

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

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

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## Agenda for Special Meeting of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors

Meeting at Desert Mountain Education Service Center  
17800 Highway 18, Apple Valley, CA 92307

February 25, 2016 – 8:00 a.m. – 12:00 p.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:** Chairman Bud Biggs
- 3.0 **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
- 4.0 **GROUND RULES:** Dr. Pat Caldwell, Facilitator/Consultant
- 5.0 **PRESENTATION: OVERVIEW OF STRATEGIC PLANNING:** Dr. Pat Caldwell, Facilitator/Consultant
- 6.0 **DISCUSSION/ACTION ITEMS ON CURRENT ISSUES:**
  - .01 Finance Committee: LCER's Current Financial Condition
  - .02 President/CEO's Reports on Board-designated Objectives
    - o Staffing/Reorganization
    - o Use of Facilities with Emphasis on Thunderbird
    - o Bringing Faculty to Parity in Compensation
    - o Revenue Growth Opportunities
  - .03 NSAA
    - o 9-12 Component
    - o Relocation
    - o Test Scores
    - o Enrollment
    - o Parking Lot/Lease
  - .04 Organizational Structure of the Foundation/LCER
    - o Foundation Structure
      - LCER
      - Committees
      - Fundraising
  - .05 Need to Revise Bylaws
  - .06 President/CEO Evaluation Process and Instrument
- 7.0 **CONSENT AGENDA:**
  - .01 Foundation Board Member Job Description
  - .02 School Board Committee Job Description
  - .03 Finance Committee Job Description
  - .04 Personnel Committee Job Description
  - .05 Fundraising Committee Job Description
- 8.0 **ADJOURNMENT:** Chairman Biggs

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

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



**HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION  
dba LEWIS CENTER FOR EDUCATIONAL RESEARCH**

**Strategic Planning / Strategic Issues Session**

February 25, 2015  
8:00 am – 12 noon

**AGENDA**

***Note: This is the first of two strategic planning sessions. The second is Monday, February 29<sup>th</sup> from 8:00 am – 5:00 pm. Board members are encouraged to attend both sessions in their entirety. Both sessions are posted as public meetings of the Board.***

Welcome – Bud Biggs, Chairman of the Board

Ground Rules – Dr. Pat Caldwell, Facilitator/Consultant

Presentation: Overview of Strategic Planning

Discussion/ Possible action on current issues, most of which are carried over from the November 2015 retreat:

- Finance Committee: LCER's current financial condition  
*(This item is placed first as it may influence discussion on other topics.)*
- CEO's reports on Board-designated objectives
  - Staffing/Reorganization
  - Use of facilities with emphasis on Thunderbird
  - Bringing faculty to parity in compensation
  - Revenue growth opportunities
- NSAA
  - 9-12 component
  - Relocation

Switch

- Test scores
- Enrollment
- Parking Lot/Lease
  
- Organizational Structure of the Foundation/LCER
  - Foundation structure
    - LCER
    - Committees
    - Fundraising
  
- Need to revise bylaws
  
- Personnel Committee: CEO Evaluation Process and Instrument

12:00 noon – Adjournment

## **GROUND RULES**

**Turn cell phone to “off” or “vibrate.”**

**Leave the room if you must accept a call, and wait until you’re out of the room to speak.**

**No texting during our meeting.**

**Listen!**

**No side conversations**

**No new idea is a bad idea.**

**Avoid idea killers.**

**Be respectful of others’ opinions.**

**Agree to disagree agreeably.**

**Encourage others to contribute.**

**Avoid “birdwalking” or going off on tangents unrelated to the agenda topics.**

**Avoid interrupting or talking over someone else.**

**Accept change. Grow.**

**Respect confidentiality.**

THE UNIVERSITY OF CHICAGO

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# STRATEGIC PLANNING

Pat Caldwell, Ph.D. Consultant



## Strategic Thinking Comes First

- Strategic Planning begins with Strategic Thinking
  - Visionary
  - Being proactive, not reactive
  - Creating the future you want instead of accepting someone else's thinking about the future
  - Being willing to *s-t-r-e-t-c-h* for the ideal



## Belief Statements or Value Statements

- ▶ Statements of the fundamental values of the members of the organization
- ▶ Ethical priorities that guide your activities
- ▶ Reflection of the moral character of the organization and its leadership



## Sample Belief Statements

- ▶ Organizations should give back to the community that supports them.
- ▶ Excellence is worth the cost.
- ▶ Change is inevitable and a positive challenge.
- ▶ Trust is the bedrock of all personal and business relationships.





## Sample Values Statements

- XYZ College is committed to:

**Excellence** – quality and high standards in instruction and student services, supported by professional growth for faculty and staff

**Inclusiveness** – a community that embraces diverse individuals, provides an accessible, supportive climate, and encourages a variety of perspectives and opinions



## Mission

- A broad statement of the unique *purpose* for which the organization exists and the specific *function* it performs



## Mission Statement

- ▶ Clear and concise
- ▶ Shows how the organization is unique
- ▶ Identifies who you serve, your niche
- ▶ Keystone of the plan  
"The mission tests the plan; the plan tests the mission."



## Mission Statement

- ▶ Usually one sentence:

"The mission of XYZ Organization is **to**  
\_\_\_\_\_(purpose)\_\_\_\_\_  
**by (or through)**\_\_\_\_(function)\_\_\_\_\_."



## Sample Mission Statement

- The mission of the 28<sup>th</sup> District Agricultural Association is to be the premier events center for our communities by providing safe, multi-use facilities, exemplary customer service, and agricultural and educational programs.



## Sample Mission Statement

"The mission of XYZ School District is to meet the educational needs of our diverse students and communities by offering outstanding educational programs and services that prepare them for success in life and in the world of work."



## Sample Mission Statement

- ▶ The mission of the High Desert Resource Network is to improve the quality of life in our region by supporting and strengthening the social service sector.



## Vision

- ▶ A vision is a description of the accomplishments for which the organization will become known.
- ▶ The statement is not true for today, but it reflects what the organization would like to become.



## Vision

- A dream
- A desired, ideal state
- A "stretch" from the status quo
- One or two paragraphs



## Sample Vision Statement

Students are the only reason for the existence of Victor Valley College, and our institution will be know for their achievements. We will be on the cutting edge of technology and innovative instruction. Excellence in education will be our trademark. Student success will be ensured through the shared efforts of staff, students and community.



## Environmental Scan

- ▶ An environmental scan *usually* includes an internal analysis, external analysis, and a S.W.O.T. analysis.



## S.W.O.T. Analysis

- ▶ An examination of the internal and external environment that helps to identify issues that must be addressed:
  - Strengths (Internal)
  - Weaknesses (Internal)
  - Opportunities (External)
  - Threats (External)



## Critical Issues

- ▶ The discussions prompted by the S.W.O.T. analysis will help identify critical issues.
- ▶ Examples:
  - Low number of volunteers
  - Declining revenues
  - Poor communication
  - Need to expand successful programs



## Goals

- ▶ Broad, general statements of what the organization wants to accomplish
- ▶ *Not* measurable and specific!



## Objectives

- ▶ Specific, measurable outcomes
  - Tells *specifically* what it will look like if the goal is accomplished
  
- ▶ Must include two forms of measurement
  - Time
  - Quality
  - Quantity
  - Money (Dollars)



## Sample Objectives

- ▶ By June 2016, increase number of volunteers by 20% over 2015.
  
- ▶ By December 2016, revenues from new, alternative sources will reach \$250,000.
  
- ▶ By January 2017, employees and clients will indicate that our communication is open, honest and timely.





## Action Planning

- ▶ Action plans spell out the specific steps to be taken to accomplish the objectives.
- ▶ Action plans are the "who, what, when, how, and how much" of the plan.
- ▶ SPECIFIC! No more "plans to plan."



## What Follows Action Planning?

- ▶ *Strategic Management* – assuring that the right people and positions are in place to implement the plan; assignments are made
- ▶ *Implementation* – making the action steps happen
- ▶ *Evaluation* – going back to see "did we do the steps in the action plan? Were we successful in accomplishing our objective?"



## QUESTIONS BOARD MEMBERS SHOULD ASK

1. How do our current programs relate to the mission?
2. Is the financial condition of the organization sound?
3. Do we have adequate reserve funds?
4. Are the organization's clients satisfied with the organization?
5. Is there a system of checks and balances to prevent conflicts of interest between board members and the organization?
6. Does the organization have Directors and Officers liability coverage?
7. What are the ways I can contribute as a Board member?
8. Does the organization offer opportunities for board development and education?
9. What is the Board's responsibility in fundraising
10. Am I required to solicit donors?
11. Is the Board satisfied with the performance of the executive staff?
12. How do Board members and senior staff typically work with each other?
13. Is there a long-range financial plan?
14. What are the Board's major objectives this year? Next year?
15. How does the Board go about setting goals and objectives?
16. Has your Board taken full advantage of the materials and programs offered by professional organizations?

17. When was the last time the Board reviewed its policies?
18. What are the ground rules in your organization for determining what is "Board business," and what is "staff work." What should come to the Board for approval?
19. How are programs evaluated?
20. How is the agenda for each meeting set? Can I put something on the Board agenda?
21. What are the major state laws that affect the work of the organization and the Board?
22. What major cuts have been made in the last two years? Why?
23. What are the responsibilities of committees?
24. What committees do we need?
25. Do committees make recommendations to the Board?
26. In what way does your Board communicate with the public? Employees? Media?
27. Does your organization have an advisory committee? Does it need one?
28. Do you know the rules for handling complaints from citizens or clients?
29. When should we use Task Forces?
30. What is the legal importance of agendas and minutes?
31. Do we have an Executive Committee that can take action between regular meetings?

32. What kind of budget reports should the Board receive?

33. What spending authority does the CEO have? The senior staff?

34. Do we allow the use of a company credit card?



# LCER Salary Comparisons and Plans for Parity

January 15, 2016

**The following comparisons show LCER salaries and salaries from competing districts in the schools geographical area. These figures are salary figures only and do not reflect employee benefits. Benefits vary greatly from district to district and are very difficult to compare, and in some cases, acquire from the district. While benefits, including class size, are important to employees, salary is the most common determiner when employees are looking at employment in competing districts.**

**Gordon Sohlt  
President/CEO  
Lewis Center for Educational Research**

### Salary Comparisons

<u>District</u>	<u>Lowest Step</u>	<u>Average</u>	<u>Highest Step</u>	<u># of Days</u>	<u>% Change</u>
LCER	\$41,808	\$66,073	\$84,644	185	5%
AVUSD	\$44,983	\$73,958	\$95,139	184	2.70%
Barstow	\$39,034	\$64,304	\$82,629	185	1.94%
Hesperia	\$45,290	\$69,949	\$90,580	184	5%
Snowline	\$41,284	\$70,944	\$88,313	186	0%
Victor Elem	\$48,022	\$79,839	\$101,217	183	5%
Victor High	\$42,628	\$75,193	\$71,105	183	5%
SB County	\$43,367	\$85,572	\$92,627	184	4.75%
Colton HS	\$45,291	\$75,782	\$92,760	183	4%
Fontana	\$42,339	\$75,070	\$90,039	182	3.25%
Redlands	\$43,473	\$80,558	\$95,696	184	5%
SB Unified	\$48,186	\$76,890	\$92,326	184	5%
Yucaipa	\$43,206	\$74,751	\$92,698	185	2%
Corona/Norco	\$61,018	unknown	\$114,075	unknown	

The LCER has a unified salary schedule. The chart above compares each school to surrounding districts. Some of the data stands out:

1. AAE is below starting salary with 4 of 8 comparable districts. (Range = \$820/year to \$6,214/year)
2. AAE is below highest salary with 4 of 8 comparable districts. (Range = \$3669/year to \$16,573/year)
3. AAE raise percentage is equal or higher to all comparable districts.
4. NSAA is below starting salary with 8 of 8 comparable districts. (Range = \$531/year to \$6,378/year)
5. NSAA is below highest salary with 8 of 8 comparable districts. (Range = \$5395/year to \$11,052/year)



6. NSAA raise percentage is equal or higher than all comparative districts.

Parity with Other Districts:

Salary parity with other districts is a difficult proposition. As long as both schools maintain smaller class sizes and more student support personnel, the LCER will struggle to be among the highest paying districts. Our benefits package and the small school culture are a part of what makes us unique and desirable in our communities. However, some changes need to be made, based on budget availability.

1. Increase top end pay – staff retirement is based on an employee's highest paid year. As you can see by the statistics, the LCER falls significant below in this area. A plan needs to be put into place to increase the top end of the salary schedule by increasing the number of years available to employees (currently at 30 years) or adding another column (currently BA +70 or MA +15). By adding another column, MA +30 or Doctorate/National Board Certification) we could provide staff with an opportunity to increase their ending pay and affect their retirement amount.
2. Prioritizing salary increases – after taking care of long-term debt payments, the senior management team (Executive Team) has agreed to make salary increases the next priority. The team recognizes that this will require sacrifices in some areas, but our staff is the lifeblood of the organization and needs to be taken care of.
3. Stipends – the advantage of stipends is that they are off the salary schedule, but still provide staff with additional monies for additional duties or certification. My first priority, when budget allows, is to provide a stipend to any teacher who is BCLAD credentialed and teaching in a BCLAD classroom. This would only affect NSAA at this point, but would reward staff that have attended additional college training and provide different instruction to students based on their classroom assignment. This will also allow us to attract new staff as needed.

It is problematic to put a timeline to financial parity, as it is dependent almost entirely on ADA. As you may remember, during the recession, staff took a 3% pay cut, as well as a pay freeze for three years. This was lifted only recently and we are making advances, granting 7.5% salary increases for all staff in the last two years. However, as teachers in other districts were receiving smaller than typical raises, our staff (both certificated and classified) not only didn't receive raises, they lost 3% of their salary. This put LCER staff well behind the curve with other districts.



# LCER Revenue Enhancement Ideas

January 15, 2016

**The High Desert "Partnership in Academic Excellence", Inc. asked for a list of possible revenue enhancement ideas, to include the use of the Thunderbird Campus. TBC has been dealt with in a different report. There are a variety of different ideas presented here and they are not yet listed in order of priority. They are presented as is and are intended to spark discussion and other ideas.**

**Gordon Sohlt  
President/CEO**

**Lewis Center for Educational Research**

### Background:

All public schools in California receive funding through a system known as Actual Daily Attendance (ADA). Every day a student attends school, they generate a specific amount of money. Elementary students generate less ADA than high school students, as high schools are more expensive to fund due to a variety of factors including science labs, athletics and needed supplies.

When we budget for the upcoming academic year, we calculate the total number of students we anticipate, then use 95% of the projected revenue to account for absences. On our latest report to the state, the AAE's ADA was 97.9% and NSAA was 96.6%.

### Revenue Enhancement Ideas:

1. **Increase days of attendance** – both schools have a very high attendance percentage. However, an increase of 1% (1.8 additional days of attendance) at each school can provide a needed revenue boost. If we use a rough average of \$25/student/day, then increasing attendance by two days for each student would generate **\$105,000**.

There are a variety of programs that each school uses to encourage attendance. A small monetary investment on rewards for attendance would have a great return in ADA.

2. **Increase the number of students in each class** – during the recession, class sizes at both schools was increased from the 24-to-1 “standard” to increase revenue. Even with the increase in class sizes, both schools are below class size average for most districts. It has been a source of pride and recruiting tool to have smaller class size. It is also a benefit to staff.

Adding one student per class at the AAE (four per grade level), using a very conservative average of \$7000 per student would generate an additional **\$345,000** (calculated at 95% of ADA). Using the same calculations, NSAA would generate an additional **\$239,000** (calculated at 95% of ADA). This is a total increase of **\$584,000**.

Current AAE projections show a significant increase in the number of students in the Senior class. The current Senior class has 76 students and the 2016-2017 Senior class, now Juniors, has 111 students. If we assume all students continue on the revenue increase is substantial.

35 students @ \$8,491 = \$297,185 x 95% = \$282,325

If we use the more conservative figure of 25 students continuing:

25 students @ \$8,491 = \$212,275 x 95% = \$201,661

The \$201,661 figure is based solely on an increase in the Senior class. I believe that the addition of the gymnasium has increased our ability to attract and retain students through 12<sup>th</sup> grade. In addition, we have added a number of programs to support struggling students and programs to enrich the high school experience of our exceptional students. These three things have greatly enhanced our high school retention rate.

Remember, these figures are based on being able to attract students at each grade level. Waiting lists in the upper grade are significantly lower than at the elementary level.

3. **Add an "English Only" track at NSAA** – as we have discussed before, recruiting students above 2<sup>nd</sup> or 3<sup>rd</sup> grade presents many problems that are language based. Adding English Only classes beginning in 3<sup>rd</sup> or 4<sup>th</sup> grade solves a number of problems. First, it allows us to add students in 3<sup>rd</sup> – 8<sup>th</sup> grade where we currently have openings, without the new students needing to be bi-literate to be successful academically. In particular, it could significantly increase the number of students in our Middle Grades classes.

Additionally, I believe we could see an increase in test scores, as students who haven't been fully successful in the dual immersion program would be able to receive instruction in the language which is more comprehensible for them, creating greater success when taking state testing. There has always been a concern that our students are being tested in English while being instructed in Spanish.

It would be pure conjecture to know how many students would be added, but if we use the model of 100 students per grade level, it would add up to approximately 200 students. Using the same conservative estimate of \$7000 per student, an additional 200 students would increase revenue by **\$1,400,000 per annum**. Please remember that there would be significant facilities costs to bring in classrooms and restrooms to accommodate the additional students. This would be a first-year cost only.

4. **Thunderbird Campus** – please review the two plans presented in the "Facilities Use" report.

The next series of ideas represent more out of the box thinking and are difficult to know what the revenue might be, but are presented for further consideration and review.

5. **AAE Night School** – AAE classrooms are not used after 4pm, although the gym is. There is the potential to offer some high school classes at night for students who may need to work during the day, or care for children or adults during the day. High school students generate about \$8,800 per week.

Running a full-day program would require the school to be open until at least 10:30pm, so a modified program would need to be implemented. This could mean that students don't attend full-time, reducing the overall rate of ADA.

6. **Exchange of our land that is set-aside for environmental purposes and other restrictions on buildings, for land that is elsewhere but that could be sold, developed or used in some other way. Replacement land could be used for alternative energy production, and be developed as such.**
7. **Consider entering into a development agreement to use LCER land that is currently unused. This could include commercial development.**
8. **Sell the commercially useful portion of our property.**
9. **Seek the possibility of putting cell towers on our property.**
10. **Offer donors the opportunity of making donations under Charitable Remainder Uni-Trusts.**
11. **Establish a well-planned fundraising push to pay off existing debt that was used for Capital Improvements. Asking for an average of \$100 per AAE student would produce \$140,000.**
12. **Host a fund raising event similar VVC's Honored Graduate Award, with a charge for the evening gathering. In-house talent and on our property to save on expenses.**
13. **Establish an Affinity Credit Card.**
14. **Provide an afterschool care program. Currently, both schools have outside agencies provide these services.**
15. **Use part of the AAE property to store RVs, boats or other vehicles.**
16. **Provide afterschool and or summer enrichment programs for a paid fee.**

The largest generator of revenue is students. They are our "widgets." Enlarging the student population does have a cost, whether in furniture, curriculum, teachers and/or facilities. However, they provide a consistent source of monies.

A variety of other ideas utilizing land and significant fundraising efforts could provide an infusion of undesignated monies that require effort and some upfront monies, but need to be guided carefully in order to generate adequate funding.


**Recommendations:**

1. Increase the number of students in each classroom by one – increasing student numbers has the largest revenue generation and continues year after year, making it sustainable when looking at expenses.
2. Create an “English Only” track at NSAA – the school has had problems with recruiting and maintaining students across the grades. NSAA has a great reputation as a safe school with a great staff. There would be a larger draw and fewer recruiting problems, particularly in the upper grades if an English Only track was available. Additionally, it should improve overall school scores.
3. Create an active Fundraising Board, or portion of the Board, that sets annual money goals and works diligently within the High Desert community to raise money on a yearly basis. Many non-profit boards focus on fundraising to assist their organization.
4. Land use – investigate the possibility of using land as a “land bank/carbon credits”, leasing portions of the land for commercial use or selling off land we don’t anticipate using.


The rest of the ideas are workable and should be implemented as resources become available. Some would generate less money than others, but all could be of value to the organization.











Creating Global Citizens




**NORTON SPACE & AERONAUTICS ACADEMY:  
A Language and Science Academy**



**Bienvenidos/Welcome**  
Mrs. Girard, Principal  
Mrs. Preciado, Vice Principal  
Mrs. Foster, Dean of Students



Creating Global Citizens



**NSAA's Dual Immersion Program**



## *NSAA's Emphasis*

- ◆ NSAA is a dual language school. Dual Immersion is a program where students learn to speak, read, and write in Spanish and in English.
- ◆ It focuses on the instruction of science every day. It offers a technology-rich environment.
- ◆ It offers many enrichment opportunities for all students (Chinese, music, art, PE, Fine Arts).



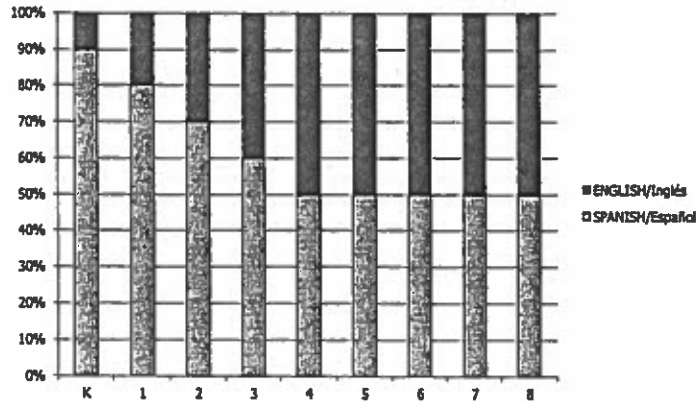
## *Program Design*

- ◆ The program is based on a 90/10 model. The percentage of Spanish is less as the program advances through the grade levels.
- ◆ Ideally, the class make-up would be one third each: English speakers, Spanish speakers, and bilingual speakers.
- ◆ Teachers are models of the language. Students have a Spanish time teacher, and an English time teacher.

## Program Design Diseño del Programa

La siguiente gráfica ilustra el diseño del programa:  
Porcentaje del tiempo de enseñanza en cada idioma en la escuela NSAA.

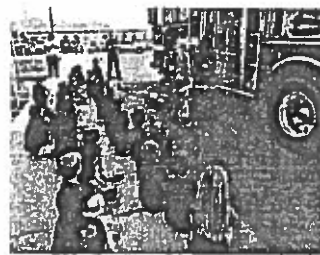
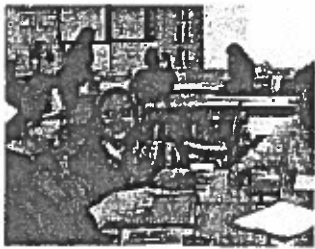
The following graph illustrates the design of the program:  
Percentage of instructional time in each language at NSAA.



The percentage of Spanish instructional time could be up to 50% but not less than 33%.  
En los grados intermedios el porcentaje de la instrucción en español puede llegar al 50% pero no menos de 33%.

## What are the benefits?

- ⊙ High academic achievement
- ⊙ Increases job opportunities
- ⊙ Promotes abstract, critical, and creative thinking
- ⊙ Students fulfill language requirements for high school and university
- ⊙ Additive bilingualism and biliteracy
- ⊙ Cross-cultural proficiency
- ⊙ Increase leadership and self-esteem







# Accrediting Commission for Schools Western Association of Schools and Colleges

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FRED VAN LEUVEN, ED.D.  
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.  
ASSOCIATE EXECUTIVE DIRECTOR

February 23, 2016

Ms. Guadalupe Girard  
Principal  
Norton Space and Aeronautics Academy  
503 E. Central Avenue, Suite B  
San Bernardino, CA 92408

Dear Ms. Girard:

Based on the ACS WASC mid-cycle review, it has been determined that Norton Space and Aeronautics Academy meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Norton Space and Aeronautics Academy's accreditation is reaffirmed through the end of the current accreditation cycle ending in June 2019. Your school's accreditation is contingent upon the submission of a follow-up progress report focusing on the areas of concern identified in the visiting committee report. **The follow-up progress report is due to the ACS WASC office by June 1, 2017.**

Accreditation status is conditioned upon Norton Space and Aeronautics Academy's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Norton Space and Aeronautics Academy's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.  
Executive Director

Attachments: Mid-cycle Visiting Committee Report, Progress Report Procedures

cc: Visiting Committee Chair  
Superintendent



### **III. Commendations and Recommendations**

#### **Program, PD, Assessment, Interventions**

##### **A. Commendations:**

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

Norton Space and Aeronautics Academy is to be commended for offering its unique bilingual dual immersion program, which reflects the composition of their community and California in general.

Norton Space and Aeronautics Academy is to be commended for directing time and funds to professional development opportunities for all staff members.

Norton Space and Aeronautics Academy is to be commended for the school's administrative team organizing the master schedule in order to set aside regular time for PLCs.

Norton Space and Aeronautics Academy is to be commended for the protocol used at professional development by which teachers leave their PD having completed work directly connected to student needs. Facilitators model use of technology and teachers have the opportunity to apply technology throughout their professional development experience.

Norton Space and Aeronautics Academy is to be commended for clearly developed agenda components for the professional development time which include: teaching techniques, identified topic, spiral connection, behavioral intervention techniques for student and principal's report.

Norton Space and Aeronautics Academy is to be commended for partnering with outside agencies, notably the San Bernardino County Department of Education, to address professional development needs for both teachers and administrators. The school often uses a "train the trainer" approach to leveraging and disseminating external expertise. Administration has also set expectations for follow through and implementation.

Norton Space and Aeronautics Academy is to be commended for using Illuminate to better inform instruction.

Norton Space and Aeronautics Academy is to be commended for implementing the "Rocket Lab" and "Universal Access" time in order to provide students with leveled interventions based on data.

Norton Space and Aeronautics Academy is to be commended for the range of student work visible in all classrooms.

Norton Space and Aeronautics Academy is to be commended for giving student the opportunity to demonstrate their learning via projects and presentations.

Norton Space and Aeronautics Academy is to be commended for their strong program of character development among the students.

Norton Space and Aeronautics Academy is to be commended for the popular co-curricular programs and enrichment programs.

Norton Space and Aeronautics Academy is to be commended for their students who joyfully embrace collaboration opportunities which are so important with 21<sup>st</sup> Century skills.

Norton Space and Aeronautics Academy is to be commended for the student use of technology which is extensive and admirable.

Norton Space and Aeronautics Academy is to be commended for their strong sense of family and school community.

Norton Space and Aeronautics Academy is to be commended for their elements of transition to CCSS.

Norton Space and Aeronautics Academy is to be commended for a staff that is caring and concerned.

Norton Space and Aeronautics Academy is to be commended for their teachers that demonstrate trust and respect.

Norton Space and Aeronautics Academy is to be commended for their teachers who implement a variety of coordinated teaching strategies.



**B. Recommendations:**

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**

Continue to address prior Visiting Committee recommendations for assessment by combining their recommendations: 3,4,7,8,9. See below.

Continue to address area 1-salaries as needed for recruitment and retention

Continue to address area 2-See below

Continue to address area 5-PD

Continue to address area 6-ELD

Continue to address area 10-facilities as needed

### **Recommendation 1: Comprehensive Plan**

Norton Space and Aeronautics Academy needs to develop and use an on-going, overarching comprehensive plan-based upon LCAP, which coordinates all aspects of the school's efforts and formalizes the improvement process for all stakeholders over the next few years.

This plan needs to include **professional development** and **data analysis** linked to the school's goals in a systematic manner. These plans need to become a systemic part of ongoing school improvement. The Action Plan was unclear as to imbedding the prior Visiting Committee's recommendations. The Action Plan stated what the teachers were going to do rather than what the learner would do. The Action Plan was not long-range and there is no Action Plan as of the end of the visit for the next three years. The school will be requested to submit their three year Action Plan (2016-2019) to the VC chair and to the Commission.

This plan will need to be addressed and updated annually while adhering to all aspects of the WASC/Self-Study protocol/cycle. For example, Student Learner Outcomes were left out of the Mid Cycle report.

## **Recommendation 2: Professional Development**

The 2013 Visiting Committee included professional development components in three of the identified critical areas for follow up (#2, #4, and #8). The NSAA team has prioritized professional development at all levels and has identified and taken advantage of many professional growth opportunities based on information garnered from a teacher-focused needs assessment (specifically looking toward becoming more effective teachers), student data compilation, and classroom walk-throughs; however, **a professional growth plan that is focused, strategic, and long-range is not currently in place.**

Professional development is determined annually and presently addresses the twelve identified prioritized school/student needs, whether curriculum or skills/tools-focused, (CCSS, NGSS, WRITE, GLAD, ELD Standards, technology, character development, Renaissance-STAR, Words Their Way, vertical alignment, behavioral/social/emotional support, and strategies to meet motor and sensory needs of students).

Overall, staff expressed openness and a need for continued professional development. They reiterated that professional development:

- represents resources well spent
- is useful, scalable, and applicable
- was what they needed/wanted
- offered them flexibility to implement at a pace and to the degree they were comfortable
- was received as a sign of support from the administration and district
- is much appreciated

Staff interviews confirmed that professional development and the sharing of best practices through the train-the-trainer format has further enhanced the school's collaborative and supportive atmosphere. They also expressed a preference for more depth and focus. Their main concerns revolved around scheduling pace, preference for proactive rather than reactive timing, and their own loss of teaching time.

Based on the written report, professional development from 2013-14 to 2015-16 can be classified as ongoing/schoolwide, cohort focused, or targeted. The 2016-17 professional development agenda is being developed.

### 2013-2016 PROFESSIONAL DEVELOPMENT SUMMARY

ONGOING / or ALL FACULTY				COHORT FOCUSED				TARGETED			
Topic	1	1	1	Topic	1	1	1	Topic	1	1	1
	3	4	5		3	4	5		3	4	5
	1	1	1		1	1	1		1	1	1
	4	5	6		4	5	6		4	5	6
CCSS	*			ELA / ELD Leadership Network	*	*	*	Math Conference	*	*	
SBCOE Consultants Walkthrough	*			Capturing Kids' Hearts	*			SB High School Visit		*	
Numbers Talk		*	*	ALT PLC Cohort	*			Special Needs		*	
CABE Write Institute		*	*	Illuminate Conference		*		SBCSS County Counselors' Network		*	*
Project GLAD	*	*	*	Modeling in Math		*		Good Teaching Conference		*	
Words Their Way			*	Common Core Meets Digital Literacy		*		Scaffolding the Success of ELs		*	
CABE	*			PLC Cohort 4		*		CCSA		*	
NGSS		*	*	SPED Training			*	Renaissance Training			*
				The Breakthrough Coach			*	SBCSS Water Filtration Engineering Design Challenge			*
				CDE ELA/ELD Framework Rollout			*	CASC Conference			*
				RIMS CA Arts Project			*				
				Apple - iMovie			*				
				Apple - iBook			*				
				Designing Systems of Change			*				
				CPI Training			*				

*The committee recommends that NSAA continues to prioritize research-based professional development to address both the schoolwide strategic needs and the differing needs of students and staff members (both new and veteran) with a concerted focus on relevancy, timeliness, and depth, rather than breadth, of offerings. The Visiting Committee also strongly stress the importance of determining, aligning, and communicating the long-term vision and disaggregated long-term professional development plan in a timely manner.*

**Recommendation 3: Assessments**

The previous Visiting Committee left Critical Areas For Follow Up (#3, 4, 7, 8, 9) related to assessment and use of data. The school has made progress towards some of these areas, and this Mid-Term Visiting Committee would like to see continued improvement.

Since the previous report, teachers and administrators have implemented PLCs to collaborate, inform interventions, and set actionable goals. The school currently uses a variety of assessments and tools to collate and monitor data:

<b>Assessment &amp; Data Monitoring</b>			
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
<b>School Created/Curated &amp; Locally Selected Assessments</b>	Benchmarks (SLA, Math, Writing); Curriculum-based assessments	Benchmarks (SLA, Math, Writing, ELA); Curriculum-based assessments	Benchmarks (SLA, Math, Writing, ELA); Curriculum-based assessments; Actively Learn
<b>“3rd Party” Created &amp; Locally Selected Assessments</b>	EDL; WRITE; Renaissance STAR Early Literacy (2 <sup>nd</sup> grade); DRA (upon exiting 2 <sup>nd</sup> grade)	DRA; EDL; WRITE; Renaissance STAR Reading Spanish; Renaissance STAR Reading; Renaissance STAR Math	DRA/EDL (if appropriate for students’ level); WRITE; Renaissance STAR Reading Spanish; Renaissance STAR Reading; Renaissance STAR Math
<b>State Created &amp; Mandated Assessments</b>	CELDT	CELDT; CAASPP (including Interim Assessments); Science, Physical Fitness Test	CELDT; CAASPP (including Interim Assessments); Science, Physical Fitness Test
<b>Site-Level Tools to Collate/Monitor Data</b>	Class Dojo, Rocket Report, ELD Progress Report, Illuminate	Class Dojo, Rocket Report, ELD Progress Report, Illuminate	ELD Progress Report, Illuminate

The STAR Renaissance assessments are emerging, with varying levels of impact on instruction. It is recommended that all assessments be evaluated for their efficacy in informing instruction.

*The committee recommends developing procedures to ensure the systematic collection, analysis, and reporting of disaggregated data from both local and statewide assessments. There is a need for the school to further develop and evolve assessment processes to fully evaluate student progress. It is suggested to use multiple data points to provide accurate, timely and targeted interventions for core-content area remediation. In order to increase proficiency rates and progress towards the schools’ vision, all assessment results should be analyzed and closely monitored.*

Additionally, while there are currently no Social Studies and Science assessments beyond the content area classroom, the state is in the beginning stages of implementing standardized assessments in these content areas. One area of future consideration would be to prepare for this transition by developing a process to monitor all instructional programming (including the school’s laudable enrichment offerings) via a process that includes student achievement data.

- **Identify any new areas of concerns, if applicable. VC Chair Summary here:**

**Not a new area, but a need to develop and use an on-going, overarching comprehensive plan-based upon LCAP, which coordinates all aspects of the school's efforts and formalizes the improvement process for all stakeholders over the next few years.**

**This plan needs to include professional development and data analysis linked to the school's goals in a systematic manner. These plans need to become a systemic part of ongoing school improvement.**

**2016 Visiting Committee recommendation #1**

**Continue to address prior Visiting Committee recommendations for assessment by combining their recommendations: 3,4,7,8,9.**

**2016 Visiting Committee recommendation #3**

**Continue to address area 1-salaries as needed for recruitment and retention**

**Continue to address area 2-Long-range professional development plan**

**2016 Visiting Committee recommendation #2**

**Continue to address area 5-PD**

**Continue to address area 6-ELD**

**Continue to address area 10-facilities as needed**



**Lewis Center for Educational Research  
Standard Operating Procedures  
Evaluation of the President/CEO**

**MARCH**

1. By March 15, the Personnel Committee Chairperson ("Personnel Chair") or designee will solicit confidential input from members of the Executive Team by distributing the President/Chief Executive Officer ("CEO") Evaluation Instrument to be completed anonymously and returned to the Human Resources ("HR") Director.
2. By March 31, the HR Director and Personnel Chair will tally the President/CEO's Evaluation Instruments from the Executive Team and develop a non-binding Evaluation Report for the Foundation Board of Directors' ("Board") consideration.
3. By March 31, the CEO will submit a Summary Report to the Personnel Chair for distribution to Board members. The report will include but is not limited to the following:
  - a. Summary of CEO's accomplishments for the year
  - b. Summary of progress on Board established goals and objectives for the CEO's performance, including any additional professional highlights the CEO believes will demonstrate effective performance for the past year
  - c. Summary of progress on current year's Board established organizational goals
  - d. Report on student performance as required by the state

**APRIL/MAY**

4. No later than the first week of April, the Personnel Chair will distribute to Board members the CEO's Summary Report, the tally of the Executive Team's Evaluation Report, and the CEO's Evaluation Instrument with instructions for completion.
5. No later than April 15, Board members will submit their evaluation instruments to the HR Director who, along with the Personnel Chair, will tally the results and prepare a Summary Report of the Board's collective judgment.
6. The Personnel Chair will call a special meeting of the Personnel Committee to be held no later than May 15, with the CEO's Performance Evaluation as a closed session item on the agenda. Although this is a Personnel Committee meeting, all Foundation Board members will be invited to attend this properly posted and convened closed special meeting, without the CEO present, to discuss their individual ratings and determine a consensus rating for each indicator.
7. The Personnel Chair will convene the special Personnel Committee meeting and bring the Board to consensus on each rating category. From a review of the Board's composite ratings, the Board will identify (a) agreed upon areas of strength, (b) agreed upon areas for improvement, (c) specific improvements the Board would like to see in the areas that need improvement. Prior to the June Foundation Board meeting, the Personnel Chair will record the Board's consensus ratings, and the above areas of strength and needed improvement, on a President/CEO Evaluation & Summary Report to present to the CEO, along with all of the comments from Board members' President/CEO Evaluation Instruments.

## JUNE

8. In a properly posted closed session of the June regularly scheduled Foundation Board Meeting, the Board and CEO will discuss Board members' agreement about the CEO's areas of strength, areas needing improvement, and the specific improvements the Board would like the CEO to make. The Personnel Chair will allow individual Board members to share opinions that differ from the majority of the Board. However, the Personnel Chair will clearly distinguish between directives that represent the majority of the Board and opinions of individual members. The CEO is not expected to take action based on individual comments/opinions. The Board will allow the CEO to ask questions, respond orally and to attach a written response to the formal evaluation per education code section 440321.
9. At the conclusion of the evaluation meeting with the CEO, the Board and CEO will jointly identify/develop areas for the CEO's performance goals and objectives.
10. Within two weeks of the evaluation meeting, the Personnel Chair will submit to the CEO and Board Chairperson a final President/CEO Evaluation & Summary Report that includes the following:
  - a. The CEO's performance goals and objectives
  - b. Any specific expectations the Board has regarding the CEO's areas needing improvement
  - c. The Board's consensus ratings and agreements about the CEO's performance
  - d. Individual Board members' instrument ratings and comments

## AUGUST

11. At a meeting within six weeks following the June Board meeting, the Personnel Chair, along with the Board Chairperson and CEO will meet to discuss the CEO's written action plan for each objective. The action plans shall identify the activities to be performed, expected results and timelines, and resources or constraints which may affect achievement (BP 2123). These will be included in the final CEO Performance Evaluation & Summary Report to be signed by the Foundation Board, Personnel Chair and the CEO.
12. Board members who have concerns about the CEO's performance between evaluation meetings may request that the Board Chairperson post "interim CEO evaluation" on any regular meeting agenda in order to discuss the concern with the full Board in closed session.



**LEWIS CENTER FOR EDUCATIONAL RESEARCH**  
**President/CEO Evaluation Instrument**  
*to be completed by Board Member and Executive Team Members*

Please check the appropriate box below: Board Member <input type="checkbox"/> Executive Member <input type="checkbox"/>		Date Completed:	
<b>Unsatisfactory (1)</b> Level of performance is less than expected and can be improved upon	<b>Meets Standards (2)</b> Meets objectives; full utilization of ability and experience to produce the desired results that are expected from a qualified employee	<b>Exceeds Standards (3)</b> Exceeds objectives; superior performance in all aspects of job; performance well above the competent level; contributes to the overall organizational goals	<b>Not Applicable / Unknown (N/A)</b> Cannot answer; no opportunity to observe in this area

**Instructions:** Please rate the CEO by placing your checkmark in one of the four rating columns below. Please rate each statement in every category to the best of your knowledge, according to the above rating rubric. If you wish, you may write comments to support your rating, especially if it was a #1 or #3. Note: Numbers and letters following the statements below correspond to sections of the CEO job description. Statements taken from the board policies are indicated with the letters (BP). You may download this form and complete electronically, or print and complete manually. Return instructions are at the end of this document.

PERFORMANCE FACTORS/OBJECTIVES	RATING				COMMENTS
	1	2	3	N/A	
<b>A. Organizational Effectiveness</b>					
♦ Ensures that the various programs and projects are consistent with the mission and the policies of the Foundation (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Plans, organizes and directs programs, services and projects related to areas of assignment (n)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Ensures comprehensive evaluation of all programs (examples: Bridge, GAVRT, Local Outreach, etc.) (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Ensures the establishment of K-12 Common Core Standards, benchmarks, rubrics and curriculum guides that provide measurable student results-indicators to ensure instructional quality and accountability (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Defines quality indicators for the organization through the active participation of the staff (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

♦ Oversee the development of Board policies related to all areas of operation, including but not limited to personnel, fiscal management and educational issues (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Ensures implementation of state-of-the-art instructional technology (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Oversees all building programs of the Foundation (18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Organizes work and demonstrates ability to work under pressure and meet deadlines (t)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Acts as the Board's designated representative to initiate legal opinions and Board approved legal actions on behalf of the Board (19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Represents the Foundation at various community functions and events (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING</b> (for Personnel Committee Use Only)					
<b>B. Effectiveness in Supervising and Developing Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
♦ Directs and oversees staff and ensures compliance with policies and procedures (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Deals effectively with employees and others on a one-to-one basis and in groups (a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Ensures the development and implementation of a comprehensive evaluation program for employees of the Foundation (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦					
♦ Supervises, trains and evaluates assigned staff (q)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>TOTAL RATING (for Personnel Committee Use Only)</b>					
<b>C. Leadership Characteristics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
♦ Provides leadership in planning, developing, implementing and evaluating the overall instructional programs provided under the umbrella of the Foundation (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Facilitates a friendly, "team orientated", collaborative working environment for employees of the Foundation and LCER to effect improved communication, trust and efficiency throughout the organization (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Analyzes situations carefully, makes data informed decisions and adopts effective courses of action (p)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Creates a feeling of unity and enthusiasm among students and staff (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING (for Personnel Committee Use Only)</b>					
<b>D. Communication Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
♦ Communicates with political leaders to promote and clarify the goals and mission of the Foundation (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Demonstrates effective oral and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Forges cooperative relationships with community members and other public agency personnel (c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Articulates educational issues and values before the community and governmental agencies (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Builds a strong positive community attitude towards the foundation and the programs it operates (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

♦ Maintains effective, cooperative working relationships with administrators, certificated and classified employees, parents, and students (m)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Informs the Board and staff in new developments and significant events in the field of education (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING (for Personnel Committee Use Only)</b>					
<b>E. Fiscal Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
♦ Oversees all financial operations of the Foundation (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Oversees the preparation of the annual budget for all organizational factions of the Foundation (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Effectively manages the budget and ensures that financial reports are clear, complete and concise (o)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Actively seeks grants to fund the programs and activities of the Foundation and its various organizations (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Actively seeks alternative funding sources for the Foundation (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING (for Personnel Committee Use Only)</b>					
<b>F. Professional Affiliations and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
♦ Remains current on educational thoughts and practices by reading educational publications, attending conferences, and visiting other school systems (BP2120)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
♦ Direct the integration and coordination of services with other organizations (ex: Head Start, SELPA), granting agencies (AVUSD, County Schools), groups (CCSA), schools, colleges (VVC), universities (CSUSB, UCR) and individuals (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

♦ Actively seek out partnerships with businesses, organizations and individuals to promote the goals and mission of the Foundation (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING (for Personnel Committee Use Only)</b>					
<b>G. Existing Board Goals &amp; Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>COMMENTS</b>
1. a) Engage in negotiations with CSUSB about relocating NSAA to the CSU campus (due at March Board meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. b) If negotiations are unsuccessful, provide the Board with alternative strategies for relocating NSAA (March Board meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. c) Provide the Board with alternative strategies for adding a 9-12 component to NSAA (March Board meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. a) Present to the Board a report on staffing needs, including vacant positions and whether to fill them, and desired, new positions (December)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. b) Ensure that the former CEO's role is clarified with an agreement that states expectations and conditions of work. (December)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. a) Present to the Board ideas on revenue growth opportunities (due December 2015 Board meeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. b) Present to the Board an analysis on the Thunderbird site as a revenue generator (December)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Present to the Board a multi-year plan on how to bring faculty to parity in compensation. (January, 2016)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL RATING (for Personnel Committee Use Only)</b>					

**Return Instructions:** This evaluation process is intended to be anonymous and confidential. If you return this document by email, your name will not be disclosed. However, if you would be more comfortable, you may return it by mail without a return address to:

Lewis Center for Educational Research  
Confidential - Attention Stacy Newman  
17500 Mana Road  
Apple Valley, CA 92307





**High Desert "Partnership in Academic Excellence" Foundation, Inc. Board  
of Directors Agreement/Job Description**

I, \_\_\_\_\_, understand that as a member of the Board of Directors of the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Foundation Board"), I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. As part of my responsibilities as a board member:

I will stay informed about what's going on in the organization and will ask questions and request information as necessary.

I will participate in and take responsibility for making decisions on policies, fiduciary matters, and other matters.

I will work collegially with staff and other board members as partners toward achievement of our goals and will place the best interest of the organization above any individual interest.

I will govern and not manage. I will bring any concerns directly to the President/Chief Executive Officer ("CEO"). *establish policies*  
*Chair or committee chair*

I will interpret the organization's work and values to the community, represent the organization, and act as a spokesperson.

I will attend at least 75 percent of the regular Foundation Board meetings in person. The other 25% may be attended telephonically with the approval of the Foundation Board Chairperson. I will make it a priority to attend all other special meetings. ?

I will review all meeting materials prior to meetings so I am prepared. If I have any questions about reports or action items I will contact the President/CEO. *Chair or committee chair*

I will contact the Foundation Board Chairperson if I wish to place an item on the board meeting agenda.

I will serve on at least one board committee.

I will visit and tour each school site at least twice per year and will attend special events as I am able.

I will attend an annual training that includes Conflict of Interest, the Brown Act and Board Responsibilities.

I will fill out the Statement of Economic Interests Form 700 upon assuming office, annually and upon leaving office.

I will ensure that I meet the requirements contained in the Brown Act and hold my fellow Foundation Board members to the same standard.

I will keep expulsion, personnel information, litigation information and any other matters discussed in closed session in the strictest of confidence.

I will recuse myself from discussions and votes where I have a conflict of interest.

I will make a personal financial contribution annually at a level that is meaningful to me.

I will actively participate <sup>and support</sup> in one or more fundraising activities, including the Art Show. *opt in/out*

I will play an active role in fundraising by making contacts among my colleagues that would allow the organization to present fundraising plans and proposals. *opt in/out*

I will sign and follow the organizations Volunteer Confidentiality Agreement, procedures and the rules contained therein.

I will abide by the Foundation Board Code of Conduct which follows:

#### Foundation Board Policy

Your status is that of an individual acting in a governance capacity. You have the right to exert your influence with the Foundation Board for approval of actions and policies, but your authority does not go beyond your vote. You have no authority as an individual to commit the Foundation Board to any action or policy.

#### The Public

You are an official representative of the Foundation Board. You are also an unofficial representative of the entire community. You should defend the Foundation Board against criticism and take steps to remedy conditions that cause justified criticism.

#### The Staff

Your responsibility for the staff is limited to that of advisor. The CEO is responsible for hiring, firing and management functions of all staff members.

#### Committees and Task Forces

You have a responsibility to keep informed about the activities of all committees and task forces because you may eventually be asked to study and act on their recommendations. You also have a responsibility to see that all committees and task forces operate within established structure and guidelines.



**The Foundation Board**

You are a co-partner in the important work of the Foundation Board to improve the quality of life of the community through the organization. You have assumed a position of public trust. You should disassociate your personal interests from the Foundation Board activities.

**The Program of Work**

You must understand the relationship between the Foundation Board and the organization's plans of action (operational plan, strategic plan) in order to reach established objective. Remember, your plans chart future courses of action, furnish measurements for performance and serve as a challenge to members to meet their responsibilities to the community through the organization.

I have received and reviewed copies of the following:

- Foundation, Lewis Center, AAE and NSAA Mission Statements
- Foundation Board Meeting Schedule
- Bylaws
- AAE Charter
- NSAA Charter
- Brown Act Requirements
- Volunteer Confidentiality Agreement and Acknowledgement form

If I don't fulfill these commitments to the organization, I will expect the Foundation Board Chairperson to call to discuss my responsibilities with me.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**High Desert "Partnership in Excellence" Foundation, Inc.  
School Board Committee Job Description**

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**ROLE STATEMENT:** The bylaws of the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Foundation") require that each charter school operated by the Foundation must have a School Board Committee. There are two School Board Committees – one for the Academy for Academic Excellence and one for the Norton Space and Aeronautics Academy. Consistent with the schools' charters and California law, each School Board Committee serves as the governing body for its respective school, as well as advises the Foundation Board of Directors ("Foundation Board") on matters relating to the operation of its charter schools.

**COMPOSITION:** Pursuant to the Foundation bylaws, each School Board Committee is comprised of five members, all of whom are members of the Foundation Board of Directors. At least one must be a parent of a child currently enrolled in the charter school, and one may be a representative from the chartering school district.

**QUALIFICATIONS:** Committee members must have an interest in the operations of the school they represent. Ideally, although not required, experience in management, business, law, finance or education is desirable.

**COMMITTEE RESPONSIBILITIES:**

- Provide oversight to the operations of the charter school
- Provide non-binding input to the Chief Academic Officer for consideration in the evaluation of the principal of the charter school
- Monitor the implementation of the Foundation's policies, including human resource policies, and make recommendations for modification when necessary
- Review reports of student performance



- Monitor the implementation of the Foundation's budget for the charter school
- Act as fiscal agent for receipt of school-specific funds
- Encourage the schools' involvement with parents and community
- Have input to the schools' strategic and annual planning processes
- Assure planning processes have concrete goals and measurable objectives consistent with the charter and the Foundation's plans
- Approve the school calendar and schedule of School Board Committee meetings
- Review and approve requests for water activities and out of state or overnight field trips
- Review and recommend charter amendments and renewal documents
- Review the recommendations of the Hearing Panel regarding expulsions, determines the length of the expulsion, and stipulates requirements for readmittance to the school
- Actively attend and participate in school programs and special events and encourage other Foundation Board members to do the same

**LIMITS OF AUTHORITY:** The Foundation Board is fully responsible for the operation and fiscal affairs of the schools, and retains final supervisory authority and responsibility. However, the Board has delegated the responsibility for the duties described above to the School Board Committees.

**REPORTS TO:** The Board of Directors through the Committee Chairperson. The Chairperson is responsible for reporting all actions taken to the Foundation Board.

**FREQUENCY OF MEETINGS:** The Committee meets monthly, or as needed, and in accordance with the Brown Act.

**STAFF SUPPORT TO THE COMMITTEE:** Administrative Assistant to the Chief Academic Officer and/or Principal, and, as needed, the following staff: Principal(s), Chief Academic Officer, and other members of the LCER Executive Team.

**High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Finance Committee Job Description**

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**ROLE STATEMENT:** The Finance Committee is established in the bylaws of the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Foundation"). The Finance Committee ("Committee") meets quarterly and as needed, to discuss and advise the Foundation's Board of Directors ("Foundation Board") on matters relating to adoption of the budget and other financial matters as needed.

**COMPOSITION:** The Committee consists of at least five members of the Foundation Board.

**CAPACITY OF COMMITTEE MEMBERS:** Members of the Foundation Board who have an interest in and understanding of budget and finance matters.

**QUALIFICATIONS:** Must be an active member of the Foundation Board.

**DUTIES:**

1. Develop a working knowledge of charter school finance and non-profit rules and regulations.
2. Make recommendations to the Foundation Board for the adoption of the annual budget and revisions as necessary.
3. Make recommendations to the Foundation Board regarding significant financial transactions of \$50,000 or more, including vendor and consultant contracts, as well as assure that all pertinent Board Policies and the Public Contract Code are followed.
4. Review and recommend to the President/CEO and the Foundation Board grant proposals of \$50,000 or more, or that would create obligations or restrictions to the LCER.
5. Review and recommend to the Foundation Board, Finance and Business Policies.



## **DUTIES OF OFFICERS:**

### **1. Chairperson:**

- a. Shall call and preside at Committee meetings and meet with the Director of Finance to prepare agenda items.
- b. Shall report to the Foundation Board all actions taken during Committee meetings.

## **Appointment and Tenure**

1. The Chairperson of the Foundation Board shall appoint all members to the Committee. The Chairperson of the Foundation Board may remove committee members whenever his/her judgment of such removal serves the best interest of the Foundation.
2. Committee members are appointed for a term of 3 years, at which time they may be appointed again or removed by the Chairperson of the Foundation Board.
3. The Foundation Board shall appoint the Committee Chairperson. The Committee Chairperson shall preside at all meetings of the appointed Committee. The Foundation Board, with or without cause or prior notice, may remove any Committee Chairperson appointed by the Foundation Board from office at any time.

**REPORTS TO:** The Foundation Board through the Committee Chairperson.

**LIMITS OF AUTHORITY:** All actions of the Finance Committee are considered recommendations to the Foundation Board.

**FREQUENCY OF MEETINGS:** Committee meetings will be held quarterly or as needed.

**STAFF SUPPORT TO THE COMMITTEE:** The President/CEO and Director of Finance provide staff assistance to the Committee. The Director of Finance shall record and distribute minutes, agendas and Committee packets of the meetings. Copies are sent to all committee members, members of the Lewis Center Executive Team and the Chairperson of the Foundation Board.

**High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Personnel Committee Job Description**

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**ROLE STATEMENT:** Pursuant to the bylaws of the High Desert "Partnership in Academic Excellence" Foundation, Inc., ("Foundation") the Personnel Committee ("Committee") meets quarterly and as needed to discuss and advise the Foundation's Board of Directors ("Foundation Board") on matters relating to personnel policies and procedures, labor relations, employee relations, staffing and organizational structure.

**COMPOSITION:** The Committee consists of at least five members of the Foundation Board.

**CAPACITY OF COMMITTEE MEMBERS:** Member of the Foundation Board who have an interest/understanding of personnel and human resources matters.

**QUALIFICATIONS:** Must be an active member of the Foundation Board.

**DUTIES:**

1. Make recommendations to the Foundation Board for the organizational structure and staffing levels of departments.
2. Review issues related to personnel (ex: issues involving disciplinary action, litigation, terminations, etc.) as requested by the President/CEO and Human Resources Director and recommend appropriate action or referral to the Foundation Board when needed.
3. Serve as a resource to the President/CEO and Human Resources Director with issues relating to the Foundation's affirmative action/equal opportunity responsibilities, ADA compliance, FMLA, Ed Code Compliance, workers compensation, UI, etc.
4. Evaluate and negotiate a contract with CEO/President as well as establish goals and objectives, according to established policies and procedures.
5. Serve as a resource to the President/CEO and Human Resources Director in reviewing policies of the Foundation.
6. Review procedures of personnel committee.

**LIMITS OF AUTHORITY:** All actions of the Personnel Committee are considered recommendations to the Foundation Board.



**DUTIES OF OFFICERS:**

1. Chairperson:
  - a) Shall call and preside at Committee meetings and meet with the Director of Human Resources to prepare agenda items.
  - b) Shall report to Foundation Board all actions taken during Committee meetings.

**Appointment and Tenure:**

1. The Chairperson of the Foundation Board shall appoint all members to the Committee. Committee members may be removed by the Chairperson of the Foundation Board whenever his/her judgment of such removal serves the best interested of the Foundation.
2. Committee members are appointed for a term of three years, at which time they may be appointed again or removed by the Chairperson of the Foundation Board.
3. The Committee Chairperson shall be appointed by the Foundation Board. The Committee Chairperson shall preside at all meetings of the appointed Committee. Any Committee Chairperson appointed by the Foundation Board may be removed from office at any time by the Foundation Board, with or without cause or prior notice.

**REPORTS TO:** The Foundation Board through the Committee Chairperson.

**FREQUENCY OF MEETINGS:** Committee meetings will be held quarterly or times of need.

**STAFF SUPPORT TO THE COMMITTEE:** The President/CEO and Human Resources Director provide staff assistance to the Committee. The Human Resources Director shall prepare the agenda and supporting documentation, and record and distribute minutes of the meetings. Copies are sent to all committee members, members of the Lewis Center's senior management team and Chairperson of the Foundation Board.



**High Desert "Partnership in Academic Excellence" Foundation, Inc.  
Fundraising Committee Job Description**

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**ROLE STATEMENT:** The Fundraising Committee is established in the bylaws of the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Foundation"). The fundraising committee's role is to raise money for scholarships and academic pursuits and opportunities. The committee plans and implements the Foundation's annual fundraising event.

**COMPOSITION:** The committee consists of interested members of the Foundation's Board of Directors and community volunteers. The Chair of the Committee is always a member of the Board.

**QUALIFICATIONS OF COMMITTEE MEMBERS:** Members of the Foundation Board and community volunteers who have an interest in raising funds and organizing events for the Foundation and its schools

**COMMITTEE RESPONSIBILITIES:**

- Plan and implement fundraising events and strategies
- Solicit funds from previous sponsors for fundraising events
- Identify potential new sponsors
- Participate in planning and evaluation of events
- Recommend potential new events
- Gain support for events from members of the Board of Directors
- Encourage attendance and personal participation from all members of the Board of Directors
- Advise school staff members of possible school-specific fundraising strategies

**LIMITS OF AUTHORITY:** The committee has the authority to make decisions regarding the selection of fundraisers. The committee chair has the authority to determine and coordinate the work of volunteers and staff, and to receive regular reports on the progress of their work. The chair also has the authority to recommend to the Board the names of community volunteers for appointment to the committee.

**REPORTS TO:** The Board of Directors

**FREQUENCY OF MEETINGS:** Six times a year, and as needed

**STAFF SUPPORT TO THE COMMITTEE:** Executive Assistant to the President/CEO, and other designated staff as needed

