

**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 Special Meeting of the Lewis Center for Educational Research Board
October 2, 2025 - Public Meeting – 8:00 a.m.**

Meeting at: 17500 Mana Rd., Apple Valley, CA (Room A101)

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Chairman Carlos
2. **ROLL CALL:** Chairman Carlos
3. **CONSENT AGENDA:**
 - .01 Amend the 2025 Board Meeting Calendar by Changing the Regular Meeting Date from November 17, 2025 to November 3, 2025 – Pg. 2
 - .02 AAE SFJROTC WALTs Overnight Camp January 6-7, 2026 – Pg. 3
 - .03 Resolution 2025-03 Regarding Academy for Academic Excellence Intention to Apply for Funding in Accordance with Proposition 2 Charter School Facilities Program – Pg. 6
 - .04 Resolution 2025-04 Regarding the Norton Science and Language Academy Intention to Apply for Funding in Accordance with Proposition 2 Charter School Facilities Program – Pg. 7
4. **DISCUSSION/ACTION ITEMS**
 - .01 Discuss Revisions to LCER Strategic Plan to Include S.W.O.T. Analysis, Review of Goals and Objectives, and Develop New Goals if Necessary
5. **INFORMATION INCLUDED IN PACKET:**
 - .01 LCER Strategic Plan 2024-2029 – Pg. 8
6. **ADJOURNMENT:** Chairman Carlos

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 72 hours before the meeting by calling (760) 946-5414 x201. Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.

**Lewis Center for Educational Research Board of Directors
Meeting Dates 2025-26
4:30 p.m.**

Date (3rd Monday)*
August 18, 2025
September 15, 2025
November 17, 2025; Consent to Amend to November 3, 2025
December 15, 2025
January 26, 2026 (4 th Monday due to data)
February 23, 2026 (4 th Monday due to holiday)
March 16, 2026
April 20, 2026
May 18, 2026
June 8, 2026 (2 nd Monday due to break and to approve budget)

*** October is dark due to conference conflict**

Lewis Center for Educational Research Board
Agenda Item Cover Sheet

Date of meeting: 10/02/2025

Title: AAE SFJROTC WALTS overnight camp

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

Background: Cadets will learn the advanced leadership training they need in order to prepare for the upcoming Leadership Camp (also known as Operation Rose GardenA) in March 2026. WALTS will be held on January 6th-7th, 2026.

Fiscal Implications (if any): N/A

Impact on Mission, Vision, or Goals (if any): If this training camp is not overnight, cadets will miss vital skills, including the ability to sleep in a military environment. When Leadership Camp is held, the cadets will be up there for five days, so having a one night / two day camp to give cadets that experience is necessary.

Recommendation: Please review/approve overnight stay here on campus.

Submitted by: MSgt Padua



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

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

Date Submitted: 09/08/2025

Requested by: MSgt Padua

Phone: 951 850 4715

Overnight Out of State or Water Activities? ☒ Yes ☐ No

Date(s) of Trip: January 6-7, 2026

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*

Destination: AAE Gym

Number of: Students 60 Staff 3

Grade Level(s): 9th-12th

Estimated Number of Volunteers**

School Departure Time: N/A

Destination Arrival Time: N/A

Destination Departure Time: N/A

School Return Time: N/A

Specific Learning Objectives of Trip: Cadet will learn the advanced leadership training skills they need to prepare for Leadership Camp in March 2026.

Funding Source (check all that apply)

- ☐ ASB/Club Funds Name of Club: _____
☐ Grade Level Funds What Grade Level: _____
☐ Fundraising/Donations
☐ Budget Code: SFJROTC

Transportation (check all that apply)

- ☐ Private Vehicle*** ☐ Public Transportation ☐ Plane ☐ Train ☐ Boat ☐ Other: n/a
☐ 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: AAE GYM CLASSROOMS

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

Approved? ☒ Yes ☐ No

Principal Signature

Requestor Signature

Date: 9-10-25

* 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

Updated 1/16/24

January 6th, 2026	January 7th, 2026
<ul style="list-style-type: none"> ● Staff Arrival + Setup <ul style="list-style-type: none"> ○ 0400 - 0445 ● Cadet Arrival <ul style="list-style-type: none"> ○ 0445 - 0500 ● Introductions / Bag Checks / Medical Check-in <ul style="list-style-type: none"> ○ 0500 - 0530 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0530 - 0630 ● Flag Raising <ul style="list-style-type: none"> ○ 0630 - 0640 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0640 - 1155 ● Lunch <ul style="list-style-type: none"> ○ 1200 - 1230 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1230 - 1655 ● Dinner <ul style="list-style-type: none"> ○ 1700 - 1730 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1730 - 2000 ● Prepare for Lights-Out + Hygiene <ul style="list-style-type: none"> ○ 2000 - 2030 ● Lights-Out <ul style="list-style-type: none"> ○ 2030 ● Staff Debrief <ul style="list-style-type: none"> ○ 2030 - 2130 ● Staff Hygiene + Lights-Out <ul style="list-style-type: none"> ○ 2130 - 2200 	<ul style="list-style-type: none"> ● Staff Wake Up <ul style="list-style-type: none"> ○ 0330 - 0350 ● Staff Hygiene <ul style="list-style-type: none"> ○ 0400 - 0415 ● Prebrief + Setup <ul style="list-style-type: none"> ○ 0415 - 0445 ● Cadets Wake Up <ul style="list-style-type: none"> ○ 0500 ● Cadet Hygiene <ul style="list-style-type: none"> ○ 0500 - 0530 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0530 - 0755 ● Breakfast <ul style="list-style-type: none"> ○ 0800 - 0830 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0830 - 1115 ● Awards Ceremony <ul style="list-style-type: none"> ○ 1115 - 1145 ● Flag Lowering <ul style="list-style-type: none"> ○ 1145 - 1155 ● Dismissal <ul style="list-style-type: none"> ○ 1200

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

RESOLUTION NO. 2025 – 03

Lewis Center for Educational Research Board of Directors

Resolution Regarding the Academy for Academic Excellence Intention to apply for Funding in accordance with Proposition 2 Charter School Facilities Program

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, Lewis Center for Educational Research in oversight of Academy for Academic Excellence, a public charter school, intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the SAB and DGS requires the Governing Board of Directors to authorize specific individuals to sign and submit information on behalf of a school district; and

WHEREAS, Lewis Center for Educational Research in oversight of Academy for Academic Excellence, a public charter school, understands that the signing and submittal of forms on behalf of the school district commits the school district to comply with program requirements.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Lewis Center for Educational Research in oversight of Academy for Academic Excellence, a public charter school, Board of Directors authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s). Any previous authorized District Representatives not listed below are to be removed from the list of District Representatives:

1. Dr. Lisa Lamb, President/CEO and David Gruber Chief Business Officer are authorized to submit applications on behalf of the Lewis Center for Educational Research in oversight of Academy for Academic Excellence.

APPROVED AND ADOPTED this 2nd day of October, 2025.

ATTEST:

Yolanda Carlos, Chairman of Board

**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

RESOLUTION NO. 2025 – 04

Lewis Center for Educational Research Board of Directors

**Resolution Regarding the Norton Science & Language Academy Intention to apply for Funding in
accordance with Proposition 2 Charter School Facilities Program**

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, Lewis Center for Educational Research in oversight of Norton Science and Language Academy, a public charter school, intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the SAB and DGS requires the Governing Board of Directors to authorize specific individuals to sign and submit information on behalf of a school district; and

WHEREAS, Lewis Center for Educational Research in oversight of Norton Science and Language Academy, a public charter school, understands that the signing and submittal of forms on behalf of the school district commits the school district to comply with program requirements.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Lewis Center for Educational Research in oversight of Norton Science and Language Academy, a public charter school, Board of Directors authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s). Any previous authorized District Representatives not listed below are to be removed from the list of District Representatives:

1. Dr. Lisa Lamb, President/CEO and David Gruber Chief Business Officer are authorized to submit applications on behalf of the Lewis Center for Educational Research in oversight of Norton Science and Language Academy.

APPROVED AND ADOPTED this 2nd day of October, 2025.

ATTEST:

Yolanda Carlos, Chairman of Board

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN
July 1, 2024 – June 30, 2029

The plan for our future

Adopted

September 16, 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/JPL. 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 community partners — 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: Enhance all school programs and enrichment opportunities at both schools to promote student success in academics, behavior, and social-emotional wellness.

Business/Fiscal

Goal 2: Ensure fiscal stability and pursue diverse external funding sources to support innovation.

Staffing

Goal 3: Provide support and onboarding for new and incoming staff, enhance staff performance, and align observations with desired student outcomes.

Organizational Effectiveness

Goal 4: Enhance the Lewis Center's brand development and marketing by expanding outreach, education, communication, and targeting a more diverse audience.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**OBJECTIVES
The outcomes we expect**

Student Success

Goal 1: Enhance all school programs and enrichment opportunities at both schools to promote student success in academics, behavior, and social-emotional wellness.

- 1.1 Objective: Academic – Demonstrate academic progress as measured by the California Dashboard, site-level assessments, and verifiable data.
Strategy: Through School Administrative Meetings (SAM), TK-12 Professional Learning Communities (PLC) will continually analyze multiple measures of student mastery to inform instructional decision making. (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, Average Daily Attendance (ADA), etc.)
Strategy: Decrease absenteeism as compared to prior year through initiatives such as incentives, School Attendance Review Team (SART), Saturday school/("What I Need")WIN, 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 socio-emotional supports through LCER's full-time school counselors and school psychologists, including clinicians from the Desert Mountain Children's Center (DMCC) and the San Bernardino County Superintendent of Schools (SBCSS).
- 1.4 Objective: Increase communication and celebrations of success.
Strategy: Highlighting staff and student achievements at Board meetings.
Strategy: Plan student celebrations at the site-level that encourage family participation.
Strategy: Highlight staff and student achievements with community partners through channels such as the LCER Post, social media, website, press releases, Foundation events, etc.

Business/Fiscal

Goal 2: Ensure fiscal stability and pursue diverse external funding sources to support innovation.

- 2.1 Objective: Expenditures will be aligned with LCAP goals and designated fund plans required by CDE/US Department of Education 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 PLCs, School Site Council, English Language Advisory Council, Family Voices/Town Halls, Academic Leadership Teams, 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 LCAP and the budget encumbrance report to track all restricted and general expenditures. This report will provide up-to-date activity for all dollars, the total amount of each designated fund. The budget managers will work with Finance and the Coordinator of Programs and Assessments to ensure that allowable and planned expenses, reporting requirements, and timelines are met.
- 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 LCER 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 community partner/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 through ongoing public relations and outreach efforts.
Strategy: Recruit additional Foundation Board Members to assist in these fund development efforts.

Staffing

Goal 3: Provide support and onboarding for new and incoming staff, enhance staff performance, and align observations with desired student outcomes.

- 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: Enhance the Lewis Center's brand development and marketing by expanding outreach, education, communication, and targeting a 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 at both schools.
- 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 Family Voices/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 Andreassen, 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 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 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