

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

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

---

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

Meeting at Roy C Hill Education Center  
601 North E Street, San Bernardino, CA 92410

February 29, 2016 – 8:00 a.m. – 5:00 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 **DISCUSSION/ACTION ITEMS ON STRATEGIC PLANNING:**
  - .01 Foundation Board Job Description
  - .02 Facilities Use
  - .03 NSAA -3 proposed charter revisions
  - .04 LCER Organizational Structure
  - .05 Bylaws Revision
  - .06 Develop Values/Belief Statements
  - .07 Discuss Mission Confusion/Review, Modify or Develop Mission Statement
  - .08 Develop Vision Statement
  - .09 S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, Threats)
  - .10 Identify Critical Issues (To Be Addressed in the Next 1-3 Years)
  - .11 Turn Critical Issues into Goals
  - .12 Develop Measurable Objectives for Each Goal
  - .13 Assign Responsibilities for Each Objective/Discuss Next Steps
- 6.0 **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 SESSION**

February 29, 2016

8:00 am – 5:00 pm

Call to Order – Bud Biggs

Ground Rules – Dr. Pat Caldwell, Facilitator/Consultant

Discussion/Possible Action on Current Issues, carried over from 2/25/16

- Board Member Job Description
  - Facilities Use
- NSAA – Three Proposed Charter Revisions
  - Organizational Structure
  - ByLaws Revisions

Develop LCER Values

Discuss mission confusion/ Review, modify or develop Mission Statement

Develop Vision Statement

S.W.O.T. Analysis

(Strengths, Weaknesses, Opportunities, Threats)



Identify Critical Issues

(To be addressed in the next 1-3 years)

Turn Critical Issues into Goals

Develop Measurable Objectives for each Goal

Assign responsibilities for each Objectives/ Discuss next steps

Adjourn



# Use of Facilities Report

January 15, 2016

**At the November 6, 2015 High Desert "Partnership in Academic Excellence" Foundation, Inc. Board Workshop, I was asked to present a Use of Facilities report to the Foundation Board including the use of the Thunderbird Campus. The Board was presented with two proposals. One proposal was to open two Transitional Kindergarten classes and the other was to start an Independent Study program. This report contains my analysis of both programs and recommendations, as well as the financial impact of each proposal.**

**Gordon Soholt**

**President/CEO**

**Lewis Center for Educational Research**

As a result of consolidating the Academy for Academic Excellence from three separate campuses into one, the genesis site of the Lewis Center, known as the Thunderbird Campus (TBC), has not had students at it for the last six months. The High Desert Astronomical Society (HiDAS) continues to utilize the telescope and the Facilities Department maintains the buildings and grounds. For those who may not be aware, the Apple Valley Unified School District (AVUSD) owns the land and the buildings were constructed by the Foundation (dba the LCER). An MOU, as well as the charter held by the AAE govern the usage of the Thunderbird Campus.

The two main proposals before the Board are to operate two Transitional Kindergarten (TK) classes or to open a K-12 Independent Study/Blended Learning school serving up to 650 students.

The following statements are taken from the AAE charter approved by AVUSD this summer that apply to the use of the Thunderbird campus:

*"As facilities become available, AAE anticipates the development of a transitional kindergarten program." (p 9 – STUDENTS TO BE SERVED)*

*"The AAE plans to use the Thunderbird campus to explore additional educational opportunities for students with varying needs." (p 9 – STUDENTS TO BE SERVED)*

*"The AAE uses short and long term independent study programs, in compliance with Education Code Section 51745, et seq., to meet the diverse needs of students." (p 10 – CURRICULUM AND INSTRUCTIONAL DESIGN – Instructional Settings)*

*"Note: We are in the midst of consolidating grades kindergarten through twelfth to MRC...TBC will continue to be used for instruction though the final usage is not yet determined. The use of the TBC facilities will be mutually agreed upon by AVUSD and the AAE." (p 28 – FACILITIES)*

### **TRANSITIONAL KINDERGARTEN (TK)**

Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) amended California Education Code (EC) (Section 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and first grade and established a TK program.

Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, EC 48000(c), a child is eligible for TK if a child will have his or her fifth birthday between September 2 and December 2 (*inclusive*).

Neither the AAE nor NSAA have offered TK to students since the bill was passed, based on the following statement from Jed Wallace, President and CEO, CCSA, regarding the Transitional Kindergarten Program (TK), as it relates to California's charter schools.

*"As written, the SB 1381 law--Transitional Kindergarten--does not mandate every charter school to offer the program. Rather, charter schools have discretion on when and whether to offer transitional kindergarten program in a manner that best meets the unique needs of its students, families and communities."*

*"While we expect that many charter schools will choose to offer programs like TK that will enrich the quality of their program, there are a number of operational issues that must be addressed at the local level before establishing a new program. Because of charter schools' statutory flexibility and autonomy, it is up to individual schools to determine whether to offer TK to their students."*

Both of our chartering agencies have encouraged the AAE and NSAA to offer Transitional Kindergarten at our schools, but neither has mandated it as part of the charter. As neither school has had available facilities, we have not instituted the program. However, because the Thunderbird campus is now available, the AAE now has the ability to offer TK. NSAA would need to add classrooms, or use existing rooms to offer the program, but depending on enrollment and classroom space it is a strong consideration.

#### **Description of Transitional Kindergarten program:**

The TK program will serve four-year olds whose 5<sup>th</sup> birthday falls after September 2 and before December 2<sup>nd</sup>. It would look very similar to our current kinder classes with one teacher and a part-time aide. Both class size and length of the day are required by the state to be the same as our current kindergarten program. Curriculum would be different than that used in kindergarten, but instructional strategies would be the same. The state does not mandate which curriculum must be used, but recommends it is aligned to the California Preschool Learning Foundations developed by the California Department of Education.

In addition to teachers and part-time aides, the campus would have a receptionist and facilities technician on staff.

A second option is to use an existing portable on the MRC campus, keeping all families, staff and administration on the same campus.

#### **Strengths:**

- The AAE has facilities available for use as TK classrooms.
- A TK program would provide the school with an extra year to educate and acclimatize students to the "Lewis Center" way.
- It will satisfy the AAE Charter requirement, *"As facilities become available, AAE anticipates the development of a transitional kindergarten program."* (p 9 – STUDENTS TO BE SERVED)

- It will assist working families who may need to use daycare or pre-school options so that their children are cared for during the day.
- Provide additional financial resources to the school, based on ADA v expenses.

**Considerations:**

- An initial investment in furniture, technology and curriculum will make the first-year of operation more of a “break even” year.
- Families cannot be forced to enroll in a transitional kindergarten program to ensure enrollment in kindergarten. There is a slight possibility that this could impact classroom numbers, but the size of the waiting list would seem to contraindicate this being a problem.
- There would not be an administrator on campus. The K-5 principal would be responsible for major problems, but would have to travel from the main campus. Using an existing portable at MRC would solve this problem.

**Budget:**

**Year One:**

**Expenses:**

Furniture – \$20,000

IT retrofitting (includes internet access @ \$24,000/year) – \$36,000

Curriculum & materials – \$40,000

Utilities/Xerox - \$30,000

Total: \$126,000

Personnel costs (includes benefits & employer costs):

Receptionist (1) - \$23,573

Facilities Tech (1) - \$51,212

Teachers (2) - \$55,000 x 2 = \$110,000

Total: \$184,785

Year One Expenses Total: \$310,785

**Revenue:**

50 students @ \$8181.40/ADA (at 95% attendance) = \$409,070

Total (revenue – expenses) = \$98,285



**Year Two and beyond:**

**Expenses:**

Property & materials maintenance - \$5000  
IT (internet connectivity) - \$24,000  
Curriculum & materials - \$10,000  
Utilities & Xerox - \$30,000

Total = \$69,000

Personnel costs (estimated 5% increase for STRS/PERS, Step & Class)

Receptionist (1) - \$24,751  
Facilities Tech (1) - \$53,772  
Teachers (2) - \$57,750 x 2 = \$115,500

Total: \$194,023

Year One Expenses Total: \$263,023

**Revenue:**

50 students @ \$8181.40/ADA (at 95% attendance) = \$409,070

Total (revenue - expenses) = \$215,047 (assuming no increase in state ADA)

**Blended Learning Program:**

At the December Foundation Board meeting, Rick Piercy presented an alternative use of the Thunderbird Campus. It involved a K-12 Blended Learning program of up to 650 students operating under the AAE Charter. I have attached a copy of Rick's proposal that was distributed at the Board meeting. Prior to the December Board meeting, Lisa Lamb and I met with Rick and Chris Piercy to discuss the preliminary proposal. A budget was proposed in the meeting with Ms. Lamb and me, but not included in the proposal presented to the Board. As a result, my report does not contain a budgetary analysis.

The Piercy's proposal involves three main components:

1. Independent Study – students would be in attendance on campus 4.5 hours a week, on one of the five weekdays. The classwork would be done independently at home, either through packets or computerized curriculum.
2. Master Teachers – the proposal includes the use of a new LCER classification of teacher, a Master Teacher. Master Teachers would meet with students, but also create curriculum, need specialized skills or certificates, participate in

grant writing and have their lessons video taped for use by the program. My understanding is that Master Teachers would be on a different salary schedule than the rest of the LCER teachers.

3. **Mastery Learning** – this philosophy posits that students proceed at their own pace, moving from level to level as they master skills. For example, a student might be reading at a 4<sup>th</sup> grade level, doing math at a 6<sup>th</sup> grade level, studying a science topic that is found in the 5<sup>th</sup> grade curriculum standards and learning World History that is part of the 6<sup>th</sup> grade curriculum standards. Students change levels when they demonstrate mastery of the curriculum standards at any specific level. Students will not be in an assigned grade level except when mandated by law.

### **Strengths:**

- Provides a venue for families who wish to be the prime educator for their children.
- Serve as a laboratory to study the potential effects of mastery learning. There are only a handful of districts in the country that use this system. Combining mastery learning with a blended learning approach would provide data regarding the validity of both systems.
- The blended learning/independent study program is the program that the AAE used when it was founded. Rick has a wealth of experience in running the program and knows the potential pitfalls.
- Possible revenue enhancement to the AAE. Unknown until a full budget proposal is submitted.

### **Considerations:**

- I have consulted with our charter school attorneys regarding a concern that a student could enroll in the blended learning/independent study program, but “jump” the lottery list and request enrollment in the AAE full-time seat program. I was informed that it would be possible to create a waiver to prevent that from happening, but that depending on our chartering agency (AVUSD) it may require a material revision of our charter to make that happen.
- The Mastery Learning approach of not assigning students to specific grade levels, or studying different subjects at multiple grade levels, leads to problems with the CAASPP (State Testing program). Currently, 4<sup>th</sup> grade students take the 4<sup>th</sup> grade test in Mathematics and English/Language Arts. There are no provisions for a student to take tests at different/multiple grade levels. For this to happen, it would require a waiver from the California State Board of Education. It is impossible to know if they would consider doing this.
- Any test scores would be combined, or folded into, the AAE’s overall score. I am concerned that as the program is hitting its stride, that AAE’s scores would decline, creating a public perception that the school is declining in quality. The other side of the coin is that an increase in scores for students in the program

would improve AAE's scores. However, there is no data to predict which way it might go.

- The budget needs to be fully presented. Items including Special Education, Speech, IT support, HR support, Payroll and all back office increased expenses still need to be accounted for. 650 students increase the AAE enrollment by 1/3. All support services, including administration would need to be increased and accounted for in the budget.
- Will AVUSD agree to the AAE expanding by 650 students? As noted in the preface of this report, "*The use of the TBC facilities will be mutually agreed upon by AVUSD and the AAE.*" (p 28 – FACILITIES)
  - **Update:** I met with Tom Hoegerman, Superintendent of Apple Valley Unified School District last week. He was adamant that AVUSD would not support the AAE adding up to 650 additional students, the majority of whom would come from Apple Valley. The AAE Charter says, "*The use of the TBC facilities will be mutually agreed upon by AVUSD and the AAE.*" (p 28 – FACILITIES)." Adding this program runs the strong risk of significantly disrupting the relationship between our two organizations, as well as jeopardizing the AAE Charter.

In conclusion, both programs have strengths and areas of consideration. Both meet legitimate educational needs. The TK program has been used at almost all districts and many charter schools for the last three years. There is curriculum available and assistance from those who currently run TK programs. The Blended Learning/Independent Study program will need to be developed from scratch. Although the LCER began as an Independent Study program, curriculum, standards and testing have all changed in the past 13 years. There are also issues (testing, college admission requirements, etc.) that would need to be solved prior to starting the program.

Based on my conversations with Mr. Hoegerman, my recommendation is not to approve the Independent Study/Blended Learning program and proceed with either a Transitional Kindergarten program or community use. Mr. Hoegerman and I have been discussing community use of the facility to include after school high school programs, access to the facility by elementary students and the community at large. This would allow HiDAS to expand their program offerings as well as make TBC an educational benefit to the Town of Apple Valley and the High Desert in general.



## ***Lewis Learning Center***

### **Proposed Blended Learning / Lab School Educational Program**

**To be housed at TBC**

Last Thursday, December 10<sup>th</sup> was an anniversary marking the 30<sup>th</sup> year of the journey we have been on since 1985. It wasn't about building an Observatory, starting a Charter School or making money. Have you wondered why over the last 30 years we have been successful? Have you asked why at times we have slowed or stumbled? The answer is really quite simple and is described very clearly in a You Tube video by Simon Sinek entitled, "Start with Why". Simon describes the difference between companies who strive and those who just get along or die. He states all organizations are built around what he calls "The Golden Circle", three rings one within the other. The outside is "What", almost every organization can tell you what it is that they do. The second ring is "How" and some organizations can articulate how they do what they do with out using a phrase like "then the magic happens". But what distinguishes the good from the great is the center cycle, "WHY". Why would a handful of people dedicate five years of their lives to raise the money to build an observatory, why would almost 700 people volunteer, why would people come forward to sit on a Foundation Board and freely give of their time to solve what seem like insurmountable problems. The answer, according to Sinek, "People don't buy what you do, they buy why you do it." For us, our why has always been, "Is it good for kids?". That's the question we always asked and answered when we were successful. The times that have been most trying are those when the desires of adults attempted to change the why into a selfish desire for themselves.

You have before you three proposals for the use of the AAE Thunderbird Campus. For some of you, you are going to think it doesn't concern you. Each proposal will meet the "WHY" criteria. Certainly the STEMS afterschool idea is good for kids, Transitional Kindergarten as well is a wonderful way to prepare students for life long learning, and this proposal is going to provide a segment of our population an enriched environment that will be good for kids. These proposals are not mutually exclusive; in fact we would argue that they would work well in concert. Currently, the Mojave River Campus cannot add more classrooms and increase its student population without a revision to its Specific Plan, so housing the program at TBC makes sense. The Observatory, flight simulator and laboratory classroom will work great for a STEMS program open to students from throughout the Valley, but will generate no revenue to keep the lights on. We believe that the Home School / Independent Study Program provides the ability to provide a much needed support program as well as move the research component that we have always talked about into a much more manageable sized cohorts. It provides a way of developing a new category of "Master Teachers" on a separate pay scale thus rewarding great teachers based on merit. These teachers will videotape their lessons and create a library of subject based lessons that not only Homeschooled / Independent Study students in the Victor Valley will use, but that students moving into High School at NSAA will also be able to use thus allowing the smaller class sizes now moving up to have a supervising teacher on site while taking advantage of Master Teachers until they grow to a significant size.

## **The CSUSB Connection**

Almost two years ago we signed an MOU / Partnership agreement with Cal State San Bernardino, San Bernardino City Schools and the Lewis Center / K-16 Bridge Program. This momentous partnership was the result of years of relationship building that began while the STC was in construction and the relationship we built with Drs. Herb and Bonnie Bronkhurst in the Science Department at CSUSB. It was also the relationship built with Dr. Dale Marsden, whose children were students at the AAE when it first opened as a homeschool / independent study program. Those long term relationships became pivotal as Victor Elementary School District became a partner with Bridge very early on and Dale became Supt. When Dr. Marsden took over San Bernardino City Schools he was the main force in moving K-16 Bridge into all their schools and pulled us along as the Cal State Partnership took shape. Partnerships are non-transferable, they take personal relationships of trust and can be fragile, the MOU is based on the implementation of the K-16 Bridge Program and its efforts to successfully transition students into a Post Secondary pathway. The Partnership is aimed at supporting and promoting innovative solutions to the growing matriculation problems being experienced by both the Community and four-year colleges. This has lead us to explore the possibility of a mutually beneficial relationship with Cal State as it relates to NSAA. This is predicated on us being able to offer a research environment at AAE prior to moving forward with a long-term commitment by Cal State to broaden our relationship. Chris has worked extensively with Cal State staff on this partnership under the MOU and we would be glad to update the Board on the work that has been done leading up to this point and how this all can come together in the future. It is **critical** that we do not run ahead of ourselves in this relationship, a partnership that has taken so long to develop and grow.

## **Proposal Overview**

- K-12
- Year Round Program
- Blended Independent Study
- Mastery Learning, Individualized Educational Program (not credit recovery)
- Mandatory student attendance for one half day per week during school year
- Parent support classes
- Master Teacher – A new position with separate pay scale.
- Enrichment Programs i.e. Music, Art, Dance etc.
- K-16 Bridge will move to TBC and use the Laboratory School at TBC to develop the holistic transitional K-12 college to career system. Development, Programing and Alpha Testing will be done on site taking pressure off of AAE and NSAA.

Best practices may be adopted or tested at AAE, NSAA, Snowline and other Bridge Schools.

- Research will be a strong emphasis of the school with the expansion of our LCER/K-16 Bridge partnership with CSUSB. TBC will become a true Laboratory School with partnerships with 2 and 4-year colleges and universities, as the school matures.
- Strong STEMs and project based focus
- The TBC campus was built for the K-12 Independent Study program that we began with and will take very little reconfiguration. The students will have access to the Observatory, GAVRT, Robotics, Programming, Distance Learning, Flight Simulator, Science Lab, etc.
- "Parent as the Teacher" Education programs will be implemented

## **MASTER TEACHER CERTIFICATE**

### **Criteria**

- Masters Degree or higher in Education or Subject Discipline
- Demonstrated Excellence in Classroom Instruction as determined by letters of recommendations from immediate supervisor, former students and parents.
- Must teach a lesson for a panel of student evaluators.
- Must present self-developed curriculum samples.
- Demonstrate comfort with new technology, think creatively, and be up-to-date on the latest educational research.
- May need specialized skills or certification for some Master Teacher positions.
- Willingness to participate in Grant Writing.
- Starting salary of \$80,000 and would be applicable to both NSAA and AAE teachers.

## **CURRICULUM AND PEDAGOGY**

### **Mastery Learning:**

- Define and map out benchmark skills needed to successfully transition to a post-secondary institution.
- Create an articulated course of study that allows students to move at their own pace based on mastery of each component portion of the continuum. (Learning becomes the constant and time the variable)
- Students will engage in Project Based lessons, both individually and in groups to reinforce their mastery of essential skills through applied learning.
- The program will be measured by utilizing a number of normed testing vehicles, such as, Accuplacer, PSAT, SAT, ACT, SBAC, etc. The testing will be critical to the research and will allow us to know if they are on track for successful post secondary matriculation. This dovetails with the build out of the K-16 Bridge Program.
- Students will be tracked after graduation to determine the long term affects of the program as part of the on-going research.
- The students will not be assigned grade levels except where mandated by law. Our hypothesis is that students will need more time to develop a solid base of knowledge in the early years, but over time, will progress more quickly as they will not have to be retaught material that was not mastered or taught in previous years.
- This is not a credit recovery program, however it is understood that students entering this program may have struggled previously in a traditional setting.
- Students will be tested upon entering the program to both determine a baseline for research as well as determine their predominate learning style.
- The recognition that parents are the primary and most influential teacher in a child's life is fundamental to the program. Helping parents become better teachers is foundational to the school/parent partnership. A variety of resources and educational programs are planned to help parents understand the ways they can be highly effective and engaged in their children's lives.



- In our model, teachers will have very flexible schedules, always intended to support students. They may only be in the classroom a couple days a week, but be available for on-line tutoring, on-line classes, curriculum development professional collaboration, and parent workshops. We will seek to accentuate the gifts and talents of the teaching staff, always aiming to enhance the student experience.

**Description of the educational program:**

The school will operate year round. Teachers will have flexibility to enhance the quality of the educational offerings, ALWAYS with the needs of the students as the criteria. (The school will meet all legal mandates as provided in Ed. Code concerning Blended Independent Study Programs). Teaching and support staff will work collaboratively with other teachers and students to establish both on-site course schedules, on-line tutorial time and office hours to meet with their students and their parents to ensure that the student is making adequate and sustained progress and has the support needed to be successful. Assignments, testing, communications etc. will be tracked and disseminated using K-16 Bridge.

- High School Teachers will be responsible for developing Internships that are career focused for HS students. Allowing teachers to develop personal relationships with businesses and provide excellent opportunities for students to move into summer employment in a field of choice. It also provides a vehicle for both full-time campuses (AAE and NSAA) to build new partnerships with our business collaborators.
- Teachers will mentor and collaborate with parents, including outreach programs to help expectant and new parents in the community, whether or not they intend to enroll their child in the program in the future.

- Create an on-line, subject based library of courses for homeschool families as well as teachers across the nation. Our Master Teachers both at AAE or NSAA, will have their lessons video taped and archived on My Mentor. This allows us to market the program more widely to the estimated 1.7 million homeschool students nationwide, thus developing a new revenue stream. (Students taking advantage of this offering will not be considered students of this program, AAE nor NSAA.)
- Develop fieldtrips and activities aligned to Mastery Units.

**Revenue:**

Projected Revenue Models have demonstrated the viability of the program, as well as increased revenue streams for the LCER in the future. This future growth will increase the probability of successful debt restructuring.

Submitted for your review and questions:

Rick Piercy

## CARRY-OVER PROJECTS

QUESTION: Are there "carry-over" projects from before the transition of leadership that the Board wants to address? If so, they should become Board goals, the work should be delegated to the CEO by placing them in his Goals and Objectives, and monitored by the Board until completion.

For example (for discussion):

1. Expand NSAA to K-12.
2. Move the NSAA campus.
3. Finish the work with Flood Control District and ready the property for a partner facility.
4. Enter into negotiations with CSUSB about placing a High Desert Center on the property.
5. Decide what to do with the vacant school – ex: Blended Independent Study program?
6. Strengthen GAVRT, market and promote it
7. Expand partnership-building efforts.
8. Expand research efforts



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

**A California Nonprofit Public Benefit Corporation**

**ARTICLE I - NAME**

Section 1.0 Name. The name of this corporation shall be the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Corporation").

**ARTICLE II - OFFICES**

Section 2.0 Principal Offices. The principal office of the Corporation is at the Lewis Center for Educational Research, 17500 Mana Road, Apple Valley, CA, 92307.

Section 2.1 Change of Address. The "Board" (as that term is defined in Section 5.0 hereof) hereby is granted full power and authority to change the location of the principal office of the Corporation. Any such change shall be noted by the Secretary in these Bylaws, but shall not be considered an amendment of these Bylaws

Section 2.2 Other Offices. The Board may at any time establish branch or subordinate offices at any place.

**ARTICLE III - PURPOSES**

Section 3.0 Purposes. The specific purposes of the Corporation are: (i) to promote and support the educational needs of the students, teachers and community members; and (ii) to receive and utilize funds acquired through the solicitation of donations, gifts, and bequests for the purposes for which this Corporation is formed. In addition, the Corporation may manage, operate, guide, direct and promote public charter schools. In the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 4.0 **CONSTRUCTION AND DEFINITIONS**. Unless the context states otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the

singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 5.0 **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3). That organization shall be a public education organization serving students in San Bernardino County if it qualifies as a distributee under the provision of this Article.

## **ARTICLE VI- MEMBERS**

Section 6.0 **Members Prohibited.** In accordance with the Articles of Incorporation of the Corporation and with Section 5310 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall have no members within the meaning of Section 5065 of the California Corporations Code ("CCC"). The Board of Directors may, in its discretion, admit individuals to one or more classes of non-voting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

Section 6.1 **Effect of Prohibition.** Pursuant to Section 5310 (b) of the CCC, any action that would otherwise require approval by a majority of all members shall only require the approval of the Board.

Section 6.2 **Other Persons Associated with the Corporation.** The Corporation may refer to persons or entities associated with it as "members," even though those persons or entities are not voting members, but no such reference shall constitute anyone a member within the meaning of Section 5056 of the CCC.

## **ARTICLE VII - DIRECTORS**

Section 7.0 **Foundation Board.** The Foundation Board shall meet at a minimum of a quarterly basis to carry out the overall business oversight of the Corporation. Scheduled meeting dates may be modified or cancelled as determined by the Board. The Foundation Board acts in the oversight capacity of the school board.

Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of

Incorporation or bylaws regarding actions that require approval of the members, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board").

**Section 7.1 Powers.** The Board shall perform such duties as are necessary to carry out the purposes of the Corporation as stated in the Articles of Incorporation, these Bylaws, and applicable laws and shall possess only those powers necessary and required to perform such duties.

**(A) Specific Powers.** The specific powers of the Directors include but are not limited to the following:

(1) Select and remove, at the pleasure of the Board, all officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation and with these bylaws; and fix their compensation.

(2) Select and remove all directors appointed to the school board committee ("School Board Committee") of any and all approved charter schools operating under this Corporation. The appointed directors will form that school's Board and will act in the capacity of a school board for that School. Each School Board Committee will be comprised of 5 members, all of whom shall also be members of the corporate Board of Directors.

(3) Change the principal office or the principal business office in the State from one location to another; conduct business within or without the State; designate any place within or without the State for holding of any members' meeting including any annual meeting.

(4) Adopt, make and use a corporate seal, and alter the form of the seal and the certificate.

(5) Borrow money and incur indebtedness for the stated purposes of the Corporation, and cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore

**Section 7.2 Number And Qualification of Directors.**

(A) The authorized number of persons to be appointed as members ("Directors") of the Board of Directors of this corporation shall be not less than five (5) nor more than seventeen (17) until changed by an amendment to these Bylaws duly adopted in accordance with Article XV hereof. Collectively, the Directors shall be known as the Board of Directors ("Board").

(B) The minimum and maximum numbers of Directors may be changed only by amendment of paragraph (A) of this section.

**Section 7.3 Nomination; Election and Term of Office.**

(A) Any non-interested person may be nominated to be a Director by the method of

nomination authorized by the Board or by any other method authorized by law.

(B) Directors shall be elected by the Board at the annual meeting.

(C) Directors are elected for a term of three (3) years.

(D) A vacancy occurring in the office of Director may be filled by the Board for the balance of the unexpired term and until a successor has been elected and qualified.

(E) Each elected Director shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

(F) The terms to be staggered at the discretion of the Board, and in compliance with CCC, including but not limited to section 5220 (a).

Section 7.4 Interested Person. No persons serving on the Board may be interested persons as defined herein.

(A) An interested person means either: (i) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; or (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

(B) The provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 7.5 Resignation and Removal of Directors.

(A) Except as provided in paragraph (C) of this Section 7.5, any Director may resign effective upon giving written notice to the President, the Chairman of the Board, the Secretary, or the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the effectiveness of such resignation. Unless such resignation specifies otherwise, its acceptance by the Corporation shall not be necessary to make it effective.

(B) The Board may declare vacant the office of a Director for whom a conservator has been appointed by an order of court or convicted of a felony. Any Directors may be removed without cause if such removal is approved by the affirmative vote of a majority of the Directors.

(C) A Director may not resign if no director remains. Except on notice to the CA Attorney General, no director may resign if corporation could be left without a duly elected director or directors.

Section 7.6 Vacancies on Board. A vacancy or vacancies on the Board of Directors shall exist on the occurrence of the following:

(A) The death, resignation, or removal of any Directors;



(B) An increase in the authorized number of directors,

(C) The declaration by resolution of the Board of a vacancy in the office of a Director who has been declared of unsound mind by an order of court, convicted of a felony, or finding by final order or judgement of any court to have breached a duty under Article 3 of Chapter 2 of the CCC or otherwise.

**Section 7.7 Place of Meetings.** Meetings of the Board shall be held at the principal office of the Corporation unless another place is stated in the notice of the meeting. Notwithstanding any other provision in these bylaws, all meetings of the Board shall be held in compliance with the requirements of the Ralph M. Brown Act as set forth in Section 54950 of the California Government Code.

(A) An annual meeting of the Board shall be scheduled each fiscal year. At the annual meetings, Directors and officers shall be elected and any other proper business may be transacted.

(B) Regular meetings of the Board shall be held at such time and place specified by the Board, as provided in a resolution adopted by the Board.

(C) A special meeting of the Board may be called by the President, Chairman of the Board, Vice Chairman, or by a majority of the Directors.

(D) Notice of the time and place of special meetings shall be delivered personally or by telephone to each Director or sent by first-class mail or telegram, charges prepaid, addressed to each Director at his or her address as it is shown upon the records of the Corporation. Notice of meetings shall be in accordance with the Brown Act.

(E) Notwithstanding anything in this section to the contrary, the President or Chairman of the Board may call an emergency meeting of the Board, giving at least one hour notice to the media if such a meeting is, in the opinion of the President or Chairman of the Board, necessary to deal with an unforeseen emergency condition. An "emergency condition," is as defined by the Brown Act.

(F) Directors may participate in a meeting through use of conference telephone or similar communications equipment, so long as Brown Act requirements are met.

(G) A majority of the authorized number of Directors shall constitute a required quorum for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a required quorum is present shall be regarded as the act of the Board, subject to the provision of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

(H) A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the adjourned meeting must be given

in accordance with the Brown Act.

**Section 7.9 Fees And Compensation of Directors.** Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 7.1(A). No Director may serve the Corporation in any other capacity as an officer, agent, employee, or otherwise.

**Section 7.10 Required Vote of Directors.**

(A) Every act or decision done or made by a majority of the Directors present at a meeting duly held at which quorum is present is the act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

(B) Notwithstanding paragraph (A) of this Section 7.10, the appointment or removal of the President requires the affirmative approval of a majority of the authorized number of Directors.

## **ARTICLE VIII - OFFICERS**

**Section 8.0 Officers.** The officers of the Corporation shall be a Chairman of the Board, a Vice Chairman, a Secretary and a Treasurer, and such other officers with such titles and duties as shall be determined and deemed advisable by the Board. The same person may hold any two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as either President or Chairman of the Board (CCC §5213). The Board shall be responsible for hiring and evaluating the President of the Corporation.

(A) The President is the chief executive officer and general manager of the Corporation and, where appropriate, may be designated by the alternate title of "Chief Executive Officer" of the Corporation. The President shall, subject to the control of the Board, have general supervision, direction, and control of the business and affairs of the Corporation and of its officers, employees, and agents, including the right to employ, discharge, and prescribe the duties and compensation of all officers, employees, and agents of the corporation, except where such matters are prescribed in the Bylaws or by the Board. The President is authorized to sign all contracts, notes, conveyances, and other papers, documents, and instruments in writing in the name of the Corporation.

(B) The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board is authorized to sign all contracts, notes, conveyances, and other papers, documents, and instruments in writing in the name of the Corporation.

(C) The Vice Chairman shall, in the absence of the Chairman or the inability or

refusal of the Chairman to act, carry on all duties and powers required by law or conferred by these Bylaws upon the Chairman of the Board.

(D) The Secretary shall keep or cause to be kept the minute book of the Corporation. The Secretary shall sign in the name of the Corporation, either alone or with one or more other officers, all documents authorized or required to be signed by the Secretary. If the Corporation has a corporate seal, the Secretary shall keep the seal at the Corporation's principal office and shall affix the seal to documents as appropriate or desired. The Board may by resolution authorize one or more Assistant Secretaries to perform, under the direction of the Secretary, some or all the duties of the Secretary.

(E) The Treasurer is the Chairperson of the Finance Committee.

Section 8.1 Appointment of Officers. The officers of the Corporation shall be appointed by the Board, and each shall serve at the pleasure of the Board, subject to the right, if any, of an officer under any contract of employment. The officers shall be chosen annually from among the members of the Board.

Section 8.2 Removal of Officers.

(A) Any officer appointed by the Board may be removed from office at any time by the Board, with or without cause or prior notice.

(B) This section was removed as members of the Board may not be an Interested Person as defined in Section 7.4.

Section 8.3 Resignation of Officers. Any officer may resign at any time by giving written notice to the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 8.4 Vacancies in Office. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to such office.

## ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 9.0 CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless allowed under the provisions of Government Code Section 1090.

This Section does not apply to a transaction that is part of an educational or charitable

program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## ARTICLE X INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 10.0 Right of Indemnity. To the fullest extent permitted by law, this Corporation shall indemnify its Directors, officers, employees, and other persons described in Section 5238 of the CCC , including persons formerly occupying any such position, against all expenses, judgements, fines, settlements and other amounts actually and reasonable incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was a person described in that section. "Expenses" as used in this bylaw shall have the same meaning as in Section 5238 of the CCC.

Section 10.1 Approval of Indemnity. On written request to the Board by any person seeking indemnification under Section 5238 (b) or Section 5238 (c) of the California Corporations Code, the Board shall promptly determine under Section 5238 (e) of the California Code whether the applicable standard of conduct set forth in Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

Section 10.2 Advance of Expenses. Expenses incurred in defending any proceeding may be advanced by the Corporation as authorized in Section 5238 of the CCC prior to the final disposition of such proceeding, upon receipt of an undertaking by or on behalf of the Director, officer, or employee to repay such amount unless it shall be determined ultimately that the Director, officer, or employee is entitled to be indemnified.

Section 10.3 Insurance. The Corporation may purchase and maintain insurance on behalf of any Director, officer, or employee of the Corporation against any liability asserted against or incurred by the Director, officer, or employee in such capacity or arising out of the Director's officer's, or employee's status as such, whether or not the Corporation would have the power to indemnify the Director, officer, or employee against such liability under the provisions of Section 5238 of the CCC, except as provided in subdivision (I) of Section 5238 of the CCC.

## ARTICLE XI COMMITTEES

Section 11.0 Committees. Committees not having and exercising the authority of the Board in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. The President or Chairman of the Board shall appoint all members to any committee formed pursuant to this Article VIII of the Bylaws. Committee members may be removed by the person or persons

authorized to appoint such member whenever in his or her judgment such removal serves the best interest of the Corporation. The Board may delegate some of its rights and duties to the committee other than the right to vote on any of the following matters:

- (A) for the election of a director or the filing of a vacancy on the Board for the election of any officer; or
- (B) on the disposition of all or substantially all of the assets of the Corporation; or
- (C) on a merger; or
- (D) on a voluntary dissolution of the Corporation; or
- (E) on amendments to the Corporation's Articles of Incorporation or Bylaws.

Section 11.1 Term of Office. Each member of a committee shall continue as such until the annual meeting of the Board and until his or her successor is appointed, unless (i) the committee sooner shall have been terminated, (ii) such member sooner shall have been removed from such committee, or (iii) such member shall have ceased to be a member of the Corporation.

Section 11.2 Standing Committees. Standing Committees shall be established in the areas of Budget, Personnel and Fundraising. A Committee Chairman of each Standing Committee shall be appointed by the Board. The Committee Chairman shall preside at all meetings of the appointed Committee. Any Committee Chairman appointed by the Board may be removed from office at any time by the Board, with or without cause or prior notice.

## **ARTICLE XII INSPECTION RIGHTS**

Section 12. **DIRECTORS' RIGHT TO INSPECT**. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 12.1 **ACCOUNTING RECORDS AND MINUTES**. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

**Section 12.3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

### **ARTICLE XIII RECORDS AND REPORTS**

**Section 13.0 Minute Book.** The Corporation shall keep or cause to be kept a minute book which shall contain:

(A) The record of all meetings of the Board including date, place, those attending and the proceedings thereof, a copy of the notice of the meeting and when and how given, written waivers of notice of meeting, written consents to holding meeting, written approvals of minutes of meeting, and unanimous written consents to action of the Board without a meeting, and similarly as to meetings of committees of the Board established pursuant to the Bylaws and as to meetings or written consents of the incorporator or incorporators of the Corporation prior to the appointment of the initial Directors.

(B) A copy of the Articles and all amendments thereof and a copy of all certificates filed with the Secretary of State.

(C) A copy of the Bylaws as amended, duly certified by the Secretary.

**Section 13.1 Annual Report.**

(A) The Board shall cause an annual report to be sent to each Director within 180 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail, of the fiscal year:

(1) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.

(2) The principal changes in assets and liabilities, including trust funds.

(3) The revenue or receipts of the Corporation both unrestricted and restricted to particular purposes.

(4) The expenses or disbursements of the Corporation for both general and restricted purposes; and

(5) Any information required under these bylaws.

(B) If the income statements and balance sheets referred to in this section have not

been audited, they shall be accompanied by the report of any independent accountants engaged by the Corporation or the certificate of an authorized officer of the Corporation that such financial statements were prepared without audit from the books and records of the Corporation.

(C) This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors.

**Section 13.2 Report of Transactions And Indemnifications.** As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind within 180 days after the end of the Corporation's fiscal year:

(A) Any covered transaction during the previous fiscal year involving more than fifty thousand dollars (\$50,000), or which was one of a number of covered transactions in which the same "interested person" had a direct or indirect material financial interest, and which transactions in the aggregate involved more than fifty thousand dollars (\$50,000). For this purpose, an "interested person" is either of the following:

(1) Any Director or officer of the Corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or

(2) Any holder of more than ten (10) percent of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(B) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the Corporation, unless that indemnification has already been approved by the Directors under Section 5238 of the CCC.

**Section 13.3 Audit Financial Statements.** The financial books and records of the Corporation shall be audited annually, at the end of the fiscal year, by an independent auditor assigned by the Board, in connection with the rendering of the annual report required by Section 901 of this Article. The Independent Audit Report to be prepared in accordance with GAAS. In addition, the financial books and records of the Corporation shall be audited upon the resignation of the Chief Financial Officer of the Corporation and at any other time as the Board may direct.

## ARTICLE XIV GENERAL PROVISIONS

**Section 14.0 Checks, Drafts, Evidences of Indebtedness, and Deposits.** All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board. All funds of the Corporation shall be deposited in a timely manner to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may direct.

**Section 14.1 Contracts.** The Board, except as otherwise provided in these bylaws, may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

**Section 14.2 Representation of Shares of Other Corporations.** The President, Chairman of the Board, the Vice Chairman, or any other person authorized by resolution of the Board, is authorized to vote on behalf of the Corporation any and all shares of any Corporation or Corporations, foreign or domestic, standing in the name of the Corporation. This authority to such person to vote or represent on behalf of the Corporation any and all shares held by the Corporation in any other Corporation or Corporations may be exercised by any such person in person or by any person authorized to do so by duly executed proxy.

**Section 14.3 Construction and Definitions.** Unless the context requires otherwise, the general provisions, rules of construction and definition in the CCC shall govern the construction of the Bylaws. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

**Section 14.4 Self Dealing.** In the exercise of voting right by Directors, no Director shall vote on any issue, motion or resolution which directly or indirectly inures to his or her benefit or detriment financially. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless otherwise allowed under the provisions of Government Code Section 1090. In the case of a matter to be voted on, which is not a contractual arrangement with a Board member, but a Board member has a financial interest, the non-interested members of the Board may take action as long as the provisions of the Political Reform Act are followed, namely 1) the interested board member discloses the financial interest at the public meeting; 2) the interested board member recuses him or herself from the discussion and action and leaves the room during the discussion; and 3) such disclosure and recusal is reflected in the minutes of the meeting.

**Section 14.5 Gifts and Donations.** The Board may accept on behalf of the Corporation any contributions, gifts, bequests, or devises for the general purpose or for any special purpose of



the Corporation that do not violate the Corporation's Articles of Incorporation.

Section 14.6 Bonding. All employees handling funds shall be properly bonded.

#### **ARTICLE XV AMENDMENTS**

Section 15.0 Amendment of Bylaws. The amendment of Bylaws requires the approval of seventy percent (70%) vote of the Board. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

Section 15.1 Amendment of Articles. The amendment of Articles is provided for by California state law and requires the approval of not less than two-thirds majority of the Board and the filing of a certificate of amendment in the Office of the Secretary of State.


**CERTIFICATE OF SECRETARY**

I, the undersigned, do hereby certify that:

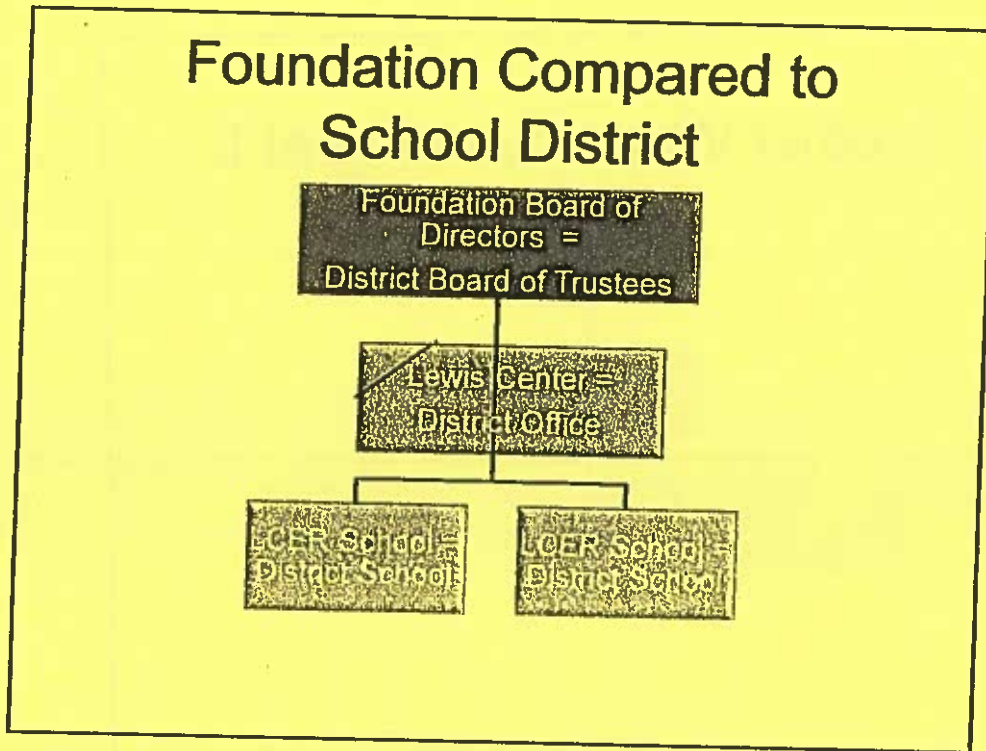
1. I am the duly elected and acting secretary of The High Desert "Partnership In Academic Excellence" Foundation, Inc., a California non profit public benefit corporation ("Corporation"); and

2. that the foregoing Bylaws to which this certificate is attached, comprising 13 pages, constitute the Bylaws of such Corporation as duly approved and adopted by the Board of Directors of this Corporation at a meeting duly held on December 10, 2012.

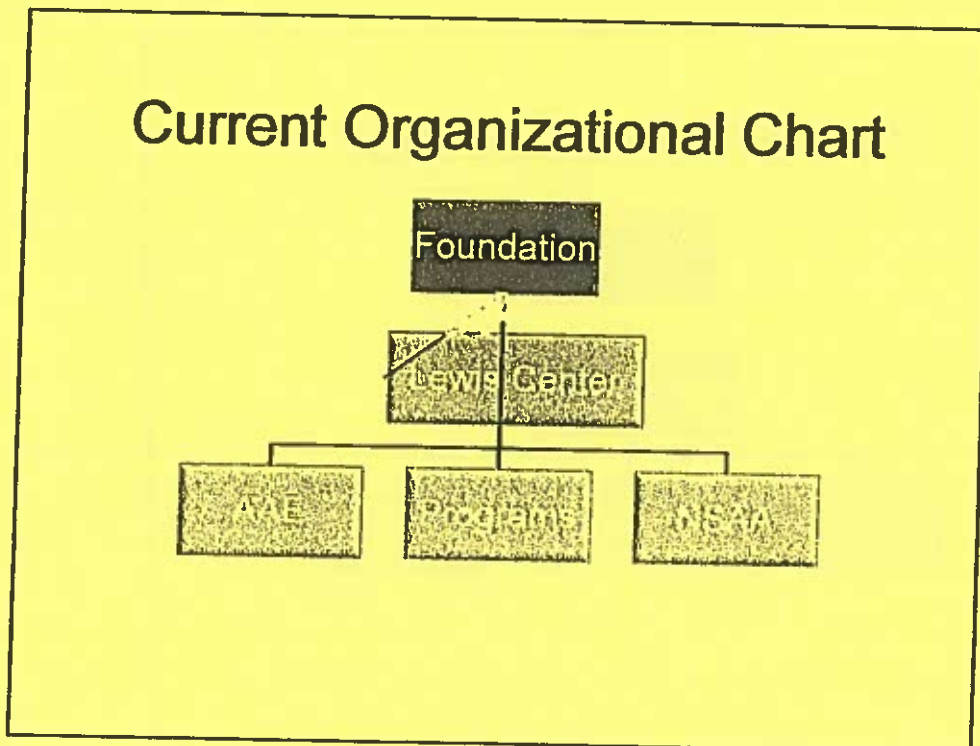
**IN WITNESS WHEREOF**, I have hereunto subscribed my name and affixed the seal of the Corporation this 10th day of December, 2012.

  
Secretary

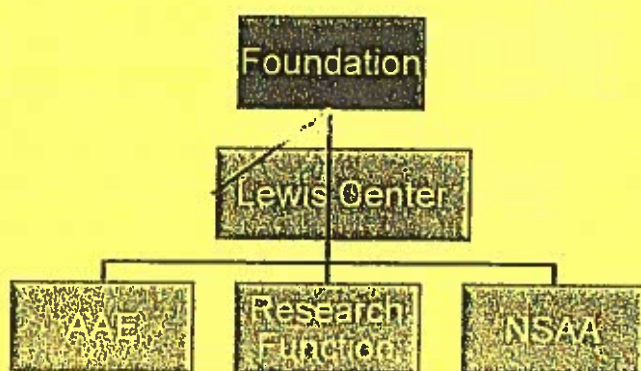
## Foundation Compared to School District



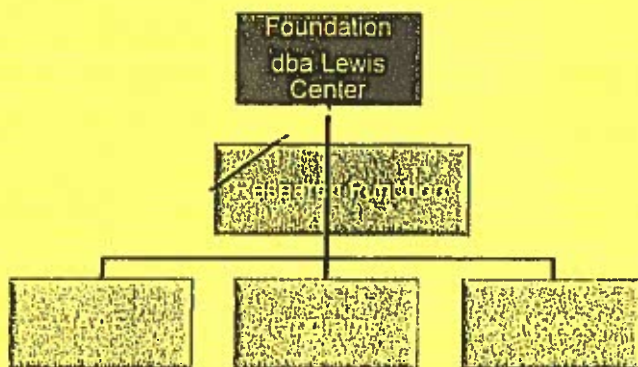
## Current Organizational Chart

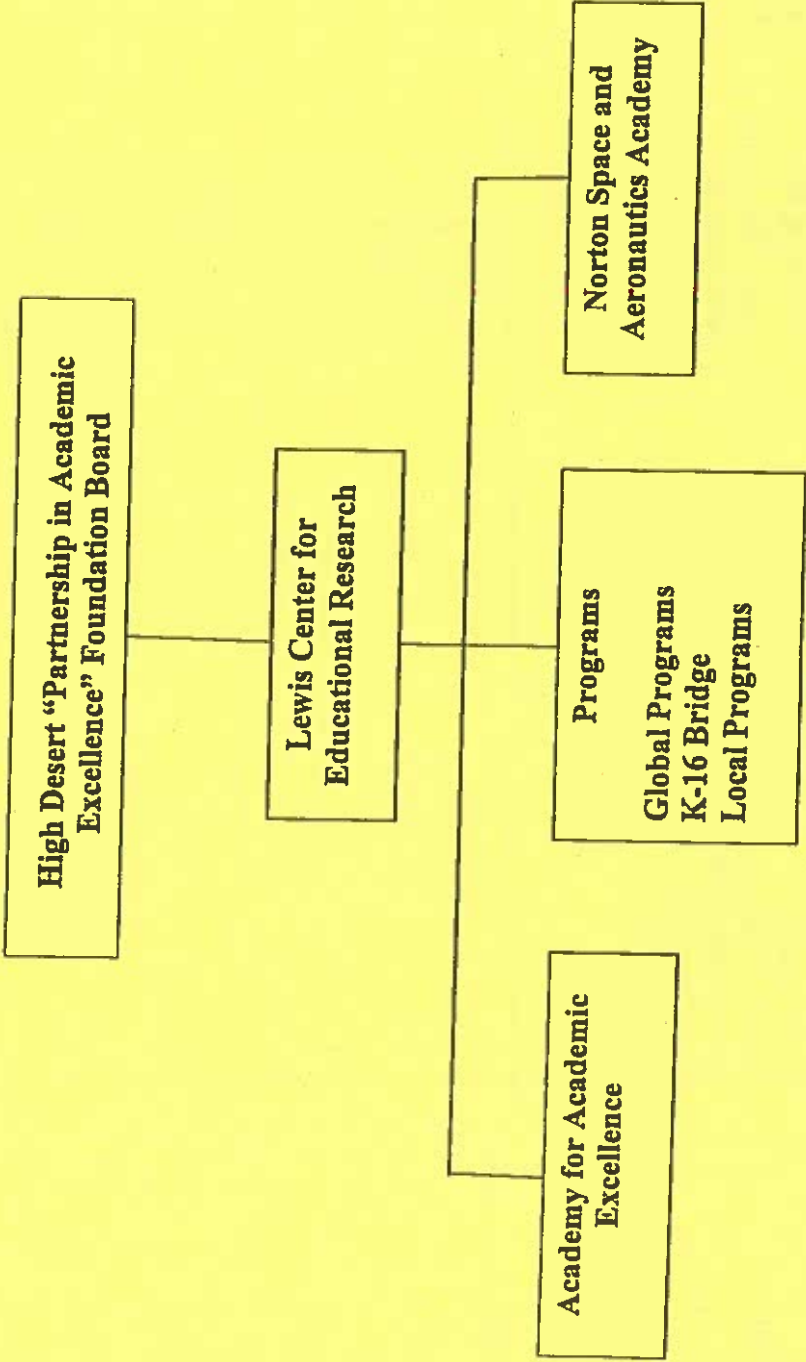


## Another Way of Looking at It



## And Still Another Way





High Desert "Partnership in Academic  
Excellence" Foundation Board  
*All Board Members are part of this Board*

**Academy for Academic  
Excellence School Board  
Committee**

David Bains  
Robert Lovingood  
Jose Palafox  
Kevin Porter (*chair*)  
Russell Stringham  
Rick Wolf

**Norton Space and  
Aeronautics Academy  
School Board  
Committee**

Duberly Beck  
Andrew Jaramillo  
Scott Johnson (*chair*)  
Tom Rosenbaum  
Marcia Vargas

**Budget/Audit  
Committee**

Buck Goodspeed  
Andy Jaramillo  
Jose Palafox  
Kevin Porter  
Russell Stringham  
(*chair*)

**Personnel  
Committee**

Duberly Beck  
Regina Bell (*chair*)  
Scott Johnson  
Kirt Mahlum  
Jose Palafox

**Fundraising  
Committee**

David Bains  
Regina Bell  
Bud Biggs  
Andy Jaramillo  
Jose Palafox  
Donna Siegel (*chair*)



## DISCUSSION OF ORGANIZATIONAL STRUCTURE

### Areas of Confusion or Concern that I've Noted:

1. The Foundation Board is separate from the School Boards (which are really committees of the Foundation Board)
  - Foundation business is NOT conducted at School Board meetings – agendas are completely separate – no Foundation budget reports, no discussions of salaries, no decisions about large projects that would require Foundation Board approval, no decisions about anything that would affect both schools, etc.
  - School Board Committee business is related only to the school the committee serves
  - When School Board members are at School Board meetings, they are there to discuss only school topics that are on the agenda for that meeting
  - School Board Committee staff support personnel are not staff support to any other Foundation committees (they are school employees)
  - School Board business is reported/ratified at Foundation Board meetings (since they are committees of the Board)
  - Meetings of the Foundation Board *and its committees* are, by law, public meetings and must be posted in advance.
  
2. The Foundation has not been following “Best Practices” for not-for-profits in that it has a “self-perpetuating” board. In other words: (1) there are no term limits for Directors (usually two 3-year terms with at least 1-2 years off the Board before eligible to return); (2) there is no nominating committee or process for recruiting new Directors; and (3) the officers never change. While there’s no law or IRS regulation against it, the IRS doesn’t look too kindly on self-perpetuating boards. Think of it as a “red flag.” This should be reviewed during the bylaws revision process.
  
3. The Lewis Center is not an entity separate from the Foundation.
  - The Foundation and the Lewis Center are one and the same.
  - The Lewis Center is the name of the “business” of the Foundation

- The Foundation “does business as” the Lewis Center (hence, the dba designation)
  - The “Partnership in Academic Excellence” Foundation (“Partnership Foundation”) is like the name of a school district.
  - The Lewis Center is like the name of the District Office which operates two schools: AAE and NSAA.
4. The Partnership Foundation is a 501c3, not-for-profit corporation.
- The Fundraising Committee could be pulled out from the Foundation Board and could become a second entity designed for fund development in a broader sense.
  - The Fundraising Committee could be another dba of the Partnership Foundation and be called the Lewis Center Foundation.
  - The Lewis Center Foundation could utilize the Partnership’s 501c3 designation for charitable gifts. (Other organizations have done this: St. Mary Medical Center is a nonprofit; St. Mary Foundation utilizes SMMC’s 503c designation.)
  - As the Lewis Center Foundation grows, it would eventually need an Executive Director and small staff.



## INSTRUCTIONS FOR VALUES AND MISSION EXERCISES

**VALUES EXERCISE:** Individually, prepare your list of no more than eight values. Then, gather in small groups. When in small groups, each member shares his/her list of values. Make a list of all values mentioned, and note how many times each duplicate is mentioned. If there are a few (or several) that are mentioned several times, see if there is consensus among all members that those should be LCER values. Start a collective group list. Then, look at the rest of the values. Are there others where there is agreement that they should be on the group list? Finalize a group list and place on the flip chart paper. Report out to the other groups.

**MISSION EXERCISE:** Individually, complete the Mission Development Worksheet (pink). At the bottom of the worksheet, draft a mission statement that you believe is appropriate for the Lewis Center. Then, gather in small groups. When in small groups, each member shares his/her mission statement. Before going any further, assure that there is agreement on purpose. Then, is there one statement that everyone in the group loves? Or does the group like parts of different statements? Work together to craft a mission statement that reflects the group's sentiments. Place on flip chart paper and report out to the other groups.

## GROUPINGS FOR EXERCISES

### VALUES EXERCISE

#### Group 1

Stacy  
Marcia  
Bud  
Donna  
Gordon

#### Group 2

Robert  
Tom  
Buck  
Lisa

#### Group 3

Duberly  
Kirt  
Lupita  
Paul  
Teresa

#### Group 4

Kevin  
Regina  
Jim S.  
Darren  
Rick W.

#### Group 5

Russ  
Andy  
Ryan  
Scott

### MISSION EXERCISE

#### Group 1

Andy  
Buck  
Stacy  
Kevin  
~~Rick~~

#### Group 2

~~Robert~~  
Duberly  
Russ  
Jim S.  
Stacy

#### Group 3

~~Scott~~  
Kirt  
Gordon  
Darren  
Lisa

#### Group 4

Donna  
Marcia  
Lupita  
Teresa  
~~Regina~~

#### Group 5

Tom  
Bud  
Ryan  
Paul

## **EXAMPLES OF CORE VALUES**

**(Taken from actual Strategic Plans)**

### **Sample #1**

Our values on how we conduct ourselves:

- **Mutual respect** – to treat one another with respect, dignity, trust and fairness, appreciating the diversity of our community, students and work force, in a collegial and cooperative manner
- **Integrity** – to say what we mean, to deliver what we promise, and to fulfill our commitments
- **Accountability** – to assume responsibility for our future as stated in our mission, vision and goals

### **Sample #**

- **Equity** – promoting and enhancing equal success for all groups of students regardless of their backgrounds or cultures
- **Diversity** – a sincere respect for differences among perspectives, ideas, peoples and cultures
- **Integrity** – the responsibility to model the rigorous pursuit of truth
- **Responsiveness** – effectively responding to the needs of our students and our community
- **Communication** - exchanging ideas and information freely, with candor, honest, and respect

### **Sample #3**

- **Civility** – We value kindness and respect in all our interactions.
- **Excellence** – We value the commitment to quality and continuous improvement.

- **Positive Environment** – We value an environment that is welcoming, pleasing, and safe.
- **Tradition and Change** – We value tradition and change as each enriches our community.
- **Community** – We believe we have an obligation to meet the needs of the larger community in which we reside; therefore, we must reach out and make connections with other agencies and community leaders in order to identify and understand those needs.

#### Sample #4

Our organization is committed to:

- **Excellence** – quality and high standards in our schools and programs, supported by professional growth for our employees
- **Integrity** – an ethical standard that emphasizes honesty, fairness, accountability, and trust
- **Collegiality** – an environment that emphasizes teamwork, collaboration, communication, courtesy and respect in the workplace and with the surrounding community
- **Inclusiveness** – a community that embraces diverse individuals, provides an accessible and supportive climate, and encourages a variety of perspectives and opinions

## CORE VALUES EXERCISE

The collective set of values of the senior leaders in an organization are a reflection of the principles and standards that guide the actions which take place in that organization. Together, values and actions meld together to form your organization's corporate culture. Values, consciously and subconsciously, filter all corporate decisions which, in turn, set the course and establish the quality of the environment of the organization.

With this in mind, use this list of over 150 values words to help identify the terms that best resonate and describe the environment you want for this organization. You may add your own words if you don't find the ones that mean a lot to you. Select 7 or 8 words that you think have the most meaning for this organization and the way you want it to operate.

MY SELECTIONS
achievement
consciousness
dependability
effectiveness
excellence
integrity
service
trust

Board

Vision  
Align  
Regina

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Acceptance</li> <li><input type="checkbox"/> Accomplishment</li> <li><input checked="" type="checkbox"/> Achievement</li> <li><input type="checkbox"/> Acquisition</li> <li><input type="checkbox"/> Adventure</li> <li><input type="checkbox"/> Alignment</li> <li><input type="checkbox"/> Altruism</li> <li><input type="checkbox"/> Amusement</li> <li><input type="checkbox"/> Assistance</li> <li><input type="checkbox"/> Attractiveness</li> <li><input type="checkbox"/> Authenticity</li> <li><input type="checkbox"/> Awareness</li> <li><input type="checkbox"/> Beauty</li> <li><input type="checkbox"/> Being</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Bliss</li> <li><input type="checkbox"/> Calm</li> <li><input type="checkbox"/> Charity</li> <li><input type="checkbox"/> Coach</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Compassion</li> <li><input type="checkbox"/> Comprehending</li> <li><input type="checkbox"/> Connection</li> <li><input checked="" type="checkbox"/> Consciousness</li> <li><input type="checkbox"/> Consideration</li> <li><input type="checkbox"/> Constancy</li> <li><input type="checkbox"/> Contentment</li> <li><input type="checkbox"/> Contribution</li> <li><input type="checkbox"/> Cooperation</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Create</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Danger</li> <li><input type="checkbox"/> Dare</li> <li><input type="checkbox"/> Delight</li> <li><input checked="" type="checkbox"/> Dependability</li> <li><input type="checkbox"/> Detection</li> <li><input type="checkbox"/> Dignity</li> <li><input type="checkbox"/> Direct</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Discrimination</li> <li><input type="checkbox"/> Distinguish</li> <li><input type="checkbox"/> Diversity</li> </ul> |
|--|---|---|

- ~~Economic Security~~
- Education
- Effectiveness
- Elegance
- Emotional Well-being
- Empathy
- Encourage
- Encouragement
- Energy
- Enlightenment
- Entertainment
- Environment
- Equality
- ~~Ethics/Ethical~~
- Excellence
- Experience
- Experiment
- Expertise
- Explain
- Exquisiteness
- Facilitation
- Fairness
- Faith
- Fame
- Family
- Feeling good
- Fitness
- Freedom
- Friendship
- Fun
- Generosity
- Grace
- Gratitude
- Guidance
- Happiness
- Harmony
- Health
- ~~Honesty~~
- Honor
- Hope
- Humility
- Imagination
- Improvement

- Independence
- Influence
- Information
- Inner peace
- Innovation
- Inspiration
- Instruction
- Integrity
- Intelligence
- Inventiveness
- Joy
- Justice
- Kindness
- Knowledge
- Laughter
- Leadership
- Learning
- Love
- Loyalty
- Magnificence
- Mastery
- Merriment
- Nobility
- Nurturance
- Observation
- Order
- Organization
- Originality
- Peace
- Peacefulness
- Perception
- Personal Development
- Play
- Pleasure
- Positive attitude
- Power
- Preparation
- Presence
- Proficiency
- Provider
- Quest
- Radiance
- Recognition
- Relatedness

- Relationships
- Relaxation
- Reliability
- Religious/Religion
- Resourcefulness
- Respect
- Responsibility
- Responsiveness
- Risk
- Safety
- Schooling
- Self-awareness
- Self-worth
- Sensations
- Sensuality
- Serenity
- Service
- Simplicity
- Spirituality
- Stability
- Stimulation
- Strength
- Strengthen
- Success
- Superiority
- Support
- Teaching
- Tenderness
- Touch
- Tranquility
- Trust
- Truth
- Truthfulness
- Understanding
- Victory
- Vision
- Wealth
- Wholeness
- Winning
- Wisdom
- \_\_\_\_\_
- \_\_\_\_\_

# Value Words List

- Abundance
- Acceptance
- Accessibility
- Accomplishment
- Accord
- Accuracy
- Achievement
- Acknowledgement
- Activeness
- Adaptability
- Adequacy
- Adoration
- Adroitness
- Adventure
- Advisability
- Affection
- Affluence
- Aggressiveness
- Agility
- Agreeableness
- Agreement
- Alertness
- Altruism
- Ambition
- Amusement
- Anticipation
- Application
- Appreciation
- Approachability
- Appropriateness
- Articulacy
- Assertiveness
- Assurance
- Attentiveness
- Attractiveness
- Audacity
- Availability
- Awareness
- Awe
- Balance
- Beauty
- Being the best
- Belonging
- Benevolence
- Bliss
- Boldness
- Bravery
- Brightness
- Brilliance
- Buoyancy
- Calmness
- Camaraderie
- Candor
- Capability
- Care
- Carefulness
- Celebrity
- Certainty
- Challenge
- Charity
- Charm
- Chastity
- Cheerfulness
- Clarity
- Cleanliness
- Clear-mindedness
- Closeness
- Comfort
- Commitment
- Compassion
- Completion
- Compliance
- Composure
- Concentration
- Concern
- Confidence
- Conformity
- Congruency
- Connectedness
- Consciousness
- Consideration
- Consistency
- Constancy
- Contentment
- Continuity
- Contribution
- Control
- Conviction
- Conviviality
- Coolness
- Cooperation
- Cordiality
- Correctness
- Courage
- Courtesy
- Craftiness
- Creativity
- Credibility
- Cunning
- Curiosity
- Daring
- Decisiveness
- Decorum
- Deference
- Delight
- Dependability
- Depth
- Desire
- Detachment
- Determination
- Development
- Devotion
- Devoutness
- Dexterity
- Dignity
- Diligence
- Direction
- Directness
- Discipline
- Discovery
- Discretion
- Discrimination
- Diversity
- Dominance
- Dreaming
- Drive
- Duty
- Dynamism
- Eagerness
- Ease
- Economy
- Ecstasy
- Education
- Effectiveness
- Efficiency
- Elation
- Elegance
- Empathy
- Enchantment
- Encouragement
- Endurance

- Energy
- Enjoyment
- Entertainment
- Enthusiasm
- Exaltation
- Excellence
- Excitement
- Exhilaration
- Expectancy
- Expediency
- Experience
- Expertise
- Exploration
- Expressiveness
- Extravagance
- Extroversion
- Exuberance
- Fairness
- Faith
- Faithfulness
- Fame
- Family
- Fascination
- Fashion
- Favor
- Fearlessness
- Felicity
- Ferocity
- Fidelity
- Fierceness
- Financial independence
- Firmness
- Fitness
- Flexibility
- Flow
- Fluency
- Focus
- Fortitude
- Frankness
- Freedom
- Freshness
- Friendliness
- Frugality
- Fun
- Gallantry
- Generosity
- Gentility
- Giving

- Glory
- Good
- Goodness
- Grace
- Gratitude
- Gregariousness
- Growth
- Guidance
- Happiness
- Harmony
- Health
- Heart
- Helpfulness
- Heroism
- Holiness
- Honesty
- Honor
- Hopefulness
- Hospitality
- Humility
- Humor
- Imagination
- Impact
- Impartiality
- Independence
- Industry
- Ingenuity
- Inquisitiveness
- Insightfulness
- Inspiration
- Integrity
- Intelligence
- Intensity
- Interest
- Intimacy
- Intrepidity
- Introversion
- Intuition
- Intuitiveness
- Inventiveness
- Investing
- Involvement
- Joy
- Judiciousness
- Justice
- Keeness
- Kindness
- Knowledge

- Leadership
- Learning
- Liberation
- Liberty
- Liveliness
- Logic
- Longevity
- Love
- Loyalty
- Luck
- Majesty
- Making a difference
- Mastery
- Maturity
- Mellowness
- Meticulousness
- Mindfulness
- Modesty
- Motivation
- Mysteriousness
- Naturalness
- Neatness
- Nerve
- Nobility
- Obedience
- Open-mindedness
- Openness
- Optimism
- Order
- Organization
- Originality
- Outlandishness
- Outrageousness
- Passion
- Peace
- Perceptiveness
- Perfection
- Perkiness
- Perseverance
- Persistence
- Persuasiveness
- Philanthropy
- Piety
- Playfulness
- Pleasantness
- Pleasure
- Poise
- Polish



- Popularity
- Potency
- Power
- Practicality
- Pragmatism
- Precision
- Preparedness
- Presence
- Privacy
- Proactivity
- Productiveness
- Professionalism
- Propriety
- Prosperity
- Prudence
- Punctuality
- Purity
- Quickness
- Quietness
- Readiness
- Realism
- Reason
- Reasonableness
- Recognition
- Recreation
- Refinement
- Reflection
- Regard
- Regularity
- Relaxation
- Reliability
- Religiousness
- Resilience
- Resistance
- Resolution
- Resolve
- Resourcefulness
- Respect
- Responsiveness
- Rest
- Restraint
- Reverence
- Rightness
- Rigor
- Sacredness
- Sacrifice
- Sagacity
- Saintliness

- Sanguinity
- Satisfaction
- Security
- Self-control
- Selflessness
- Self-reliance
- Self-sufficiency
- Sensitivity
- Sensuality
- Serenity
- Service
- Sexuality
- Sharing
- Shrewdness
- Significance
- Silence
- Silliness
- Simplicity
- Sincerity
- Skillfulness
- Solidarity
- Solitude
- Soundness
- Speed
- Spirit
- Spirituality
- Spontaneity
- Stability
- Stealth
- Stillness
- Strength
- Structure
- Success
- Sufficiency
- Suitability
- Superiority
- Support
- Supremacy
- Surprise
- Sympathy
- Synergy
- Teamwork
- Temperance
- Thankfulness
- Thoroughness
- Thoughtfulness
- Thrift
- Tidiness

- Timeliness
- Tolerance
- Traditionalism
- Tranquility
- Transcendence
- Trust
- Trustworthiness
- Truth
- Understanding
- Unflappability
- Uniformity
- Uniqueness
- Unity
- Usefulness
- Utility
- Valor
- Variety
- Victory
- Vigor
- Virtue
- Vision
- Vitality
- Vivacity
- Warmth
- Watchfulness
- Wealth
- Willfulness
- Willingness
- Winning
- Wisdom
- Wittiness
- Wonder
- Youthfulness
- Zeal

The following are examples of values: ambition, competency, individuality, equality, integrity, service, responsibility, accuracy, respect, dedication, diversity, improvement, enjoyment/fun, loyalty, credibility, honesty, innovativeness, teamwork, excellence, accountability, empowerment, quality, efficiency, dignity, collaboration, stewardship, empathy, accomplishment, courage, wisdom, independence, security, challenge, influence, learning, compassion, friendliness, discipline/order, generosity, persistence, optimism, dependability, flexibility.

## A GUIDE TO DEVELOPING VISION STATEMENTS

A vision statement is a description of the accomplishments for which the organization will become known.

It provides a vivid and futuristic description of the organization as it achieves its full potential; it describes the desired future state of the organization—what the organization should be like ten years into the future.

known for

It is:

- A dream
- A desired, ideal state
- A “stretch” from the status quo

The statement is not true for today but it reflects what the organization would like to become.

While usually one or two short paragraphs in length, the length of the vision statement is less important than the content. What the statement says should have a positive effect on people’s enthusiasm and performance.

Example:

### ABC College

Students are the only reason for the existence of ABC College, and our institution will be known 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.

“Working Together for Student Success”

The UCC is a  
great educational institution

producing students that ~~are~~ <sup>are</sup>

successful <sup>adults</sup> in today's global society -  
contributing

Our grads ~~they~~ have gone on to become  
doctors, astronauts, <sup>and</sup> lawyers

as well as teachers, child care providers

and ~~they~~ entered the

military, workforce,

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

## MISSION

- ▶ 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) \_\_\_\_\_."

## MISSION STATEMENT

- ▶ The mission of The Lewis Center for Educational Research is to determine and share best practices in K-12 education by conducting research activities and operating two laboratory schools that serve as incubators of new and innovative ideas.

WHAT IS THE MISSION OF THE FOUNDATION? IS IT THIS ONE.....

- ▶ The mission of the Lewis Center for Educational Research and its schools is to meet the educational needs of our students by researching and determining successful, innovative practices and incorporating them into our classrooms.

OR IS IT THIS ONE?  
THESE TWO MISSIONS ARE VERY DIFFERENT.

- ▶ The emphasis in the first mission is to *conduct research* and pilot new methods in our lab schools.
- ▶ The emphasis in the second mission is to *meet the educational needs of our students*, implementing in our schools those practices our research has deemed to be successful.

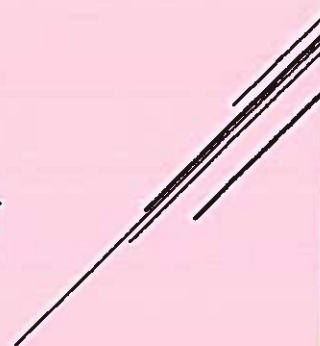
WHERE IS THE FOCUS?

▶ The Lewis Center for Educational Research is an organization dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

▶ What's the *purpose*?

▶ What's the *function*?

DOES YOUR MISSION STATEMENT MEET  
THE TEST?





## MISSION DEVELOPMENT WORKSHEET

1. Whom do you serve, or want to serve?

<sup>our</sup>  
TK-12 students  
AAE + NSAA

2. How is your organization different from similar organizations?

programs  
partnerships  
methods - not necessarily

Small school / culture  
inclusive

3. What is the purpose of the organization (in as few words as possible).

<sup>first</sup>  
educate students

4. How do you accomplish the purpose (in as few words as possible – don't list everything you do!)

best educational methods

5. Now, take the answers above and put them in the following format:

"The purpose of (name of organization) is to meet the educational needs  
of our students (AAE + NSAA)  
by (or through) best instruction possible.

## **MISSION REVIEW WORKSHEET**

**Compare your organization's mission statement to the accepted standards for mission statements.**

- 1. Is it short and concise (usually one sentence)?**
- 2. Does it tell whom you serve? State whom you serve in the space below.**
- 3. Does it tell how you are unique? State how your organization is unique in the space below.**
- 4. Does it clearly state the purpose of the organization (the "what")? State the "purpose" in the space below.**
- 5. Does it clearly state the function of the organization (the "how")? State the "function" in the space below.**

## SAMPLE MISSION STATEMENTS

***Always put the primary purpose of the organization first; then follow with the "how."***

***Example:***

**"The foundation's primary focus is operating a research organization that has two laboratory schools to act as the incubator of new and innovative ideas and to expose ideas that don't work." (Rick's 6-month status report, Dec '14)**

***Better:***

**"The foundation's primary mission is to operate a research organization by operating two laboratory schools that act as the incubators of new and innovative ideas and exposing ideas that don't work."**

***Example:***

**"The LCER is an organization dedicated to offering high quality, innovative, data-driven educational programs that support students to exceed expectations." (Rick's memo with the Foundational Pillars)**

***Better:***

***"LCER is dedicated to supporting students to exceed expectations by offering high quality, innovative, data-driven educational programs."***

***Example:***

**"The LCER is dedicated to data-driven, innovative and research-based practices as the means of meeting the needs of its students " (Pillar IV)**

***Better:***

***"LCER is dedicated to meeting the needs of its students by engaging in data-driven, innovative and research-based practices***

**LEWIS CENTER FOR EDUCATIONAL RESEARCH**  
**Board-Approved Mission Statements Through the Years**

Approved September 5, 2002

The Lewis Center for Educational Research, in partnership with public and private institutions, will research, develop and disseminate innovative educational practices based on fundamental questions surrounding effective educational reform.

Approved February 2003

Administer the research, development and delivery of educational programs based on student success through partnerships.

Reapproved December 2008

Administer the research, development and delivery of educational programs based on student success through partnerships.

Approved March 10, 2014

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

Approved March 9, 2015

The Lewis Center for Educational Research is an organization dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

## WHAT IS A LABORATORY SCHOOL?

A laboratory school is one that goes beyond the scope of traditional public and private schools. Most often, a lab school is affiliated with or collaborates with a college or university in order to conduct educational research and engage in teacher training, curriculum development, professional development and educational experimentation.

Many lab schools follow a model of experiential education wherein the students receive direct and/or "hands on" experience in the subject being taught.

Lab schools require their teachers to engage professionally and to incorporate research efforts in their classrooms. To that end, lab schools often employ teachers who have achieved the level of Master Teacher through advanced education and experience, and who are interested in participating in research and a clinical approach to improving academic success.

LCER operates two lab schools, intentionally designed to compare two different demographics and determine what educational practices and methodologies work best for each. Current research activities include the review and analysis of the success of the K-16 Bridge Program as a participant in the California Pathway Trust Grant administered by Victor Valley College, a longitudinal study of the success of our lab school graduates, the testing of the GAVRT program, and the testing and implementation of methodologies in mathematical studies.

## STATEMENTS IN CHARTERS re: LAB SCHOOLS

The AAE is a member of the National Association of Laboratory Schools (—NALSIS), and is the educational research laboratory for the LCER to include its university partners. Parents of students in the school will be given information on studies to be carried out at the AAE and must sign a Certification of Acknowledgement of Research Involving Human Subjects form to allow their child to participate in academic research.

- Providing access to state of the art technology through partners such as: Apple Computers, National Aeronautics and Space Administration (—NASA)/Jet Propulsion Laboratory (—JPL), Mojave Water Agency (—MWA), and the Department of Defense Education Activity (—DoDEA)
- Research-based designed strategies that provide students with opportunities to implement projects using advanced technologies, such as:
  - Goldstone-Apple Valley Radio Telescope (—GAVRTI)
  - Apple One to One Laptop Program ○ Video Studio ○

### Technology courses

In addition, students participate in internships in the local community, mentoring programs and volunteer activities. AAE works closely with Victor Valley College (—VVC) through the K16 Bridge Program. Students are provided the opportunity to concurrently enroll in VVC

The NSAA is the second laboratory school campus under the Lewis Center for Educational Research (—LCER). Working in conjunction with the UCR, NSAA acts as a clinical site for the evaluation of —best practices and a site for the development of new and innovative, scientifically tested pedagogy. Our work to date at the AAE has revolved around experiential learning including the GAVRT program with NASA/JPL and UCR. At NSAA, we have additionally participated in research studies conducted by UCR, Fielding University, and the UC Cooperative Extension.

- The County of San Bernardino, Superintendent of Schools Office is a leader in providing professional development opportunities and education for post-service training for teachers and administrators throughout the County, and is recognized statewide for its leadership. As a Laboratory School, our first campus, the Academy for Academic Excellence, partners with the Desert Mountain SELPA as a clinical site for developing and testing new and innovative educational programs. The Norton Space and Aeronautics Academy is our second Laboratory School in conjunction with our partners at the University of California, Riverside (UCR). By creating a laboratory school with a broad and diverse student population, the school becomes an excellent clinical and professional training site for eastern San Bernardino County School Districts. Meeting the challenges of a diverse, economically disadvantaged, EL population that the SBCSS service area provides will continue to add new knowledge to how UCR offer academic success to these children.

## WHAT IS A RESEARCH CENTER?

The simple definition is, of course, “a center where research is conducted.”

Taking it a step further, the purpose of a research center is to increase the bank of knowledge available about a specific function – such as education and educational practices – as well as broaden the possibilities of how to utilize that knowledge to best advantage. The function of a research center is to gather together and analyze currently available data, test theories inspired by that analysis, and then report on the outcomes and make the information available to those who are interested in the subject.

If the Lewis Center wants to be a center for research, it is not necessary for LCER employees to be the ones conducting the research. Professors and graduate students from universities could conduct their research in either of the two schools.

By allowing universities to place student teachers in the schools and to utilize the schools for research, would qualify the schools to be considered “lab schools.”

Using the “mission statement” model, a research center’s mission might be:

***(PURPOSE) “To increase the bank of knowledge about educational practices (FUNCTION) by partnering with universities to conduct their research in our schools and share the knowledge gained with other educational entities that will benefit.”***

Taking that example further and making it more LCER-centered, the mission statement *might* read:

***“To operate exceptional lab schools wherein partner universities conduct research to increase the bank of knowledge about educational practices and share the knowledge gained with other educational entities that will benefit”***

**SO, THE QUESTION IS: DO YOU WANT LCER TO BE A RESEARCH CENTER?**

