	0	191,990	0.00%
Total Expense	196,672	-121,004	317,676	-61.53%
Add (Subtract) to Reserves	-4,682	121,004	-125,686	

Foundation Savings - 4100005285

2023-24

As of 6/30/24

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Capital Campaign	\$77,184.71	\$779.61	\$1,413.00	466.45	\$ 78,284.55
NSLA Capital Campaign	\$1,766.94	\$527.40		0.00	\$ 1,239.54
Davis Scholarship Endowment	\$13,595.29	\$500.00		74.63	\$ 13,169.92
Global and Local Programs	\$13,058.15	\$2,863.90	\$6,998.68	74.63	\$ 17,267.56
HiDAS Endowment	\$62,798.17	\$5,610.78		373.15	\$ 57,560.55
Scholarships	\$25,417.75	\$11,500.00	\$10,236.80	149.26	\$ 24,303.81
Unrestricted	\$119,310.19	\$3,019.01	\$3,176.13	727.65	\$ 120,194.96
TOTAL					\$ 312,020.88

Restricted Scholarship Funds					
AAE Staff Scholarship	\$0.00	\$500.00	\$500.00		\$0.00
Bud Biggs Memorial Scholarship	(\$7.82)	\$3,000.00	\$3,297.44		\$289.62
GSA Club Scholarship	\$0.00		\$1,450.00		\$1,450.00
Mike Mangold Scholarship	\$2,250.00				\$2,250.00
Rick Piercy Scholarship	\$0.00	\$5,000.00	\$5,270.00		\$270.00
Sandra Perea Scholarship	\$4,535.00	\$2,000.00			\$2,535.00
Total Unrestricted Scholarship Funds					\$17,509.19

Restricted AAE Capital Campaign Funds					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$25,060.39				\$25,060.39
Total Unrestricted AAE Capital Campaign					\$48,574.16

Global and Local Program Funds					
Chile Exchange	\$13,058.15	\$2,863.90	\$425.40	74.63	\$10,694.28
Destination Imagination	\$0.00		\$6,573.28		\$6,573.28
Total Global and Local Programs					\$17,267.56

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
June 1 - June 30 , 2024

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$15,841.45
Revenue		
SLT Scholarship	\$1,000.00	
Ambassador Scholarship	\$500.00	
Donations for Micah Moyer	\$2,454.75	
Transfer from Savings - scholarships	\$12,000.00	
Gala Tickets and Sponsors	\$2,791.00	
Online donation to AAE Staff Scholarship	\$9.92	
Online donations to Unrestricted	\$9.92	
Interest	\$ 0.13	
<i>Total</i>	\$18,765.72	
Expenditure		
Woodland Hills Telescope - HiDAS	\$ 5,610.78	
Scholarships	\$ 3,000.00	
Transfer to Savings - Scholarships, Chile Exchange, Destination Imagination	\$ 3,969.59	
Unrestricted	\$ 112.54	
Gala	\$ 172.36	
Employee Recognition	\$ 175.57	
Chris Moyer - donations for Micah Moyer	\$ 4,800.00	
<i>Total</i>	\$ 17,840.84	
Ending Balance	<i>Total</i>	\$16,766.33

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$ 77,942.52
Restricted Funds - NSLA Capital Campaign		\$ 1,239.54
Restricted Funds - Davis Endowment		\$ 13,662.16
Restricted Funds - Global and Local Programs		\$ 12,771.12
Restricted Funds - HiDAS Endowment		\$ 57,521.75
Restricted Funds - Scholarships		\$ 33,920.69
Unrestricted Funds		\$ 120,069.32
		\$ 317,127.11
Revenue		
Unrestricted	\$50.00	
Scholarships	\$1,867.60	
Destination Imagination	\$4,363.28	
Chile Exchange	\$125.40	
AAE Capital Campaign	\$ 293.54	
Interest	\$ 193.95	
<i>Total</i>	\$6,893.77	
Expenditure		
Scholarships	\$ 11,500.00	
Davis Endowment Scholarship	\$ 500.00	
Internal Transfer from Scholarships to AAE Staff Scholarship \$280.64		
<i>Total</i>	\$ 12,000.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$ 78,284.55
Restricted Funds - NSLA Capital Campaign		\$ 1,239.54
Restricted Funds - Davis Endowment		\$ 13,169.92
Restricted Funds - Global and Local Programs		\$ 17,267.56
Restricted Funds - HiDAS Endowment		\$ 57,560.54
Restricted Funds - Scholarships		\$ 24,303.81
Unrestricted Funds		\$ 120,194.97
	<i>Total</i>	\$ 312,020.88
<i>Total Checking and Savings</i>		\$328,787.21

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2024-25, CMDC Report 1

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 7/10/2024 10:40:01 AM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$39,706
Title II, Part A Resource Code: 4035	Cash Balance	-\$13,068
Title III, Immigrant Resource Code: 4201	Cash Balance	\$0
Title III, LEP Resource Code: 4203	Cash Balance	\$13,445
Title IV, Part A Resource Code: 4127	Cash Balance	\$13,431

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2024-25, CMDC Report 1

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 7/10/2024 10:40:01 AM

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2024-25, CMDC Report 1

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 7/10/2024 10:37:56 AM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$40,123
Title II, Part A Resource Code: 4035	Cash Balance	\$1,810
Title III, Immigrant Resource Code: 4201	Cash Balance	\$0
Title IV, Part A Resource Code: 4127	Cash Balance	-\$11,453

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2024-25, CMDC Report 1

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 7/10/2024 10:37:56 AM

**LCER Board Meetings
Attendance Log 2024**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Dec Regular	TOTAL REGULAR
Steve Levin	Present	Present	Present	Present	Present	Present					100%
Sharon Page	Present	Present	Present	Present	Present	Present					100%
David Rib	Present	Present	Present	Present	Present	Present					100%
Pat Caldwell	Present	Absent	Present	Present	Present	Present					83%
Marisol Sanchez	Present	Present	Present	Absent	Present	Absent					67%
Yolanda Carlos	Present	Present	Absent	Present	Present	Absent					67%
Pat Schlosser	Present	Present	Absent	Present	Absent	Present					67%
Jessica Rodriguez	Present	Absent	Present	Absent	Present	Present					67%
Omari Onyango	Present	Present	Absent	Absent	Absent	Absent					33%

Special Meetings			
	April 5	May 28	
Pat Caldwell	Absent	Present	
Yolanda Carlos	Present	Present	
Steve Levin	Present	Absent	
Omari Onyango	Present	Absent	
Sharon Page	Present	Present	
David Rib	Present	Present	
Jessica Rodriguez	Present	Present	
Marisol Sanchez	Present	Present	
Pat Schlosser	Present	Absent	

LCER Board Give and Get
Fiscal Year 2023/2024 - As of 6/30/24

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 360	\$ 500		\$ 860
Yolanda Carlos	\$ 155			\$ 155
Omari Onyango	\$ 512			\$ 512
Sharon Page	\$ 600			\$ 600
Jessica Rodriguez	\$ 140			\$ 140
Marisol Sanchez	\$ 6,775	\$ 1,200		\$ 7,975
David Rib		\$ 5,500		\$ 5,500
Pat Schlosser				\$ -
Total	\$ 8,542	\$ 7,200	\$ -	\$ 15,742

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
				\$ -
Buck Goodspeed	\$ 1,200			\$ 1,200
Vianey Gonzalez		\$ 2,850		\$ 2,850
Ambar Martinez	\$ 712			\$ 712
Jessica Rodriguez	\$ 140			\$ 140
Marisol Sanchez	\$ 6,775	\$ 1,200		\$ 7,975
Genesis Varags				\$ -
Total	\$ 8,827	\$ 4,050	\$ -	\$ 12,877

Total Combined Boards	\$ 10,594	\$ 10,050	\$ -	\$ 20,504
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