

**NORTON SCIENCE AND LANGUAGE ACADEMY
RENEWAL CHARTER PETITION**

FOR THE TERM JULY 1, 2017 – JUNE 30, 2024

**SUBMITTED TO THE
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS**

OCTOBER 21, 2016

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AFFIRMATIONS & DECLARATION

The Norton Space and Aeronautics Academy (“NSAA”), which will henceforth be known as the Norton Science and Language Academy (“NSLA” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
2. The High Desert “Partnership in Academic Excellence” Foundation, Inc. declares it shall be deemed the exclusive public school employer of the employees of Norton Science and Language Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
3. The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
4. The Charter School will not charge tuition. [Ref. Education Code Section 47605.6 (e)(1)]
5. The Charter School shall admit all students who wish to attend Norton Science and Language Academy, and who submit a timely application, unless NSLA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
6. The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
7. The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
9. The Charter School will ensure that teachers in NSLA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. Education Code Section 47605.6(1)]

10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves NSLA without graduation or completing the school for any reason, NSLA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall comply with the Brown Act.
14. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
15. The Charter School shall on a regular basis consult with its parents and teachers regarding NSLA's education programs. [Ref. California Education Code Section 47605.6(d)]
16. The Charter School shall comply with any applicable jurisdictional limitations to location of its facilities. [Ref. California Education Code Section 47605.1]
17. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
18. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
19. The Charter School shall comply with the Political Reform Act.
20. The Charter School shall comply with the Public Records Act.
21. The Charter School shall comply with the Family Educational Rights and Privacy Act.
22. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



October 21, 2016

CHARTER SCHOOL COMPLIANCE WITH NEW LEGAL REQUIREMENTS

Governing Law: *“Renewals ... are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(a)(2).)*

Governing Law *“... [A] reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.” (5 CCR 11966.4(a)(2).)*

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	Education Code Section 313.1 contains new definitions for “long-term English learner” and “English learner at risk of becoming a long-term English learner.”	Charter School will utilize these definitions in internal procedures regarding English Learners.
January 1, 2016	SB 445 Education Code Section 48852.7 requires various services for homeless and foster children.	Charter School will comply with this requirement through internal policies and procedures.
January 1, 2016	SB 416 Education Code Section 41422: charter schools that operate for fewer than 175 days must prove to the superintendent that the reason for falling short is fire, flood, earthquake, or epidemic. Upon such showing the charter school shall receive the same apportionment of funding.	Charter School will comply with this requirement by direct communication to the Superintendent, if necessary.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	SB 359 Education Code Section 51224.7, governing boards or bodies of local educational agencies, including charter schools, that serve entering 9th graders who have not adopted a mathematics placement policy must develop and adopt in a regularly scheduled public hearing a mathematics policy placement policy for students entering 9th grade.	Charter School has drafted and will adopt a mathematics placement policy for students entering 9th grade.
January 1, 2016	SB 277 The Health and Safety Code removes an exemption from immunization requirements based upon personal beliefs, but exempts students enrolled in an independent study program who do not receive classroom-based instruction. Pupils who, prior to January 1, 2016, have an affidavit on file with the school stating beliefs opposed the immunization may remain enrolled until the pupil enrolled in the next grade-span.	Charter School will comply with this requirement through internal procedures. The charter petition includes a statement of compliance with the Health and Safety Code Sections revised by SB 277.
January 1, 2016	SB 172 Education Code Section 60851.5 suspends the high school exit examination for the 2015–16, 2016–17, and 2017–18 school years.	Charter School will not administer the high school exit examination during these years.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	AB 1452 Education Code Section 44939.5 contains requirements for charter schools regarding the reporting of egregious misconduct, expunging an employee's personnel file, disclosure of egregious misconduct reports, and false reports.	Charter School will comply with this requirement through its employment handbook and/or internal procedures.
January 1, 2016	AB 1091 Education Code Section 69432.9 states charter schools must submit grade point averages for Cal Grant applicants electronically on a standardized form.	Charter School will comply with this requirement through internal procedures.
January 1, 2016	AB 1058 Education Code Section 44691 states charter schools must provide annual training to employees and other persons working on their behalf who are mandated reporters. Charter Schools also must develop a process for providing proof of completing training within the first six weeks of each school year or beginning employment.	Charter Schools' renewal petition provides for mandated reporter training.
January 1, 2016	AB 827 Education Code Section 234.1 requires local educational agencies serving grades 7 – 12 to provide certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils.	Charter School will comply with this requirement through its employment handbook and/or internal procedures.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	AB 302 Education Code Section 222 requires charter schools to provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.	Charter School will comply with this requirement through internal procedures.
August 2015	SB 725 Education Code Section 60851.1 removes the high school exit examination as a condition for graduation from high school for a pupil completing grade 12 in 2015.	Charter School does not administer the high school exit examination.
August 2015	Education Code Section 49452.9, requires information regarding the Affordable Care Act to be included on enrollment forms for public schools, including charter schools, from 2015-2018.	Charter School has updated its enrollment forms to include ACA information.
August 2015	Charter Schools that offer competitive athletics must make specific data publicly available at the end of the school year.	Charter School publishes this data on the website annually.
July 1, 2015	Education Code Section 51747 et seq., charter schools may offer “course based” independent study options.	If Charter School offers applicable program, it will revise governing board policy as appropriate.
January 1, 2015	AB 2160 Education Code Section 69432.9 requires charter schools to submit grade point averages for all Cal Grant applicants and to notify in writing each grade 12 pupil and his or her parent that the pupil is a Cal Grant applicant.	Charter School complies with this requirement through internal procedures.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	Education Code Section 49414 requires school districts, county offices of education, and charter school to provide emergency epinephrine auto-injectors (“Epi Pen”) to nurses and trained personnel to aid students having an anaphylactic reaction.	Charter School has made arrangements for the provision of Epi Pen(s) to authorized personnel and trains all staff annually on the protocols for use of Epi Pens.
January 1, 2015	Education Code Sections 35179.5 and 49475, limitations on public school athletic programs, including charter schools, regarding number and length of practices and concussions.	Charter School complies with practice and concussion protocols.
January 1, 2015	Education Code Section 44691, requires public schools, including charter schools, to provide annual mandated reporter training via the training module provided by the State Department of Social Services, and provide proof of training within 6 weeks of each school year or 6 weeks of person’s employment.	Charter School has updated its policies to provide for online mandated reporter training. All staff are trained annually and new employees are trained during new hire orientation throughout the year.
January 1, 2015	Education Code Section 49406, allows the option of a person submitting to a TB risk assessment.	Charter School petition and policies already commit to complying with Education Code Section 49406.
January 1, 2015	Education Code Section 49073.6, requires charter schools considering a program to gather or maintain records obtained from social media to comply with notification and other requirements.	Program is voluntary. If Charter School adopts a program for social media it will comply with the requirements of this statute.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	Education Code Section 48900 et seq., limits authority for school district administrators to suspend or expel students for “willful defiance.”	Not applicable as not a requirement of charter schools; the charter school has chosen to voluntarily comply by revising its suspension and expulsion procedures.
January 1, 2014	SBE 751 Government Code Section 54953 requires that the legislative body of a local agency must publicly report any action taken and the vote or abstention on that action of each member present for the action.	The corporation which operates the Charter School complies with the Brown Act, thus follows this requirement during Board meetings.
January 1, 2014	AB 449 Education Code 44030.5 requires that charter school administrators must report a change in employment status of credential holders to the CTC under certain circumstances.	Charter School addresses this requirement through its employment handbook and/or internal procedures.
January 1, 2014	AB 588 Education Code Section 49475 requires charter schools that offer athletics programs to follow concussion protocols and prepare an annual concussion and head injury sheet to be signed by the athlete and athlete’s parent.	Charter School follows concussion protocols and includes a concussion and head injury sheet as part of the athletic packet for each season. Parents and students sign the sheet annually.
January 1, 2014	AB 308 Education Code Section 17462.3 requires a charter school that sells real property purchased or modernized with money from a state school facilities funding program to return the proceeds of sale under certain conditions.	Charter School has not sold real property purchased or modernized with state money from a state school funding program.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2014	AB 1266 Education Code Section 221.5 states that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.	Charter School complies with this requirement through internal policies.
January 1, 2014	SB 379 Education Code Section 46146.5 requires that a charter school that operates an early college high school or middle college high school must offer at least 80% of instructional time at the school site.	Charter School does not operate an early college high school or middle college high school.
July 1, 2013	Education Code Section 47605(b)(5)(A), charter must contain a description of annual goals to be achieved in the state priorities, and specific annual actions to achieve those goals	The annual goals and actions in the state priorities are included in the Charter School's Local Control and Accountability Plan, which is referred to in the petition.
July 1, 2013	Education Code Section 47605(b)(5)(B), pupil outcomes must align with the state priorities that apply for the grade levels served or the nature of the program	The pupil outcomes aligned to the state priorities are included in the Charter School's Local Control and Accountability Plan, which is referred to in the petition.
July 1, 2013	Education Code Section 47605(b)(5)(C), the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported in the SARC	Charter School's Local Control and Accountability Plan demonstrates that methods for measuring pupil outcomes aligned to applicable state priorities are consistent with the SARC.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2013	Education Code Section 47606.5 requires that charter schools must annually update its goals and annual actions to achieve the goals, in the state priorities, by submitting an LCAP.	Charter School will continue to utilize the SBE-created LCAP reporting form and will submit reports annually, as required.
July 1, 2013	Education Code Section 47604.32(c), authorizer must ensure that charter schools submit an LCAP annually	Charter School will continue to utilize SBE-created LCAP reporting form and will submit reports annually, as required.
July 1, 2013	Education Code Section 47604.33(a)(2) requires charter schools to submit an LCAP annually.	Charter School will continue to utilize SBE-created LCAP reporting form and will submit reports annually, as required.
July 1, 2013	Education Code Section 47607.3 includes consequences for failure to improve outcomes for 3 or more numerically significant pupil subgroups, revocation.	Not applicable; Charter School is not under threat of revocation for failure to improve pupil outcomes.
July 1, 2013	Education Code Section 47604.5(d) permits State Board may revoke charter for failure to improve pupil outcomes across multiple state and school priorities.	Not applicable; Charter School is not under threat of revocation for failure to improve pupil outcomes.
January 1, 2013	Education Code Section 47605(b)(5)(B) requires the charter petition to include pupil outcomes that address increases in pupil academic achievement, both schoolwide and for all numerically significant pupil subgroups.	Compliant language included in the Charter School's Local Control and Accountability Plan.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2013	Education Code Section 47605.6(b)(5)(B) requires the charter petition to include pupil outcomes that address increases in pupil academic achievement, both schoolwide and for all numerically significant pupil subgroups.	Compliant language included in the Charter School's Local Control and Accountability Plan.
January 1, 2013	Education Code Sections 47607(a)(3) and (b)(1) include factors and threshold requirements for considering renewal of charter petitions.	Charter School has met threshold requirements for renewal and has demonstrated student academic achievement; both shown in charter.
January 1, 2013	Education Code Section 47607(c)(2) includes factors for considering revocation.	Not applicable; Charter School not under threat of revocation.
January 1, 2013	Education Code Section 49010, <i>et seq.</i> prohibits pupil fees for educational activities.	Charter School addresses this prohibition in its Uniform Complaint Procedures.
January 1, 2013	Education Code Section 49068 contains requirements regarding transfer of student records.	While not applicable to charter schools, Charter School does comply with requests for transfer of student records within 10 days through procedures.
January 1, 2013	Education Code Section 48645.5 contains requirements for enrollment or readmission of students who have had contact with the juvenile justice system.	While not applicable to charter schools, Charter School will not deny enrollment or readmission to a student solely on the basis that he or she has had contact with the juvenile justice system.
January 1, 2013	Education Code Section 12001.7 contains requirements for application for construction bonds.	Not applicable; Charter School is not applying for a construction bond.
January 1, 2013	Education Code Section 48900(r) was revised in the area of enumerated offenses for student discipline.	While not a requirement of charter schools, list of enumerated offenses was revised to account for electronic bullying.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
June 27, 2012	Education Code Section 47603 contains requirements regarding borrowing moneys from a county office of education to meet cash management needs.	Not applicable; Charter School has not borrowed money from the County.
January 1, 2012	Education Code Section 200 contains new classes protected from discrimination.	Charter School will not discriminate against students on the basis of gender identity and gender expression (affirmation(s) in charter petition).
January 1, 2012	Education Code Section 47605.6(b)(5)(B) was revised to change “attitudes” to “aptitudes.”	Charter School follows Education Code Section 47605.6(b)(5)(B), as amended.
January 1, 2012	Education Code Section 47605.6(e)(1) was revised to include nondiscrimination on the basis of gender identity and gender expression.	Charter School will not discriminate against students on the basis of gender identity and gender expression (affirmation(s) in charter petition).
January 1, 2012	Education Code Section 47612.7 was revised regarding the Center for Advanced Research and Technology; the statute was repealed effective 7/1/13.	Not applicable (not Clovis or Fresno Unified School Districts).
December 16, 2011	5 CCR 11965 included revised definitions for general provisions related to charter schools.	Not applicable; charter petition has not been nonrenewed.
December 16, 2011	5 CCR 11968.5.1 was created regarding procedures for revocation of a charter by the State Board of Education.	Not applicable; Charter School not eligible for revocation by State Board of Education.
December 16, 2011	5 CCR 11968.5.2 was created to address charter revocation.	Not applicable; Charter School not under threat of revocation.
December 16, 2011	5 CCR 11968.5.3 was created to address charter revocation if severe and imminent threat to health and safety of pupils.	Not applicable; Charter School not under threat of revocation.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
December 16, 2011	5 CCR 11968.5.4 was created to address appeal of a district charter revocation to a county board of education.	Not applicable; Charter School not under threat of revocation.
December 16, 2011	5 CCR 11968.5.5 was created to address appeal of a county board of education charter revocation to the State Board of Education.	Not applicable; Charter School not under threat of revocation.
November 23, 2011	5 CCR 11966.4 was created to address renewals, appeals, and statewide benefit charter schools.	This regulation is acknowledged in the Charter Renewal Criteria section at the beginning of the petition.
November 23, 2011	5 CCR 11966.5 was created to address appeals of non-renewed charters to county board of education.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11966.6 was created to address appeals of non-renewed charters to State Board of Education.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11966.7 was created to address categorical funding for charter schools renewed by a different authorizer.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11967 was revised regarding appeals of petitions for the establishment of a charter school.	Not applicable; Charter School is not a new charter school.
November 23, 2011	5 CCR 11967.5.1 was revised regarding charter petitions considered by the State Board of Education.	Not applicable; Charter School is not appealing to State Board of Education.
January 1, 2011	Education Code Section 48900(r) was revised regarding suspension and expulsion offenses.	While not a requirement of charter schools, list of enumerated offenses was revised to account for electronic bullying.
January 1, 2011	Education Code Section 48000 was revised regarding transitional kindergarten.	If Charter School receives apportionment for Transitional Kindergarten, it will offer Transitional Kindergarten.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2011	Education Code Section 47614.5(i) was revised regarding distribution of facilities grants.	Not applicable; Superintendent is responsible for change, not Charter School.
January 1, 2011	Education Code Section 48000 was revised regarding minimum age for admission.	Charter School complies with minimum age for admission by screening all applicants for birthdates in accordance with Education Code Section 48000.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school that has been operating for at least 4 years must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its API growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(3) and Section 47607(b)(4). (Also see Appendix A: CDE DataQuest/CAASPP Reports):

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

Meeting Education Code Section 47607(b)(4)

NSLA meets the charter renewal criteria established in Education Code Section 47607(b)(4), due to its performance on the 2016 CAASPP, relative to surrounding schools, as indicated by the table

below. However, it is important to note that NSLA is a unique school in our surrounding area in the sense that it implements a school-wide dual immersion program. The data on the other schools in this chart reflect schools that operate a dual immersion strand within a mainstream English program (some schools might call it English-Only). NSLA’s student performance on the CAASPP, an English only assessment, is comparable to other schools in the area, even though formal English/Language Arts instruction for NSLA students begins in 3rd grade as a result of implementing a 90-10 dual immersion model with fidelity.

NSLA AND SIMILAR SCHOOLS	2016 CAASPP % met/exceeded standard	
	ELA	Math
NSLA	27%	16%
Lincoln Elementary	14%	7%
Bonnie Oehl Elementary	24%	11%
Urbita Elementary	32%	19%
Central Language Academy (K-8)	32%	12%

(CAASPP Testing Operations Management System, September 2016)

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

The table presented below demonstrates the fulfillment of the requirement of Education Code Section 47607(a)(3) which states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052. EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.”

	2015 CAASPP		2016 CAASSP		Year to Year Change	
	ELA	Math	ELA	Math	ELA	Math
All students	21%	12%	27%	16%	+6%	+4%
Students with Disability	3%	3%	12%	0%	+9%	-3%
Economically Disadvantaged	1%	6%	19%	8%	+7%	+2%
English Learners	5%	3%	2%	3%	-3%	+0%
Black/African-American	21%	7%	28%	9%	+7%	+2%
Hispanic or Latino	17%*	11%*	23%	13%	+6%	+2%

(CAASPP Testing Operations Management System, September 2016)

(Note: In the 2014-2015 CALPADS Reporting, the number of Hispanic or Latino students was inaccurate. NSLA has attempted to correct this error on multiple occasions, and continues to work with the California Department of Education to correct the discrepancy in their system. In 2014-2015, CALPADS only has 8 students tested that were labeled as Hispanic or Latino. There were actually 284 students tested who were identified as Hispanic or Latino in the NSLA's student information system.)

EXECUTIVE SUMMARY

Introduction

Norton Space and Aeronautics Academy, henceforth known as Norton Science and Language Academy (“NSLA”), was originally authorized in 2007 by the San Bernardino County Board of Education as a countywide benefit charter school to serve students and families within San Bernardino County. NSLA opened its doors in August 2008 with grades kindergarten through second. It has expanded by one grade level per year until eighth grade was established during 2014-2015 school year. Transitional Kindergarten (“TK”) was added for the 2016-2017 school year. The goal of future expansion into grades 9-12 remains strong for the stakeholders of NSLA.

NSLA operates as a California public charter school under the High Desert “Partnership in Academic Excellence” Foundation, Inc. (“HDPIAEF”), a California non-profit public benefit corporation that has also attained tax exempt 501(c)(3) status. HDPIAEF does business as the Lewis Center for Educational Research (“LCER”) and oversees two charter schools: Norton Science and Language Academy and the Academy for Academic Excellence (“AAE”), a TK-12 charter school in Apple Valley. LCER has been in existence for 26 years and opened AAE in 1997. Like AAE, NSLA is one of the few charter schools in the nation to be part of the International Association of Laboratory Schools (“IALS”). The University of California at Riverside (“UCR”), California State University in San Bernardino (“CSUSB”), and the University of Redlands also work directly with NSLA as research partners.

NSLA puts research-guided programs into best practices in the areas of professional development, curriculum development, instructional practices, and educational pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase their learning opportunities.

NSLA is a dynamic charter school that focuses on science instruction and high academic rigor in a dual language immersion setting with the goal of supporting each child to become bilingual and bi-literate. Currently, NSLA enrolls students in grades TK-8 with the goal of expanding to high school. The NSLA Professional Learning Community (“PLC”) has worked collaboratively to clearly define its shared vision and mission for NSLA.

Name Change

The Norton Space and Aeronautics Academy community is in the process of changing the name of the Charter School to the Norton Science and Language Academy in order to better communicate our Charter School’s unique identity and strengths as a dual language immersion school that propels students’ scientific knowledge and skills across a broad range of scientific disciplines. This process has been evolving over several years and will be coming to fruition with the renewal of this charter. The process began in 2013, based on feedback from the Charter School’s Western Association of Schools and Colleges (“WASC”) review. The review stated that the name, Norton Space and Aeronautics Academy, did not include any hint of the Charter School’s powerful plan to build multilingual graduates. When the original charter was developed, the name was selected because the vision included pivotal partnerships with local space and aeronautics companies. At the same time, a deep commitment to multilingual education emerged as a foundation for the Charter School community.

Our dual language immersion program in Spanish and English, as well as the enrichment program that includes classes in music, art, and Mandarin Chinese, quickly solidified and grew. On the other hand, during the initial years of operation, the aeronautics partnerships between the Charter School and local businesses did not evolve as substantially as hoped. Instead, a strong, daily focus on science instruction emerged, including consistent opportunities to develop rich knowledge and skills across a broad range of scientific disciplines. Today, students are as immersed in biology, ecology, geology, and hydrology as they are in engineering, astronomy, physics, and chemistry. Our new name, the Norton Science and Language Academy, reflects our steadfast commitment to nurturing truly multilingual, multicultural graduates with a powerful foundation in scientific thinking and experiences. NSLA believes that graduates in the 21st century need to have both scientific and multilingual skills in order to lead our global community.



8th Grade students in Science class

WASC

NSLA currently is WASC accredited. Through its inception, NSLA has actively sought ways to improve and maintain a high quality educational program. The WASC accreditation process began in September 2009, when NSLA submitted its initial application to WASC. Later, in February 2010, NSLA had its Initial Visit by a WASC review team. NSLA was awarded a three-year candidacy during the WASC Spring Commission meeting. The term of candidacy ran through June 30, 2013. In September 2013, NSLA was awarded a six-year WASC accreditation with a two-day mid-cycle visit. In the Spring of 2016, NSLA had its Mid-Cycle visit and was left with the following commendations:

- ✓ Norton Science and Language Academy is to be commended for offering its unique bilingual dual immersion program, which reflects the composition of their community and California in general.
- ✓ Norton Science and Language Academy is to be commended for directing time and funds to professional development opportunities for all staff members.
- ✓ Norton Science and Language Academy is to be commended for the Charter School's administrative team organizing the master schedule in order to set aside regular time for Professional Learning Communities.
- ✓ Norton Science and Language Academy is to be commended for the protocol used at professional development ("PD") by which teachers leave their PD having completed work

directly connected to student needs. Facilitators model use of technology and teachers have the opportunity to apply technology throughout their professional development experience.

- ✓ Norton Science and Language Academy is to be commended for clearly developed agenda components for the professional development time that include: teaching techniques, identified topics, spiral connection, behavioral intervention techniques for student and principal's report.
- ✓ Norton Science and Language Academy is to be commended for partnering with outside agencies, notably the San Bernardino County Superintendent of Schools, to address professional development needs for both teachers and administrators. The Charter School often uses a "train the trainer" approach for leveraging and disseminating external expertise. Administration has also set expectations for follow through and implementation.
- ✓ Norton Science and Language Academy is to be commended for using Illuminate to better inform instruction.
- ✓ Norton Science and Language Academy is to be commended for implementing the "Rocket Lab" and "Universal Access" time in order to provide students with leveled interventions based on data.
- ✓ Norton Science and Language Academy is to be commended for the range of student work visible in all classrooms.
- ✓ Norton Science and Language Academy is to be commended for giving students the opportunity to demonstrate their learning via projects and presentations.
- ✓ Norton Science and Language Academy is to be commended for their strong program of character development among the students.
- ✓ Norton Science and Language Academy is to be commended for the popular co-curricular programs and enrichment programs.
- ✓ Norton Science and Language Academy is to be commended for their students who joyfully embrace collaboration opportunities which are so important with 21st Century skills.
- ✓ Norton Science and Language Academy is to be commended for the student use of technology, which is extensive and admirable.
- ✓ Norton Science and Language Academy is to be commended for their strong sense of family and school community.
- ✓ Norton Science and Language Academy is to be commended for their transition to Common Core State Standards ("CCSS").
- ✓ Norton Science and Language Academy is to be commended for a staff that is caring and concerned.
- ✓ Norton Science and Language Academy is to be commended for their teachers who demonstrate trust and respect.
- ✓ Norton Science and Language Academy is to be commended for their teachers who implement a variety of coordinated teaching strategies.

The WASC visiting team also recommended that NSLA continue to develop and implement a comprehensive plan, focus its professional development, and continue to analyze assessments. (See Appendix B for the full midterm report.)

Partnerships

NSLA students benefit from our established partnerships with many prestigious organizations. LCER's partnership with the National Aeronautics and Space Administration ("NASA")/Jet Propulsion Laboratory ("JPL"), through our Goldstone Apple Valley Radio Telescope ("GAVRT") program, was established in October 1996. The opportunities for LCER students, as well as students across the county and world, continue to expand as the focus on Science, Technology, Engineering and Math ("STEM") education broadens. Additionally, LCER partners with California State University San Bernardino ("CSUSB"), San Bernardino City Unified School District ("SBCUSD") and 14 community colleges through its K-16 Bridge Program. The K-16 Bridge Program focuses on preparing students for a successful college and career transition upon high school graduation. The college and career lessons begin as early as the elementary grades and progress through high school.

Additionally, NSLA looks for meaningful opportunities to partner with community members to support our charter school such as: science fair judges, guest speakers, and elected officials. Moreover, NSLA partners with the Confucius Institute at the University of California, Los Angeles ("UCLA"). This partnership began in the 2011-2012 school year and has continuously provided NSLA with the opportunity to enrich their educational program by having exposure to the Mandarin Chinese language and culture. During the first year of implementation, NSLA welcomed two Chinese teachers who stayed and taught the Kindergarten through then 5th grade students. The following year, NSLA hired a teacher to ensure the continuity of the program after visa challenges prevented Chinese teachers from abroad from coming to teach at the Charter School. The same teacher has provided the Chinese enrichment classes since then. Chinese New Year celebrations, showcasing student dance and music performances, have grown in recent years. These school-wide student productions provide an opportunity for the whole school community to celebrate and reinforce the Chinese component of our multilingual and multicultural education.

Other partnerships include collaborations with the University of Redlands, University of California, Riverside ("UCR"), CSUSB, and Loma Linda University. The Language Pathology Department at the University of Redlands has provided NSLA students with oral language development interventions, in collaboration with classroom teachers. They also provide equipment and staff for audiology screenings for students at NSLA. UCR has supported third grade students at NSLA with math word problem interventions aligned to the Common Core State Standards. Loma Linda University has also supported NSLA with violin classes, and CSUSB has provided NSLA after-school coding classes, as well as student volunteers for school events such as the annual carnival. An important component of such partnerships also includes a symbiotic relationship between the universities and NSLA regarding student teachers and other positions, including speech pathologist. The student teachers gain great experience in our unique setting. As a result, NSLA often recruits these professionals, since they are knowledgeable about the vision of the Charter School and dedicated to serving our students.



(United States Congressman Pete Aguilar visits NSLA.)

Summary of Academic Achievement

It is important to review NSLA's dual immersion program and historical background regarding enrollment to better understand academic achievement data. Students at NSLA participate in a 90-10 dual language program. The strategic language allocation of a 90-10 dual language program does have short term implications on English standardized assessment results. At NSLA, students begin their formal English language arts ("ELA") instruction in 3rd grade, yet these students are expected to take the California Assessment of Student Performance and Progress ("CAASPP") assessments in English. Moreover, the enrollment numbers at testing grade levels are just beginning to stabilize. For example, in the 2015-2016 school year, NSLA's 8th grade class only had 17 students.

Prior to implementation of CAASPP, NSLA participated in the California Standards Tests ("CST"). Important data is summarized below:

- ELA CAASPP cohort data analysis revealed an average percentage growth of 51% points schoolwide from 4th to 8th grade.
- Math CAASPP cohort data analysis revealed an average percentage growth of 5% points schoolwide from 4th to 8th grade.
- NSLA experienced an increase in the percentage of special education students who met their Individualized Education Program ("IEP") goals.
- In the last two years, NSLA has had an average attendance of 95.5%.
- There have been no expulsions at NSLA since the 2013-2014 school year, when there was one.

- NSLA instituted a conflict resolution process beginning in the 2015-2016 school year with a total of 25 sessions.
- The number of times a suspension has been issued in 2015-2016 school year is 32. This is an increase from 27 issued suspensions from 2014-2015. Restorative Practices have been instituted as of 2016-2017 school year.
- The number of Early Advanced English Learners increased from 16 to 29 in 2015-2016 and the number of English Learners (“EL”) at the intermediate level increased by 43.
- Every grade level has shown growth in scores on the school-wide administered writing exams.
- The truancy rate was reduced from 11.8% to 8.9% in the last two school years, even though our enrollment numbers increased.
- Enrollment has increased over the past 5 years.
- NSLA surpassed the state target (62%) and Local Educational Agency Plan (“LEAP”) goal 2A (English Learners Making Annual Progress in Learning English) for the Annual Measurable Achievement Objective 1 (“AMAO”) as measured by California English Language Development Test (“CELDT”) with a growth of 31% in the 2015-2016 school year with a total of 65%.

Through the years, NSLA has built a research-based dual immersion program with the integration of 21st century skills and ample enrichment opportunities for our students. Some examples include: the integration of technology at all grade levels including a computer lab for grades TK-3rd, a MacBook Air cart for grade 3, and a One-to-One MacBook Air laptop program in grades 4-8. Enrichment opportunities include weekly classes for music, art, Mandarin Chinese, field trips, assemblies, and after school clubs. Middle school students may also participate in athletics and/or student council.

Increases in Academic Achievement Toward Goals and Outcomes

NSLA continues to prepare its students to take the Smarter Balanced Assessment from the California Assessment of Student Performance and Progress by allowing for two Interim Assessments Block practices in the year and by exploring the integration of the assistive technology. NSLA continues to follow the assessment course set out by the California State Board of Education. NSLA’s strong emphasis in the integration of technology has been integral to the preparation of students taking these tests. Primary grade students have access to iPod Touch devices and a standing computer lab. Third grade students have access to an Apple laptop cart, which they share between the four classes allowing each class weekly access. Students in grades 4-8th participate in a One-to-One laptop program (with MacBook Air laptops), in which students use the laptops daily at school and for homework assignments and projects.

Assessments that have remained consistent during this transition include: the CST Science in grades 5 and 8, and the Physical Fitness Test in grades 5 and 7. The following tables present

summary data from the STAR assessments and API data through the 2012-2013 school year, as well as, 2014-2015 CAASPP in English Language Arts and Math, the percentage of students that met and/or exceeded proficiency with a comparison to San Bernardino County.

It is notable that in the 2011-2012 school year, the NSLA had an increase of 25 points in its API. The last year of CST data, the NSLA maintained its API, while a vast majority of the schools in California dropped. Currently, the NSLA’s results indicate an expected pattern given the state’s performance, beginning with the decline across the state during the 2012-2013 school year, the field test, and first year of CAASPP. The NSLA has carefully analyzed the baseline results from Spring 2015 scores, and is working on bringing them up to par with county and state results. However, the NSLA’s results are comparable to surrounding dual language schools in the area, as indicated in the tables below. Although, the term “similar schools” refers to schools with dual immersion programs, NSLA is the only school on the list that has a full, school-wide dual immersion program, as opposed to a strand within an English-Only school. Moreover, NSLA begins its formal English/Language Arts instruction in 3rd grade as a result of implementing a 90-10 dual immersion model with fidelity.

The results are guiding the NSLA’s LCAP action plan, which includes a continuous Professional Development plan, continuous implementation of math curriculum, and curriculum adoption for Spanish language arts, English language arts, and English Language Development, based on the recently released approved textbooks list from the CDE.

CAASPP 2016 Similar Schools - Math

	NSLA	BONNIE OEHL SBUSD	LINCOLN SBUSD	URBITA SBUSD	Central Lang. Academy Ontario/Montclair
3 rd	26%	23%	9%	28%	17%
4 th	11%	8%	8%	18%	12%
5 th	8%	8%	5%	15%	5%
6 th	17%	5%	N/A	11%	9%
7 th	19%	N/A	N/A	N/A	27%
8 th	6%	N/A	N/A	N/A	14%

(CAASPP Testing Operations Management System, September 2016)

CAASPP 2016 Similar Schools - ELA

	NSLA	BONNIE OEHL SBUSD	LINCOLN SBUSD	URBITA SBUSD	Central Lang. Academy Ontario/Montclair
3 rd	23%	25%	9%	27%	17%
4 th	19%	16%	12%	38%	46%
5 th	31%	29%	23%	37%	33%
6 th	26%	27%	N/A	28%	33%
7 th	43%	N/A	N/A	N/A	44%
8 th	29%	N/A	N/A	N/A	14%

(CAASPP Testing Operations Management System, September 2016)

Biliteracy Achievement Award

In the 2014-2015, the NSLA administration worked with Academic Leadership Team and grade level representatives to develop the guidelines for the school's Biliteracy Achievement Awards. These awards are designed to promote multilingual abilities in all students. They recognize milestones in the lifelong journal of becoming a multilingual citizen of the world. As a result, the awards can recognize achievement in English and Spanish or English and any other language, such as Hebrew, Chinese, Arabic, etc. In spring 2015, the NSLA's first 8th grade graduating class was awarded a symbolic medal for their participation in the dual immersion program since 2nd grade. However, the Biliteracy Award guidelines were first fully implemented in the 2015-2016 school year. The criteria are similar to other districts across the state, as well as, aligned to the California State Seal of Biliteracy for high school students. Students in kinder, 5th and 8th grades are eligible to receive the recognition. In the 2015-2016 school year, 95% of the students in the specified grade levels received the awards. The guidelines are as follows for the Biliteracy Achievement Awards:

Kindergarten Biliteracy Achievement Award

1. Reading at grade level based on the Evaluación del desarrollo de la lectura ("EDL") (Developmental Reading Assessment), at level 3.
2. Demonstrate oral development by scoring 2 or higher on a Powerful Oral Presentation in English and in Spanish (or another language).
3. Demonstrate written language development by responding to the prompt in Spanish, "Do you like being bilingual and why?" Students must score 2 or higher.

Fifth Grade Biliteracy Achievement Award

1. Reading at grade level based on the Developmental Reading Assessment and the Evaluación del desarrollo de la lectura (EDL), at level 50.
2. Demonstrate oral development by scoring 2 or higher on a Powerful Oral Presentation in English and in Spanish (or another language).
3. Demonstrate a positive attitude towards bilingualism and understanding the benefits of biliteracy by writing 2 essays (one in English and one in Spanish) and scoring 2 or higher in the 5th grade writing rubric, responding to the following prompts:
 - a) Write about a time that you were able to solve a problem or help another person due to your proficiency in two languages.
 - b) Write about a third language that you would like to learn one day, and why you feel that it's important to learn that language.

Eighth Grade Biliteracy Achievement Award

1. Reading at grade level based on the Developmental Reading Assessment, level 80; and the Evaluación del desarrollo de la lectura (EDL), at level 50.

2. Demonstrate a positive attitude towards bilingualism and understanding the benefits of biliteracy by writing 2 essays (one in English and one in Spanish) and scoring a 3 or 4 on the 8th grade Writing Rubric responding to the following prompts:
 - a) Choose a career that you would like to pursue and explain how being bilingual and biliterate will help you achieve your goals.
 - b) Persuade other students that it is important for them to learn a second language.
3. For English Learners, overall proficiency of Early Advanced or Advanced on the CELDT, with no subdomain less than Intermediate.

NSLA Organizational Structure

Founding Group

At its conception in 2006, the vision for NSLA was created by a Founding Group, which was comprised of leaders in the fields of education, business and science. This group possessed extensive and wide-ranging experience in curriculum, instruction, assessment, finance, facilities, business management, governance, and administration. (See Appendix C for list of the Founding Group members.)

Lewis Center for Educational Research Board of Directors

LCER and its two schools, the Norton Science and Language Academy and the Academy for Educational Excellence are under the direction of the Board of Directors for the Lewis Center for Educational Research and administered by the LCER Executive Team. (See Appendix C for biographies of current LCER Board members and LCER Executive Staff.) (See Appendix D for the Bylaws of the LCER.)

Current LCER Board of Directors

David Bains**

Duberly Beck*

H. O. “Bud” Biggs - Chairman of the Board

R. Everett “Buck” Goodspeed

Andrew Jaramillo* - Secretary of the Board

Scott Johnson* - Vice Chairman of the Board

Robert Lovingood **

Kirtland Mahlum - Treasurer of the Board

Jose Palafox**

D. Kevin Porter**

Tom Rosenbaum*

Donna Siegel

Russell Stringham**

Marcia Vargas*

Regina Weatherspoon-Bell

Rick Wolf**

- * NSLA School Board Committee Member
- ** AAE School Board Committee Member

LCER Executive Team

Lisa Lamb, Interim President/CEO
Ryan Dorcey, Director, IT
Stacy Newman, Director, Human Resources
Jim Quinn, Director, Finance
Paul Rosell, Director, Special Education

NSLA Administrative Staff

Guadalupe Girard, Principal
Toni Preciado, Vice Principal
Myrna Foster, Dean of Students

Countywide Benefit

The pupil population of the NSLA benefits from the educational program offered by the NSLA and cannot be served as well by a charter that operates in only one school district in the County for the following reasons:

- By gaining charter approval through the County, the NSLA has a much broader reach to better ensure diversity of the student population, thus creating a stronger base. The NSLA seeks to serve a cross-section of the entire County and not concentrate its enrollment in one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (California Education Code § 47605(d)), while a countywide charter allows equal footing for admission to all students in the County. (California Education Code § 47605.6(d)(2)(B)).
- NSLA’s 90/10 dual immersion program is of significant benefit to our greater region. Local industry leaders have repeatedly expressed the need for bilingual workers.
- Centralizing oversight and services of the NSLA at the SBCSS level streamlines operations for the SBCSS and the California Department of Education.
- Centralized oversight ensures the highest level of accountability for the NSLA and will provide the school districts of the SBCSS confidence as to the operations of the charter school within its boundaries. SBCSS oversight also ensures that the relationships between the local school districts are not impacted by the approval of the NSLA.
- Almost all successful charter schools can point to a healthy relationship with a granting agency as one key to success. One of the legislative intents behind the Charter Schools Act is to “provide vigorous competition within the public school system to stimulate continual improvements in all public schools.” While an

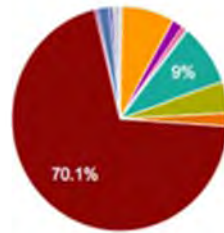
important goal, this system asks a charter school to “apply to its competitor” for approval, a concept that attempts to insert “capitalism” into public education. Unfortunately, the result often is poor relations between charter schools and their granting agencies, or worse, a limited pool of school districts that are willing to approve charter schools. Such competition does not exist with the County as the authorizer because the NSLA is not serving students the County would otherwise serve.

- The NSLA has a heterogeneous student population, which includes students with special needs. In the area of special education, working with the SBCSS, students at the NSLA benefit from best practices that provide valuable research opportunities. While it is logical to anticipate that most of the students are drawn from the immediate area surrounding the NSLA, an area currently comprised of schools serving at risk students, chartering through the county allows the school to include students who benefit from the focused curricular offerings and partnerships developed by the LCER.
- The NSLA serves students throughout the Inland Empire. The table below indicates the number of students enrolled at the NSLA and their district of origin. The NSLA enrolls students based on a random public drawing that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the Common Core State Standards and the Next Generation Science Standards (“NGSS”).
- The NSLA fosters a broad range of interagency partnerships across three counties, including colleges, universities, NASA/JPL, and various non-profit organizations. (See the Executive Summary, "Partnerships" for a description of our active partnerships). 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 AAE, partners with local colleges and high schools as a site for developing and testing new and innovative educational programs. The NSLA is our second Laboratory School. By creating a laboratory school with a broad and diverse student population, the school provides an excellent training site for eastern San Bernardino County School Districts. Meeting the challenges of a diverse, underserved population that the SBCSS service area provides will continue to add new knowledge to how to offer academic success to these children.

Accordingly, the Petitioners have provided reasonable justification as to why this charter could not be established by a petition to a school district pursuant to California Education Code Section 4760. The following graph and table provide a snapshot of district of origin information for the NSLA students in the 2015-2016 school year.

2015-2016 School Year- Districts of Origin

Pie Chart



Transfer From District Name	Count of students
Banning Unified School District	2
Central Elementary School District	1
Colton Joint Unified School District	58
Corona-Norco Unified	1
Fontana Unified School District	12
Junupa Unified School District	1
Moreno Valley Unified School District	5
Morongo Unified School District	1
Murrieta Unified School District	1
Ontario-Montclair School District	2
Perris Elementary School District	1
Redlands Unified School District	66
Rialto Unified School District	33
Rim of the World Unified School District	1
Riverside Unified School District	14
San Bernardino City Unified School District	517
Victor Elementary School District	3
Victor Valley Union High School District	1
Yucaipa-Calimesa Joint Unified School District	13
	4

(NSLA Illuminate Data, 2015-2016)

Demographics

The NSLA is very unique in that it is one of the only whole-school TK-8 dual immersion schools in the region and one of a select few in the State. Our rich diversity of socio-economic, ethnic, cultural, linguistic, and geographic demographics also adds to our exceptional identity. Furthermore, the dual immersion program builds, not only long-term proficiency in English and Spanish, but also conversational and multicultural skills in Chinese.

	2015-2016	2016-2017
Ethnic Group	Percentages of Students	Percentage of Students
Hispanic or Latino Any Race	78%	79%
American Indian	NA	N/A
Asian	2%	2%
Pacific Islander	NA	N/A
Filipino	NA	N/A
African American	8%	8%
White	9%	8%

(CAASPP Testing Operations Management System, September 2016)

ELEMENT I: EDUCATION PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools." Education Code Section 47605.6(b)(5)(A)(iii).

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).

A. Whom the Charter School is Attempting to Educate - Target Student Population

The target population of the NSLA is the many students in San Bernardino County who require alternative educational options as well as the residents surrounding the former Norton Air Force Base. The Norton Air Force Base area is an area of San Bernardino that encompasses predominately underserved students. Students in these school service areas are academically low achieving, and the NSLA's student population is drawn predominantly from these underserved student populations and open to all students who wish to attend the NSLA. According to the 2010 US Census data, 52% of households in the area are linguistically isolated (which means that no one over 14 in the household speaks English fluently). Census takers found that 22% of the population is foreign born, though this figure is probably seriously underreported given the number of undocumented residents in the area. The student population will be drawn predominantly from these underserved TK-12 student populations, but will be open to all students.

Many of these students come from single parent families, and could be exposed to difficult circumstances in their daily life (gangs, domestic violence, etc.). The NSLA provides a safe haven for these students. Through its emphasis on providing a small school environment (regardless of the number of students), the NSLA seeks to provide each student with strategic support based on

student data. Such support is achieved through the organization's commitment on providing enough support staff to accomplish this goal. The NSLA receives Title I Categorical funds schoolwide, and as of 2016, 78% of its students receive free or reduced price lunch.

During the 2015-2016 school year, the NSLA Parent Education Level are as follows: 9% of parents are not HS graduates; 19% are HS graduates; 25% have some college; 15% are college graduates; 10% completed Graduate School; and 22% declined to state.

The NSLA began by serving 191 Kindergarten-second grade students in the first year, and has expanded each year by one grade level. In the 2016-2017 school year, the NSLA added a Transitional Kindergarten (“TK”) class which will serve students in TK-8th grade with a projected enrollment number of 750 students. These grade levels coincide with the San Bernardino County Schools’ grade level sphere of service. The NSLA believes a smaller learning environment makes for a more successful student outcome. This principle guides the Charter School in limiting the enrollment at each grade level in order to keep class sizes small. As the Charter School grows to a K-12 program, each grade level will have approximately 125 students, with an approximate average of 28-1 student-teacher ratio in grades 3 – 12, and a 24-1 ratio in grades TK – 3. However, some exceptions are made to balance out enrollment numbers. For instance, some 4th grade classes have reached 31, while 8th grade classes had had only 18 students. The NSLA will work strategically to maintain strong representation of students from diverse ethnic, linguistic, and experiential backgrounds. Currently, there is one TK class; five Kindergarten classes; five 1st grade classes; four 2nd grade classes; four 3rd grade classes; three classes in each of the 4th, 5th, 6th grades; two 7th grade classes; and two 8th grade classes.

A lottery system is used to fill openings in kinder and over-subscribed grade levels. Beginning in second grade, incoming students are assessed using Developmental Reading Assessment (“DRA”) and its counterpart Evaluación del desarrollo de lectura (“EDL”) evaluations in English and Spanish. Parents are informed of the results and are also briefed on the Charter School’s dual language program so that they can make an informed decision. Sometimes parents are attracted to the NSLA for its reputation regarding student safety and academic program, but they are not aware of the dual language component. Once they understand the rigor of the dual immersion program in the upper grades, they might choose not to enroll their student after all. Other times they agree to support their student even when the student does not have any experience with Spanish. Either way, NSLA accepts students once the spaces become available, and remains committed to informing and supporting parents.

Enrollment at NSLA 2008-2017

Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TK	-	-	-	-	-	-	-	-	25
K	99	135	142	117	116	125	120	124	120
1	33	112	133	124	108	118	112	115	116
2	59	36	94	121	114	102	106	100	105
3		56	33	87	102	101	100	90	90
4			50	30	80	93	89	91	80
5				43	30	77	80	73	80
6					35	30	68	73	61
7						25	22	55	62
8							21	17	50
Total	191	339	452	522	585	666	718	738	789

(NSLA Enrollment Data as of September 2016)

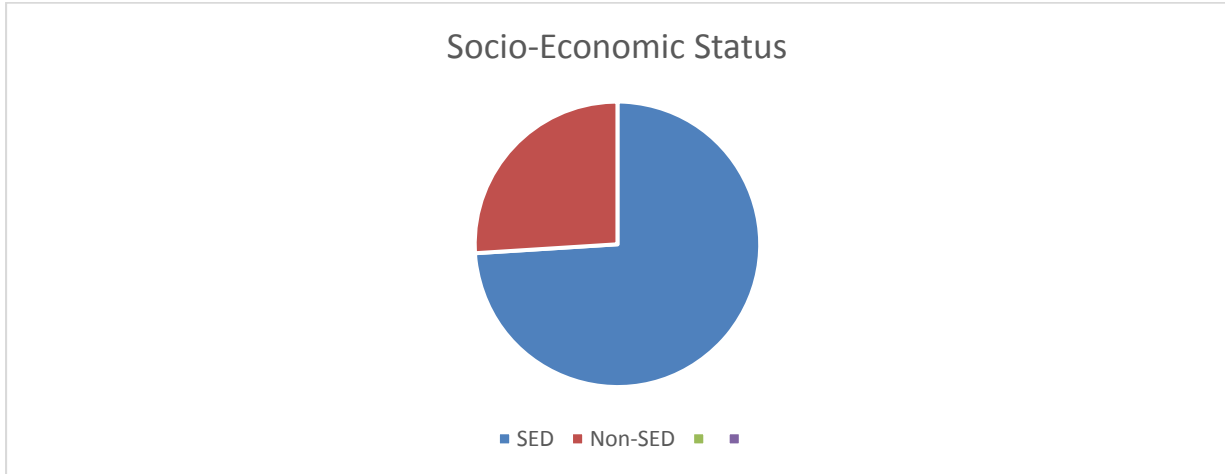
Projected Enrollment at NSLA 2017-2023

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TK	25	25	50	50	50
K	120	120	120	120	120
1	116	116	116	116	116
2	105	105	105	105	105
3	90	90	90	90	90
4	80	80	80	80	80
5	69	75	68	68	68
6	67	62	74	74	74
7	53	60	48	76	76
8	58	50	83	72	62
9	-	-	71	89	85
10	-	-	-	64	80
11	-	-	-	-	55
12	-	-	-	-	-
Total	783	783	905	1004	1061

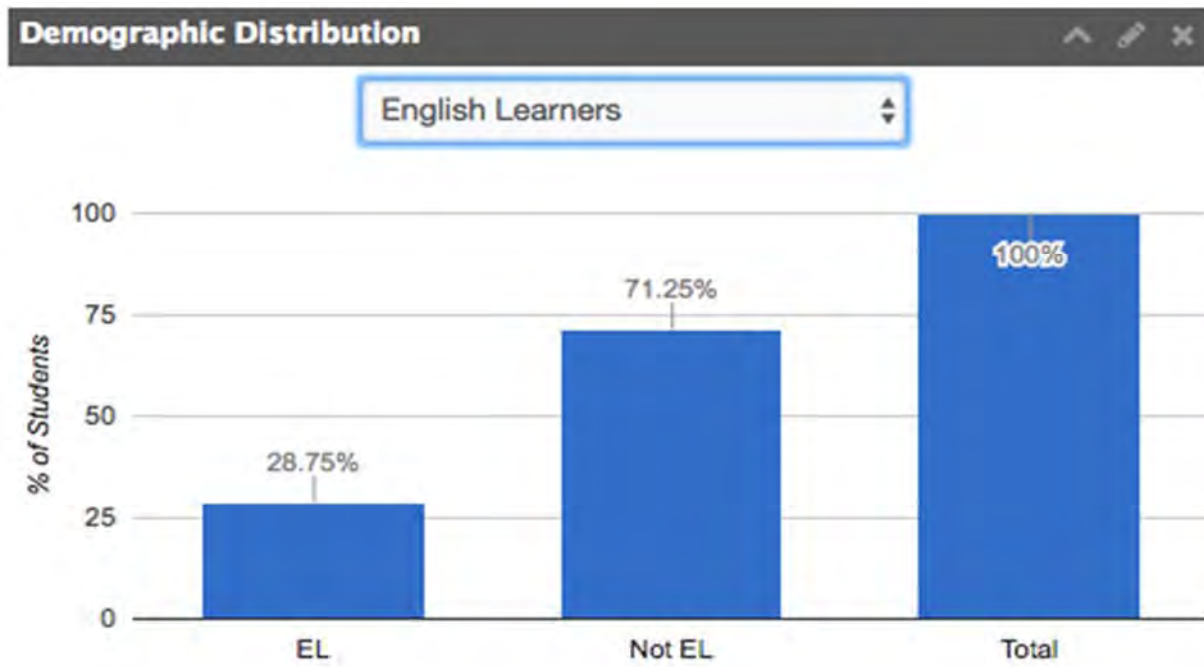
The increased enrollment projections are based upon the addition of a traditional program in the secondary grades. NSLA is anticipating high community interest in the school, since it would be one of the select few dual immersion high school programs in the state of California, and the only dual immersion charter school in our region. Moreover, parents have expressed strong interest in the smaller high school learning community that NSLA could provide through the addition of a traditional program.

The projected enrollment numbers for NSLA were compiled by our Attendance/Enrollment Analyst using enrollment and ADA data collected from prior years and incorporating them using historical trends to forecast future enrollment. Additionally, the high school enrollment trends for the AAE were considered.

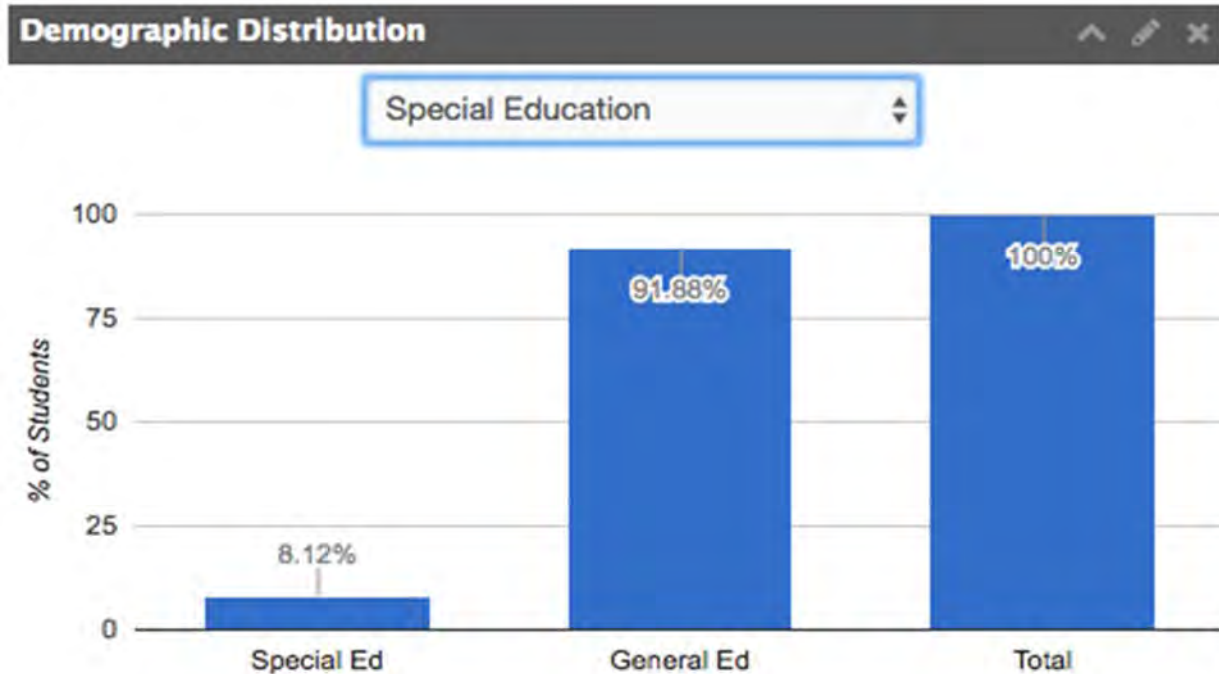
The NSLA's current 2016-2017 demographic breakdowns are represented in the following charts:



(SED=Socially Economically Disadvantaged; Non-SED=Non-Socially Economically Disadvantaged).
(NSLA Illuminate Student Data System, September 2016)



(NSLA Illuminate Student Data System, September 2016)



(NSLA Illuminate Student Data System, September 2016)

B. Mission, Vision, Educational Philosophy and Environment

NSLA Mission

The NSLA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

NSLA Vision

We are a bilingual, biliterate, and multicultural community that achieves at the highest academic levels.

These vision and mission statements guide the daily instructional decisions, professional development and schoolwide planning. The foremost goal is to focus on learning for all which will be demonstrated on common formative, norm-referenced, summative and state assessments.

NSLA is a Dual Immersion Program School which supports our charter's educational goals including teaching science everyday beginning in TK. The NSLA's goal is for all students to be able to speak, read and write in Spanish and English in all academic areas after continued attendance in the program for five years.

Educational Philosophy

NSLA's mission and goals reinforce the Charter School's educational philosophy. Students graduating from the NSLA will be effective bilingual communicators, with the ability to analyze

and use critical thinking skills, and be responsible global citizens in the Charter School and community. NSLA maintains high academic and behavioral standards, and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the NSLA philosophy is maintaining and deepening a connectedness between parents, students and the Charter School.

In order to provide a program with high academic rigor, it is important that we maintain a school culture of excellence. This is achieved through collaboration and teamwork focused on best practices and assessment data analysis to guide instruction.

Educational Environment

The NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice, and to be life-long learners. To accomplish this with its diverse student population, and to increase learning opportunities for all pupils and provide expanded learning experiences, the NSLA has implemented the following:

- A nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the Common Core State Standards;
- Opportunities for equal educational access for all students;
- A dual language learning model in English and Spanish to become fully bilingual and biliterate;
- Science and technology experiences through instructional tools to enable students to succeed in the 21st century;
- Additional enrichment educational opportunities through its weekly classes of music, art, and Mandarin Chinese.
- Athletic programs for students in the Middle Grades.

The NSLA's Special Education program includes two separate, but collaborative, programs for Resource Specialist Program and Intensive Specialized Academic Instruction for grades TK-5th and grades 6th-8th. Added collaboration between general education and special education teachers has also been established and is regularly monitored.



Students in Art Class



Baseball Athletes-Middle Grades

Partnering with University of California, Riverside and California State University, San Bernardino also benefits students as the NSLA put research-guided programs into best practices in the areas of teacher training, curriculum development and pedagogy.

Students at the NSLA also benefit from the Charter School's partnership with the Academy for Academic Excellence ("AAE"). The AAE is a TK-12 direct-funded charter school that offers a site-based program for students with a strong emphasis on academic rigor. It is located in Apple Valley, a rural area in the high desert region of Southern California. The AAE has been in existence for twenty years and has continually demonstrated student achievement scores that are higher than local, county and state comparatives. In 2013, AAE earned an API of 848, an 8 in similar school ranking and a 7 in California schools ranking. The trend of high academic performance has continued under the current California Assessment of Student Performance and Progress ("CAASPP"). The administration of the two LCER schools collaborate regarding the curriculum and instruction models used at each site.

The NSLA charter school meets the intent of the legislature in enacting the Charter Schools Act as stated in California Education Code Section 47601 to:

- improve student learning;
- increase learning opportunities, especially for those identified as academically low achieving;
- use different and innovative teaching methods;
- provide opportunities for teachers to be responsible for learning programs;
- provide parents and students with innovative educational opportunities tuition free;
- be accountable in meeting measurable student outcomes; and
- stimulate improvement in the public school system through competition.

Basic Learning Environment

The NSLA is a site-based charter school with a focus on engaging students through hands-on, student-centered, constructivist learning, including experiential and participatory educational programs. The NSLA is a small school, with approximately 125 students in grades TK-2nd and 95 students in grades 3-8th. One advantage of a smaller school is that the grade level teachers in the elementary school are able to work together closely to establish consistency in the program offered at each grade level.

The NSLA fosters a strong sense of collaboration between the teachers, which is facilitated through the bell schedules and English/Spanish instructional minutes. Instructional minutes are located in Appendix E, and the bell schedules for TK-5th and Middle Grades are located in Appendix F. There are 180 instructional calendar days, and 5 professional development days for the teachers.

C. How Learning Best Occurs and What It Means to be an Educated Person in the 21st Century

The NSLA is the second laboratory school campus under the Lewis Center for Educational Research ("LCER"). In working with the parents in San Bernardino County and in the vicinity of the former Norton Air Force Base in San Bernardino, the NSLA has established a warm and

nurturing environment that is safe and inviting for both students and parents. Helping parents gain a working knowledge of their role in promoting and supporting the education of their children is central to helping students succeed. Partnerships with the community, including local businesses, help students see the importance of their role in society and the need to become well educated.

The Charter School and its faculty play an essential role to provide a focused, standards-based curriculum and individualized attention to ensure that each foundational block of knowledge is mastered. We believe learning best occurs in small group settings where children are immersed in the subject matter using a variety of pedagogical methods to allow children to learn, implement, and use the knowledge gained through practical application.

The NSLA ensures its dual language program is researched-based and follows the proven guidelines provided by experts in the field. Dual Immersion guiding principles include the implementation of quality curriculum that is aligned to the Common Core State Standards and that provides students with opportunities to access authentic literature in both languages. Instruction and Staff Quality are both guiding principles that are a continuous focus for the NSLA. Through Guided Language Acquisition Design (“GLAD”) strategies, quality instruction is ensured, while maintaining compliance regarding teachers credentialing addresses the need to have quality staff who are native speakers preferably. Encouraging parent participation, and continuing to seek resources and support from the community, all guiding principles are address to maintain a quality dual immersion program. Students at the NSLA are motivated to have a strong work ethic as well as a sense of empowerment and structure. They are expected to demonstrate moral character and follow our creed of Discovery, Camaraderie, Integrity, and Service. Learning best occurs in a safe and nurturing environment where everyone is held to the highest standards and expectations.

The NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice, and to be self-motivated, competent, life-long learners. An educated person in the 21st century is someone who:

- Has been educated in a nurturing and intellectually stimulating environment as they participate in experiential learning aligned with the Common Core State Standards and Next Generation Science Standards and actively utilize that knowledge in real-world applications. The NSLA students participate in a rigorous, yet relevant, curriculum that focuses on applying knowledge, not just being passive recipients of knowledge. This curriculum also features programs to meet the needs of all students, and includes students with special needs, both gifted and at-risk.
- Has been provided with opportunities for equal educational access, no matter their background or educational needs. All students have the opportunity to participate in activities that both remediate and enrich the educational experience.
- Has the opportunity to experience real-life science and technology through partnerships with public and private businesses. The strong partnership with NASA/JPL through the GAVRT program is one example of this. As the secondary program builds at the NSLA, students will become increasingly more involved in data analysis that is collected from a current NASA campaigns such as the: Juno/Jupiter Quest, Search for Extraterrestrial Intelligence (“SETI”), Black Hole Patrol and Solar Patrol. Additionally, in line with NASA’s vision of global science and engineering collaborations, the NSLA is developing

an intentional partnership with the native Spanish speaking students in Chile who also are participants in GAVRT. This involvement would actively engage our students with the premier scientists in a global collaboration initiative.

- Has the opportunity to become fluent and proficient in more than one language. At the NSLA, students are enrolled in a dual language immersion program.

The goals of the academic program are:

- **Bilingualism:** High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language.
- **Biliteracy:** High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students, as well as in the target language.
- **TK and Kindergarten Orientation:** Early intervention has shown to be one of the most effective programs in a child's education. A pre-kindergarten program was established to reach children even before they enter the NSLA in the 2012-2013 school year. Parents of incoming Transitional Kindergarten and Kindergarten students are invited to attend two orientation sessions at the end of the prior year of their enrollment. These "Rockets in Training" meetings explain the dual immersion program and the NSLA's Love and Logic philosophy and promote school readiness skills, oral language development and early literacy strategies. During these training sessions, both parents and future students are introduced to curriculum pieces that are helpful in preparation for kindergarten and that promote early language skills. That way, students get an opportunity to meet their future teachers and experience their new learning environment. Additionally, teachers are able to conduct informal assessments which allows them to form balanced classes for the incoming school year. This program supports parents and future students to become familiar with the NSLA's staff, environment, philosophy and procedures.
- **Multicultural Proficiency:** Understanding of different cultures and development of high self-esteem. All participants will demonstrate their ability to appreciate the value of their own culture, as well as other cultures in our society. Has access to instructional tools that enables students to succeed in the 21st Century. Through a variety of educational experiences, including higher levels of collaboration, the NSLA students learn how to apply knowledge and develop the tools necessary to be lifelong learners. Along with the NSLA emphasis in science, mathematics and technology, our students' education is centered on dual language immersion model to provide students with the opportunity to become fully bilingual and biliterate in English and Spanish. Our education model is also enhanced with a balance of visual and performing arts and Mandarin Chinese.

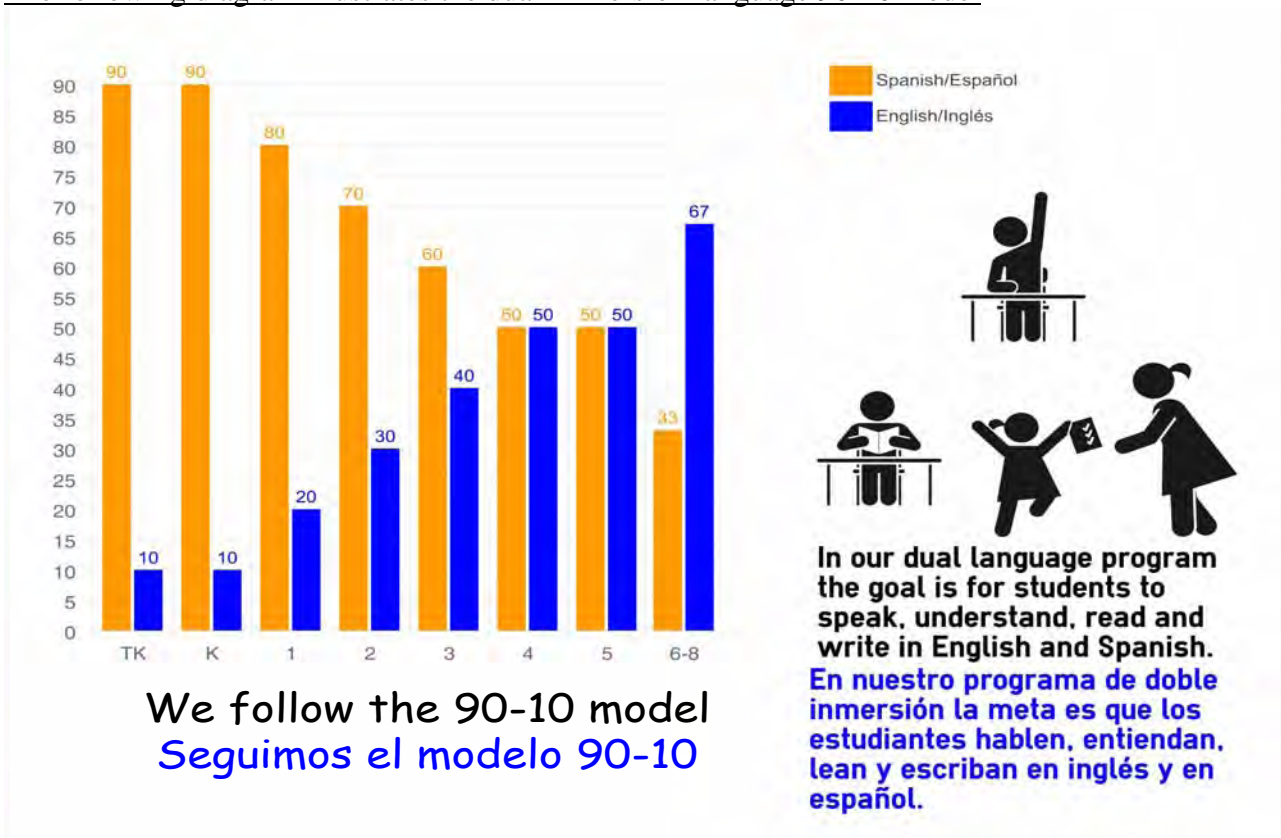


(Black History Month Celebration/Performance by Middle Grades Students)



Folklorico Group in the Multicultural Health Festival

The following diagram illustrates the dual immersion language 90-10 model



(Based on Collier and Thomas, 1996, 2001, 2014)

D. Curriculum and Instructional Design

The content of the NSLA curriculum is aligned with the Common Core State Standards, the Next Generation Science Standards, and other State Content Standards, and when applicable, with national content standards. As a dual language immersion program, curriculum is provided in both English and Spanish.

The NSLA offers a full range of courses including: English Language Arts, Mathematics, Science, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health. Courses stress the application of content knowledge to solve real-life problems.

This is accomplished by:

- Focusing on the essential skills of reading, written and oral communication, mathematics, science, and history in English and Spanish.
- Emphasizing experiential learning through hands-on projects, oral presentations and technology integration in core subjects.
- A focus on information literacy, giving students the tools necessary to access relevant information and apply it to specific situations in English and Spanish.
- Providing state of the art technology and other resources through educational partners such as: NASA/JPL, Apple Education, code.org and SBCSS.
- Offering research-based designed strategies that provide students with opportunities to implement projects.

Teachers use a rich variety of instructional strategies and classroom activities, from simulations, labs, cooperative learning, and the Socratic Method, to guest speakers, manipulatives, Guided Language Acquisition Design strategies, and role-playing which actively engage students in their learning. Students are immersed daily in a variety of activities that emphasize higher level thinking skills – presenting information, collaborating with others, applying skills and thinking critically. Students also have plenty of opportunities to use resources other than textbooks in class.

In order to provide a program with high academic rigor, it is important that we maintain a school culture of excellence. This is achieved through collaboration and teamwork focused on best practices and assessment data analysis to guide instruction. The NSLA began the transition to a new data system the during the Winter of 2013. A team of teachers, clerical staff and administrators were invited to participate in a review of three companies, and through this process, Illuminate was selected. A few teachers began piloting the program that spring. In the 2014-2015 school year, the NSLA began its school wide implementation with a spiraling professional development schedule and multiple opportunities for clarification. At the end of 2014-2015, the NSLA decided to have all teachers move to MacBook Air laptops to ensure the increase mobility will allow teachers easier access to their data, especially during their weekly collaborations. The NSLA also developed a timeline for the creation of standards-based report cards and benchmark assessments. The vice principal worked closely with teachers developing math and writing benchmarks by the end of 2014-2015; and language arts (in English and Spanish) by the first trimester of the 2015-2016 school year.

The NSLA maintains a strong instructional emphasis on the implementation of Guided Language Acquisition Design strategies. GLAD strategies are used in teachers' daily practice in grades TK-8. The NSLA's goal to have all teachers trained, continues to be a focus for ongoing professional development, teacher support and staff collaboration. In the 2015-2016 school year, all teachers participated in intensive GLAD training with an emphasis on providing extra support to new teachers.

The NSLA began the professional development process on the Common Core Standards during the 2012-2013 school year. At the beginning, the NSLA gave teachers an opportunity to develop an understanding of the standards, and the instructional shifts they required. As a result, the NSLA's teachers were prepared for full implementation of the CCSS during the 2014-2015 school year. The NSLA has continuously participated in professional development opportunities through the San Bernardino County Superintendent of Schools system, including four cycles of walkthroughs with their consultants during the 2013-2014 and 2014-2015 school years. Instructional staff continues to refine the implementation of the CCSS, as well as implement the Next Generation Science Standards and the English Language Development standards which are now closely aligned to the CCSS English/Language Arts standards.

The NSLA has a strong emphasis in the integration of technology. Students in grades TK-3 have a dedicated stationary computer lab, mobile Apple MacBook computer lab, student computers in each classroom, and access to iPad tablets. Students are introduced to technology beginning in TK and experience compounding instruction introducing new topics as they progress through grade levels. Each classroom is augmented with a projector and ELMO. ELMOs allow our teachers to digitally project their content and record their lessons for students. Students have access to a large array of software offerings across numerous subjects. The NSLA is always evaluating new pieces of software to add to our current offering of Renaissance Learning, IXL, BrainPOP, TimezAttack, Discovery Education, Typing Ace, and many others. The preceding software is used in the following subjects and grades:

Software	Subject	Grade Levels
Renaissance Learning	English, Math	K-8 th
IXL	Math	K-8 th
BrainPOP	Multidisciplinary	Elementary
TimezAttack	Math	Elementary
Discovery Education	Science	K-8 th
Typing Ace	Typing Proficiency	3 rd -8 th

Students in grades 4th-8th participate in a One-to-One laptop program (with MacBook Air laptops) and use them daily at school and for homework assignments and projects. Such technology implementation and strong support from the LCER IT Department proved to be integral to the administration of the first Smarter Balanced Assessment Consortium ("SBAC") field test in the Spring of 2014, and then the following school year to establish a baseline. Students had practice with the devices, and the school had enough access points. This school year, the NSLA continues to prepare its students to take the CAASPP by allowing for two Interim Assessments Block practices in the year and by exploring the integration of the assistive technology. The NSLA continues to follow the assessment course set out by the California State Board of Education.

Additionally, working with our Academic Leadership Team (“ALT”), we have developed a Technology Scope & Sequence. This Scope & Sequence serves as a guide for our classroom teachers. Utilizing a variety of software programs, students complete a project each trimester. These projects begin in TK and continue through 8th grade.

(See Appendix G for curriculum descriptions, scope and sequences, and textbook lists.)

NSAA 2015-2016
Technology Scope & Sequence

Kinder/1 st	2 nd	3 rd	4 th	5 th	6 th -8 th
Computer lab/ <u>ipod</u> cart		MacBook cart & Computer lab	1:1 <u>MacBooks</u>		
Students will be able to:					
<p>With prompting, support and teacher modeling students will be able to:</p> <ol style="list-style-type: none"> 1. Turn on computer and have working knowledge of components (mouse, keyboard, etc.) 2. Log in 3. Conduct guided internet searches 4. Use <u>MyMentor</u> links to access frequently visited websites 	<ol style="list-style-type: none"> 1. Continue to use <u>MyMentor</u> to access frequently visited websites 2. Manipulate documents (save, print, etc.) 3. Introduce Typing Ace 4. Conduct internet searches 	<ol style="list-style-type: none"> 1. Continue to use <u>MyMentor</u> to access frequently visited websites, add courses & attach files 2. Continue Typing Ace 3. Conduct internet searches and utilize bookmarks 4. Become familiar with <u>iWorks</u> suite 	<ol style="list-style-type: none"> 1. Use <u>MyMentor</u> daily for assignments, quizzes, homework, etc. 2. Continue Typing Ace 3. Utilize internet and identify valid resources 4. Utilize short cuts 5. Intro <u>photobooth</u> 6. Demonstrate proficiency of <u>iWorks</u> suite 	<ol style="list-style-type: none"> 1. Use <u>MyMentor</u> daily for assignments, quizzes, homework, etc. 2. Demonstrate proficiency in iMovie 3. Intro and demonstrate proficiency in Garage band 4. Manipulate documents and a variety of files (pics & audio) 5. Utilize internet and identify valid resources 6. Utilize short cuts 7. Continue Typing Ace 	<ol style="list-style-type: none"> 1. Use <u>MyMentor</u> daily for assignments, quizzes, homework, etc. 2. Demonstrate proficiency in iMovie 3. Utilize Garage Band 4. Manipulate documents with a variety of files, including ability to import and export 5. Utilize internet and identify valid resources 6. Utilize short cuts 7. Continue Typing Ace

NSAA 2015-2016
Technology Scope & Sequence

Grade Level Trimester Projects								
K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Publish writing in both languages								
1 st Trimester								
Login Type first and last name and student # and print	Project to identify components of a computer	Power Point "Todo Sobre Mi"	Create Pages document (story map) for Charlotte's Web	Keynote with voice recording	Create a state travel brochure in Pages	Integrated project: Mesopotamia Timeline Respect Project- <u>KeyNote+Audio</u>	Integrated project: Ancient Hebrews Jing Presentation "How To"- Still Photo	Integrated project: <u>Minecraft</u> Civilization
2 nd Trimester								
Use <u>MyMentor</u> to login to IXL	Publish a typed paragraph in Word	Create collage on a specific biome using Google images	Keynote presentation for Matilda	Talking document for Gold Rush	Create a movie trailer for novel using iMovie	Integrated project: <u>Respect Project- KeyNote+Audio</u>	Integrated project: Jing Presentation - <u>KeyNote</u>	Integrated project: Roman Leader Bilingual Interview
3 rd Trimester								
	Power Point presentation on...		Create a Campaign poster in Pages			Integrated project: Colony Commercial (Social Studies)	Integrated project: Jing Presentation -Video	Integrated project: Internet Based Summit (Skype/Facebook Live-converse as different countries/ww2 /cold war)

Enrichment Learning Opportunities

At the NSLA, providing unique opportunities for enrichment, remains a priority. When the Charter School opened in 2008, a commitment was made to parents that, not only would their children become bilingual and biliterate in Spanish and English, but also, they would have the chance to learn Mandarin Chinese as a world language to fulfill its mission to create global citizens. To that end, the NSLA and the LCER formed partnerships with the Confucius Institute at UCLA and the Chinese Teacher and Principal Shadow Program from the California School Board Association ("CSBA"). Since then, and through the actual implementation of the Chinese classes at the NSLA, the efforts have been prioritized to ensure the continuation of Chinese as part of the enrichment opportunities for the NSLA students and not yet to the full world language program. This could be pursued when the Charter school reaches the 9-12th grade component. During the 2011-2012 school year, through the Confucius Institute at UCLA, the NSLA welcomed two Chinese teachers who taught at the Charter School for that year. The following year posed a challenge due to difficulty in securing visas, but the NSLA committed to the program and hired a native Chinese teacher to continue the program.

Finally, in the 2013-2014 school year, the NSLA expanded its enrichment program to add to the Chinese enrichment classes, art, music, and additional PE. The NSLA looks forward to the continuous collaboration with the Confucius Institute at UCLA for teacher training and school visits. The Chinese teacher has enhanced the NSLA's school community by coordinating and choreographing a school wide Chinese New Year celebration in which performances from students

were enjoyed by all. Students also showcase their learning during the yearly Multicultural Health Fair. The NSLA has also been the perfect host for other groups of Chinese educators who have visited the NSLA providing students with real-world opportunities to witness the importance of the language.

The “Meet the Masters” program was implemented during the 2011-2012 and 2012-2013 school years. With the implementation of the weekly enrichment classes in the 2013-2014 school year, that curriculum was used at the discretion of the art teacher who ensures artistic expression that is not only standards-based, but real and relevant to the students’ own interests. With the collaboration of the NSLA Parent Teacher Organization, the NSLA's young artists have the opportunity to showcase their work in the yearly Art Show in March. During the Art Show, art from local artists is also shown, while these artists also serve as judges. Art from children around the world is also displayed with the collaboration of the Mexican Consulate in San Bernardino. Students have opportunities to collaborate on programs for the public, as well as, completion of individual artistic endeavors. In addition, students learn art techniques and music concepts from the primary grades in their homeroom classrooms (See Appendix H for newspaper articles highlighting the NSLA’s enrichment programs.)

Secondary Education Program—Plan for Growth

When the NSLA charter was first approved in 2007, the Charter School enrolled students in Kindergarten through 2nd grade. Currently, the NSLA has approximately 760 students in grades TK-8th. The academic program has continued to grow each year. However, obstacles concerning finance and facilities have prevented the NSLA from expansion to high school. Realizing the original vision of becoming a TK-12 charter continues to be a strong desire for the NSLA community. Therefore, the LCER Board and Executive Team have set specific goals to prioritize this expansion.

Proposed High School Expansion Timeline

The Charter School will regularly provide updates and consult with the County throughout the proposed expansion timeline.

School Year	Action
2016-2017	<ul style="list-style-type: none"> • NSLA Charter Renewal • Explore facilities options (whether to remain at current location or to relocate) • Develop a budget for expansion to include staffing, facilities, supplies, curriculum and resources • Continue to strengthen middle school academic, co-curricular and extracurricular programs
2017-2018	<ul style="list-style-type: none"> • Facilities Planning • Secure necessary financing for phased expansion of 9-12 • Continue to strengthen middle school academic, co-curricular and extracurricular programs

2018-2019	<ul style="list-style-type: none"> • Construction of updated facilities and phased expansion (either on current site or new location within close proximity to the current site) • Development of High School Course Catalog, Graduation Requirements, College Planning Guide, Master Schedule, etc. • UC Approval for new A-G courses • Community Partnership Development to strengthen college and career pathways
2019-2020	<ul style="list-style-type: none"> • First 9th grade class • UC Approval for new A-G courses • Continue phased expansion of facilities • Build secondary academic, co-curricular and extracurricular programs (such as: honors classes, STEM courses, AFJROTC, athletics, VPA)
2020-2021	<ul style="list-style-type: none"> • First 10th grade class • UC Approval for new A-G courses • Continue phased expansion of facilities • Build secondary academic, co-curricular and extracurricular programs (such as: honors classes, STEM courses, AFJROTC, athletics, VPA)
2021-2022	<ul style="list-style-type: none"> • First 11th grade class • UC Approval for new A-G courses • Continue phased expansion of facilities • Build secondary academic, co-curricular and extracurricular programs (such as: honors/AP classes, STEM courses, AFJROTC, athletics, VPA)
2022-2023	<ul style="list-style-type: none"> • First graduating 12th grade class • Finalize phased expansion of facilities • Build secondary academic, co-curricular and extracurricular programs (such as: honors/AP classes, STEM courses, AFJROTC, athletics, VPA) • UC Approval for new A-G courses

As the secondary program develops, consideration will be made to be inclusive of courses that build on the language and cultural expertise gained in the dual language program. The NSLA will also follow the pathway already developed by our highly successful sister school, the Academy for Academic Excellence. In the last 20 years, they have grown to be a full TK-12th grade school, and the NSLA will use their curricular and academic program as a model. See Appendix I for the University and College Prep Handbook as well as the High School Course catalog that has been approved by the LCER Board of Directors. The secondary school program will include: a-g approved academic courses, career internships with local businesses, global educational collaborations, co- and extracurricular activities, and a Seal of Biliteracy Pathway to give students the option to choose from a wide range of rigorous opportunities—a must for a small school setting.

College Bound Emphasis

There are a number of areas in which an emphasis on college bound preparedness take place at the NSLA. During the 2012-2013 school year the NSLA began using some of the ideas from No

Excuses University. Specifically, the implementation of the “adoption” of a university by classrooms, and the promotion of universities through the installation of university pennants in the multipurpose room and library. The “adoption” includes a college wall that teachers use to showcase their chosen university as well as, age-appropriate concepts related to attending a college or university. For instance, in kindergarten, teachers align these concepts to community helpers, and a “what do you want to be when you grow up” exercise. In Middle Grades, teachers introduce the importance of selecting A-G courses when they promote to high school. Additionally, middle school students also receive important instruction regarding college readiness skills through the school counselor, who explains the importance of maintaining good study habits, organization, setting and monitoring goals, etc. The counselor has also facilitated visits from CSUSB to explain their admission process and the importance of A-G courses. Students in the middle grades also participate in yearly field trips to local universities. So far, NSLA students have visited University of Redlands, UCR, CSUSB, and UC San Diego. Other trips organized by individual teachers have provided field trips to the UCR Botanical gardens (3rd grade) and UCLA (4th grade).

There are a number of areas in which an emphasis on college bound preparedness will take place at the NSLA: (a) Student Orientations; (b) Parent/Student College Awareness Nights, (c) One on one sessions with students and staff with our counselor, (d) and college visits.

- Student Orientations: The NSLA's counselor reaches out to students in the middle grades to conduct orientations for students to be aware of the necessary requirements for high school graduation as well as the necessary elements of being ready to enter a four-year university, such as A-G requirements.
- Parent/Student College Awareness Nights: The staff will conduct one to two nights each year for students and parents devoted to explaining the essential elements necessary for preparing to enter a four-year university. The staff will bring in guest speakers from the universities invited. Organizations like the Princeton Review to share timely information.
- One-on-One Session with Students and Staff: The NSLA's counselor will meet with individual students so that they have the necessary knowledge (and continue the learning process) as it relates to high school graduation and gaining entrance to a university.
- College Visits: There will be specific visits to the local community college and universities for the purposes of educating our students on nearby opportunities of higher education.

Scholarships / Financial Aid: Grade 12

Providing information on college scholarships and financial aid is a necessary part of the life of a high school that focuses on preparing students for college attendance. The NSLA will thoroughly implement a system of regular updates to our scholarship bulletin that is distributed to students periodically and is available in the counseling office at all times.

The NSLA will encourage the timely completion of the Free Application of Federal Student Aid (FAFSA) and the Cal-Grant GPA verification form for the purposes of maximizing students' financial aid opportunities. Financial aid information nights will be arranged with local universities and community colleges to go over details of the financial aid forms and processes. Help is available by request.

Pilot Curriculum Projects

When deemed appropriate by curriculum committees and administration, the NSLA will participate in pilot curriculum projects, which will undergo a rigorous vetting process prior to being used in the classroom. Utilizing the LCER's partnerships with the UCR and the U of R, the NSLA will be able to implement and examine the outcomes for student achievement of current educational curriculum and practices at the classroom level.

Examples of Additional Curricular and Co-Curricular Programs

In addition to general curriculum, the NSLA will offer a wide variety of additional courses once high school is added. Samples of additional courses that will be modeled at the NSLA can be also found in the course catalog of AAE in Appendix I.

Academic Curriculum Materials

While the Charter School has made decisions regarding the academic curriculum materials that will be used, all curricular adoptions are subject to change in response to student learning needs.

These needs will be identified through diagnostic assessments, curriculum-embedded tests, and examination of student work. The charter schools will each have a curriculum committee comprised of teachers, parents, and administrators. The curriculum committees will continuously examine the programs in place at the Charter School, and resulting student achievement, in order to fine-tune academic programs to maximize achievement. (See Appendix for grade level scope and sequences, curriculum and text books.)

Information Technology

Technology plays an important and integrated role at the NSLA. We have a One-to-One laptop program for grades 4-8 utilizing Apple MacBook Airls. These students use the laptops consistently throughout the day to accomplish classwork and collaborative projects. Students utilize Apple specific programs including iMovie, Pages, Keynote, iBooks, and iBooks Author. Grades TK-3 have a dedicated stationary computer lab, mobile Apple MacBook computer lab, student computers in each classroom, and access to iPad tablets. Students are introduced to technology beginning in TK and experience compounding instruction introducing new topics as they progress through grade levels. Each classroom is augmented with a projector and ELMO. ELMOs allow our teachers to digitally project their content and record their lessons for their students. Students have access to a large array of software offerings across numerous subjects. The NSLA is always evaluating new pieces of software to add to our current offering of Renaissance Learning, IXL, BrainPOP, TimezAttack, Discovery Education, Typing Ace, and many others.

The software utilized is integrated in the following subjects and grades:

Software	Subject	Grade Levels
Renaissance Learning	English, Math	K-8 th
IXL	Math	K-8 th
BrainPOP	Multidisciplinary	Elementary
TimezAttack	Math	Elementary
Discovery Education	Science	K-8 th
Typing Ace	Typing Proficiency	3 rd -8 th

The NSLA has also created a Tech Task Force to drive technology innovation in our classrooms. Teachers, administrators, and IT are represented in the task force. The task force meets regularly and has visited the Apple Campus in Cupertino to participate in their Executive Briefing. We are working with our partners at Apple to become an Apple Distinguished School.

Student to Computer Ratio	
Grades TK-3 rd	4:1
Grades 4 th -8 th	1:1

The NSLA campus abides by the LCER’s Internet User Agreement (“IUA”) and the guidelines of the Children’s Internet Protection Act (“CIPA”). The NSLA has, and enforces the use of, an Internet protection measure supported by County Schools and Barracuda web filtering technology. All teachers and administrators require and enforce the use of the IUA. (See Appendix F for the LCER Internet User Agreement.)

All teachers use technology to assist in the management of the instructional program – producing handouts for class, recording and reporting grades and attendance, and email contacts with one another and with parents. All the NSLA classrooms are equipped to facilitate digital-audio presentations.

The NSLA has IT support staff on campus to provide 99.9% uptime for related services and technologies. Staff also provides technical knowledge and instruction for enrichment classes. IT handles all user management required for software packages to allow for teachers to focus on instructional time. Staff also supports parents with a help desk line to assist them with issues they may encounter at home.

The NSLA believes that the effective use of properly configured technology by highly trained staff will effectively increase student learning and help close the performance gap of all learners. Technology will be aligned to these over-riding curricular goals, and the specific objectives and academic content standards for student achievement will be based on the California State Content Standards.



(Pictures of Science & Technology Integration at NSLA)

E. Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the County and is also available on our website at www.lewiscenter.org.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

F. Plan for English Learners

The NSLA meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The NSLA implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The NSLA administers the home language survey upon a student's initial enrollment (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

Reclassification Procedures

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The NSLA utilizes a variety of methods to accelerate language acquisition and ensure access to curriculum, while new language skills are developing. Guided Language Acquisition Design, Writing Reform and Innovation for Teaching Excellence (“WRITE”) Institute, and sheltered instruction are a few of the methods used to provide access and equity to the full curriculum for language learners here at the NSLA. When EL’s struggle academically, teachers use curriculum-based assessments, the SOLOM, the CELDT, and on-going assessments to determine the impact of language development on academic achievement. Academic as well as language development interventions are provided in all grade levels, based on the individual student’s needs. Both the Instructional Coach and the Intervention Teacher provide guidance and support to teachers as they analyze student performance and plan targeted interventions. In turn, patterns in the needs of EL students across a classroom, a grade level, or the Charter School result in professional development for staff, targeted instruction for students, and adjustments to curriculum and instruction methods.

The NSLA teachers and staff conduct academic assessments of English learners to ensure appropriate placement and provide a program for EL to successfully achieve English language proficiency. Flexible, differentiated ELD support, for both integrated and designated ELD, is provided during the school day, based on the individual’s social and academic language needs. ELD instruction is connected to current content area instruction to enhance opportunities for language development and for relevant, real-time support.

The NSLA makes every effort to only hire teachers with Bilingual Cross-cultural Language and Academics Development (“BCLAD”) certification or equivalent State EL Authorization or Cross-cultural Language and Academics Development (“CLAD”) certification.

English Language Development

Meeting the English language development needs of students attending the NSLA requires a focused effort, following guidelines set for by the State of California. Intervention strategies implemented incorporate the most effective research proven strategies possible, including methods for both integrated and designated ELD.

Guidelines (Assessment/Determination of needed services):

The following criterion are used to determine eligibility and need for language develop services and intervention strategies.

- Students are considered English Learners during the enrollment process when parents note that their home language is one other than English.
- These students are assessed every year in their English proficiency to make sure they are making adequate progress.
- A student is determined Initially Fluent English Proficient (“I-FEP”) if during their initial CELDT assessment the said student scores Early Advanced or Advanced.
- Parents receive notification of CELDT scores every year via mail, as long as their child is considered an English Learner.

The NSLA currently identifies English Learners in one of five levels based on CELDT assessment results:

1. Beginning
2. Early/Intermediate
3. Intermediate
4. Early/Advanced
5. Advanced

The NSLA staff has begun participating in ELA/ELD Framework professional development opportunities. Once released and operational from the state, the NSLA will follow the new English Language Proficiency Assessments for California using the following levels:

- Emerging
- Expanding
- Bridging

Plan for English Learners

- Staff have opportunities to participate in quality professional development activities on a quarterly basis that enable them to become and remain current on strategies that work for EL students. The focus of professional development will be to increase the use of curriculum, assessment, and instructional strategies that enhance EL students’ achievement.

- Designated and integrated ELD services and strategies are provided consistent with the level of language development of each student. Students in dual language classrooms receive intensive English language development instruction during the English portion of their academic day and during Universal Access time. Teachers are aware of students' EL level along with Spanish reading and writing levels. Instructional support is provided as necessary.
- In addition, the NSLA staff and teachers will continue to develop methods for serving EL students through:
 - Dual Language Immersion Instruction
 - WRITE Institute
 - Thematic Unit Planning, including Guided Language Acquisition Design
 - Classroom Organization and Planning
 - Lesson Planning for ELD instruction (Designated and Integrated)
 - Evaluation and Selection of Appropriate Instructional Materials and Activities
 - Content-area Instruction
 - Teaching for Transfer between Languages
 - Distinguishing between Second Language Acquisition and Disabilities
 - Advocacy for English Learners

G. Plan for Students Who Are Academically Low Achieving

Assessment is an instrumental part of the NSLA in determining the educational needs of all students. Ongoing assessments are provided to identify and respond to the needs of students who are not achieving at or above expected levels, whether they are academically high achievers, EL, or students with disabilities. Assessments are viewed as a tool to assist in the decisions that are made in curriculum development, classroom instruction and in meeting the unique learning requirements of students with special needs. Data obtained from the assessments administered will be a guiding component in all decisions made, thus the term, Data Driven Decisions. Results obtained will be processed through Illuminate (data analysis system) for real time analysis. Current school wide and state assessments include the California Standards Test ("CST") for Science, STS, CELDT, DRA/EDL, grade level benchmarks in language arts and math, writing benchmarks by grade, oral presentations, SOLOM (student oral language observation matrix), and other teacher created assessments.

At the end of the 2013-2014 school year, the Leadership Team at the NSLA began to plan for systematic intervention support. At this time, teachers were attending PLC training to learn how to have conversations about student learning and plan for modifications to instruction based on data. During this PLC training experience, it became apparent that changes needed to be made school wide to support the intervention process in a systematic way. It was during these PLC trainings that the idea of the Rocket Lab was born.

In the summer of 2014, the NSLA hired an additional Intervention teacher to lead the Rocket Lab. This provided the students at the NSLA with two part-time intervention teachers, one with a focus of overseeing the Student Success Team ("SST") process and providing coaching support to

teaching staff and the other to run the Rocket Lab. At this time, the Leadership Team also developed a schedule for Universal Access time. This schedule identified a 45-minute block of time each day for every grade level, during which the teacher provided Universal Access for all students. While working with teachers to develop their understanding of Universal Access, it was explained that this is not a time for direct instruction. Universal Access is a designated time for teachers to work with students in small groups on a targeted goal that is aligned to the grade level SMART goal. As part of the school wide professional development plan, teachers and instructional aides are provided with training on skills and strategies to use during Universal Access time that best meet the needs of students.

In the fall of the 2014-2015 the Universal Access schedule was implemented in grade K-5 and the Rocket Lab was launched. The Rocket Lab is a classroom at the NSLA where identified students go to receive additional support. Students at the NSLA were working with their teachers in small groups, on targeted goals, during Universal Access time. In looking at our Response to Intervention (“RTI”) triangles and the levels of support, Universal Access time is truly a Tier 1 support (see descriptions below). The Rocket Lab was designed to be a Tier 2 support. To identify students that need this level of Tier 2 support, grade levels administer an assessment and analyze the results. In the grade level PLC, teachers identify the lacking foundational skills that are preventing students from mastering the standards identified in the assessment. The PLC then writes a SMART goal for the identified foundational skill. The identified students then receive support in the Rocket Lab for the SMART goal during Universal Access time. On average, each grade sends approximately 20 students to the Rocket Lab each instructional cycle. There are 4, six-week cycles each school year.

Fall Rocket Report 2015

Grade	Students	Met Goal	Not Meet Goal	Percentage
K	15	15	0	100%
1ST	15	12	3	80%
2nd	15	12	3	80%
3rd	15	15	0	100%
4th	15	14	1	93%
5th	15	13	2	87%
Total	90	81	9	90%

(NSLA Illuminate Student Data System 2015)

Referral Process

The NSLA utilizes an Academic Review process as the referral process much like the Student Success Team approach, but enhances the process by incorporating a Response to Intervention model used and promoted by the California Department of Education. A team relevant to the

student's educational needs consists of an administrator, regular education teachers, educational specialists (who possess appropriate special education credentials), school psychologist, school counselor, Section 504 Coordinator, medical personnel, parents, and others, as needed, are utilized. The NSLA utilizes a Multi-tiered Systems of Support ("MTSS") team to establish and implement goal oriented systems for tiered, academic, social-emotional, and behavioral support in order to best support and collaborate with teachers to meet the needs of students. These systems will be visible, documented and accessible. This team meets weekly in order to monitor student data and progress.

The mission of MTSS Team is to establish and implement goal oriented systems for tiered, academic, social-emotional, and behavioral support in order to best support and collaborate with teachers to meet the needs of students. These systems will be visible, documented and accessible. The NSLA staff has been trained in Multi-Tiered Systems of Support and Response to Intervention and has developed a process to implement it systemically across the Charter School. Teachers gather data on students' achievement from a variety of sources (CAASPP, CELDT, DRA/EDL, writing benchmarks, oral language assessment, language arts and math benchmarks, etc.) In order to best understand and meet the needs of our students, the NSLA provides on-going training to teachers in MTSS in order to address students need at the appropriate level and with the appropriate resources. The process we follow is the following;

TIER 1—All classrooms should actively use Best Practices to support students.

1. Observe academic and/or behavioral area of concern. Pinpoint 1-2 specific areas of concern based on information from analysis of work samples and available universal screeners. (If there are more than 2 areas of concern, prioritize and focus on no more than 2 for possible intervention.)
2. Reflect on current instruction, classroom management, and learning environment. Use Tier 1 of pyramid(s) & Best Practices Checklist.
3. Make changes as needed to implement best practices. Consult and/or observe colleagues and/or administration for support and advice.

If academic and/or behavioral concern improves, continue best practices. If academic and/or behavioral concern continues, move to TIER 2.

TIER 2—Interventions are specific strategies designed to develop a skill the student lacks.

4. Consult colleagues, pyramids, and professional resource materials for intervention ideas and begin RTI process and paperwork at grade level meeting.
5. Inform parents about interventions and progress as appropriate. (See initial parent contact form.)
6. Have student's hearing & vision checked with the LCER Nurse.

7. Meet with grade level team to make decisions based on information collected. Continue or change current intervention(s) based on information provided. Decide on time frame for interventions. Inform parents about interventions and progress as appropriate. (See parent log.)
8. If no significant progress is demonstrated in Tier 2 interventions, refer student to SST. If academic and/or behavioral concern improves, continue Tier 2 interventions. Grade level team may make decision to remove child from RTI based on progress. If academic and/or behavioral concern continues, move to TIER 3.

TIER 3—Personalized, RESEARCH-BASED, intensive interventions are necessary for students who continue to struggle despite Tier 2 interventions.

9. The teacher/grade level team referral of a child to TIER 3 interventions is a referral to the SST. A SST Referral must be completed with attached TIER 2 intervention documentation. This referral must be submitted to the Instructional Coach for review and to set up a SST meeting.
10. The Instructional Coach will set up the initial SST meeting with parents, teachers, instructional aides, administrators, etc.
11. The SST team convenes at the SST meeting to analyze Tier 2 interventions and make decisions about Tier 3, develop a student learning plan, gather baseline data, decide on a time frame, get signatures, and implement intervention(s) as designed.
12. Progress monitoring will be implemented with data collected at least every three weeks.
13. The Instructional Coach will set up another meeting at the appropriate interval of time that the SST team had agreed upon. This is the follow-up SST meeting. Review progress of student. If making significant progress, continue with intervention (decide on a time frame). If not making significant progress but making some progress, change intervention/strategy and implement (decide on a time frame). Or, if making no significant progress and team believes a different intervention would not make a difference, refer student for assessment for specialized services (possible 504 Plan, psycho-educational testing to ascertain qualification for an Individual Education Plan, counseling, etc.).
14. If student is referred for psycho-educational assessment, set up a meeting with SST team including parents. At meeting decide on referring student to special education or not. (May decide on more intensive interventions (LC/speech/ etc. interventions). Decision made is based on data collected at Tier 2 intervention through Tier 3 interventions.

(See Appendix J for additional information regarding the MTSS Map and SST Referral Process.)




Assessments

During the 2013-2014, school year, the NSLA explored several options for a student database system that would include an assessment component. After much consideration, Illuminate was

selected to replace Aeries, the NSLA’s then current Student Information System, and Data Director.

In the fall of 2014, the NSLA began the full implementation of Illuminate. Using Illuminate, teachers have been able to create and analyze multiple types of assessments including trimester benchmark assessments, formative and summative assessments. Teachers continue to develop and modify their assessments as they continue to deepen their understanding of CCSS and SBAC CAASPP and how those components work with the features in Illuminate.

Trimester benchmark assessments are administered at every grade level, Kindergarten through Eighth, three times a year at the end of each trimester. In Kindergarten through Second grade, assessments are given in Spanish Language Arts and Math. In grades third through eighth, assessments are given in Spanish Language Arts, English Language Arts and Math. These assessments were developed collaboratively with grade level teams. Using the grade level scope and sequence, teachers identified the standards that were to be assessed at the end of each trimester. Once the standards were identified, teachers pulled questions from their grade level curriculum and the Illuminate Item Bank. The tests were designed to emulate the CAASPP summative assessments. Using the Smarter Balanced Assessment (“SBA”) Alignments for claims, standards and targets, grade levels continue to modify benchmarks to insure that our assessments are aligned with SBA and are a true indicator of student understanding and also predictors of student success.

Displaying 51 to 100 of 131    More...

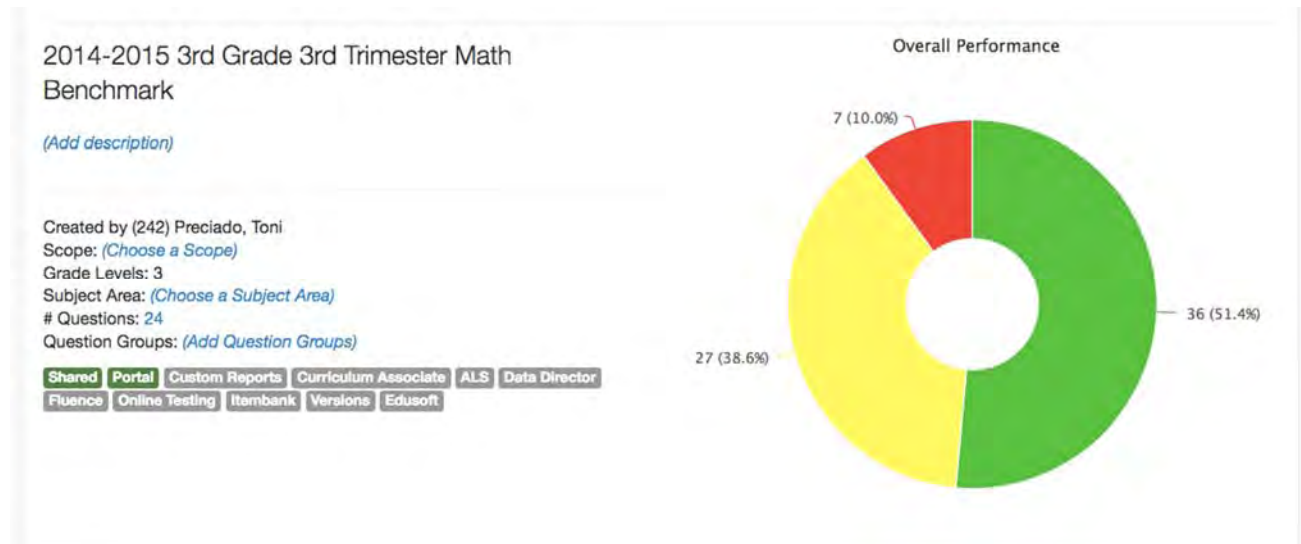
<input type="checkbox"/>	ID	Type	Title	Owner	Date Created	Last Accessed	Actions
<input type="checkbox"/>	12664	Assessment	2015-2016 6th Grade SLA 1st Trimester Benchmark	Preciado, Toni	November 21, 2015	November 21, 2015	Action
<input type="checkbox"/>	9286	Assessment	2014-2015 3rd Grade 3rd Trimester Math Benchmark	Preciado, Toni	May 13, 2015	March 7, 2016	Action
<input type="checkbox"/>	8592	Assessment	2014-2015 5th Grade 2nd trimester Writing Benchmark Informational Spanish	Preciado, Toni	March 6, 2015	March 28, 2016	Action
<input type="checkbox"/>	12430	Assessment	2015-2016 2nd Grade 1st Trimester SLA Benchmark assessment	Preciado, Toni	October 19, 2015	March 7, 2016	Action
<input type="checkbox"/>	13708	Assessment	2015-2016 1st Grade 2nd Trimester Math Benchmark	Preciado, Toni	March 3, 2016	April 5, 2016	Action
<input type="checkbox"/>	12616	Assessment	2015-2016 4th Grade 1st Trimester SLA Reading Benchmark	Preciado, Toni	November 6, 2015	June 14, 2016	Action
<input type="checkbox"/>	12523	Assessment	2015-2016 1st Grade 1st trimester Spanish writing benchmark expository	Preciado, Toni	March 4, 2015	March 2, 2016	Action
<input type="checkbox"/>	14404	Assessment	2015-2016 1st grade 3rd trimester narrative writing spanish benchmark	Preciado, Toni	May 29, 2015	August 5, 2016	Action
<input type="checkbox"/>	12663	Assessment	2015-2016 6th Grade Spanish Informative Writing Benchmark	Preciado, Toni	November 21, 2015	November 21, 2015	Action
<input type="checkbox"/>	8541	Assessment	2014-2015 Kinder 2nd trimester Writing Benchmark	Preciado, Toni	March 2, 2015	January 20, 2016	Action

(NSLA Illuminate Student Data System 2016)

During 2013-2014, our Academic Leadership Team (“ALT”) began the journey of PLC training. Through the implementation of PLCs, grade levels analyze the data in Illuminate and make modifications to instruction as needed. During the 2013-2014 school year, the NSLA began to

offer Enrichment classes for students including PE, Art, Chinese, and Music to students schoolwide. Enrichment teachers instruct one grade level a day for approximately two hours. While students attend their Enrichment classes, our classroom teachers have the opportunity to meet in their PLC to tackle the work that must be done to meet student needs. The NSLA grade level PLCs meet minimally once a week during this Enrichment rotation time and additionally one Wednesday a month when we have early release time for collaboration. In addition to the grade level teachers, members of our support staff (Counselor, Intervention teachers, School Psychologist) also attend the PLCs as needed. The NSLA Vice Principal attends grade level PLCs every day to provide guidance and support, in using Illuminate as tool to analyze student data to allow for the planning of necessary changes to instruction.

Illuminate allows teachers to pull student results in the form of reports. These reports can be created to look at data through multiple lenses, from school wide, to grade level or small groups, and individual students. Using the reports and information generated in Illuminate, teachers are able to target specific students and develop SMART goals. These goals exist at varying levels. Each grade level identifies a goal for all students at the grade level. Additionally, goals are written for individual students who are at risk of not meeting grade level standards. Through this process, teams of teachers are able to diagnosis student need, prescribe and implement an appropriate intervention, and monitor progress.



(NSLA Illuminate Student Data System, September 2016)

H. Plan for Students Who Are Academically High Achieving

High achieving students are identified using multiple measures. Assessment tools in both English and Spanish are used in the areas of: reading, writing, oral language, math, science, social studies and the arts. Students may also be recognized for high achievement in special project based learning programs, such as: the annual science fair, interdisciplinary grade level projects, and schoolwide events like the art show and talent show. High achievement is further identified and recognized through our honor roll program in a variety of academic areas each trimester.

The inherently challenging nature of a dual language program is the first way in which the NSLA naturally addresses the needs of students who are performing at advanced levels and/or demonstrate the potential for advanced learning. Additionally, these students are provided differentiated instruction which includes adjusting the pace, the content and/or the student's culminating product/project. Programs like IXL (an immersive K-12 website with common core aligned content for math, language arts, science and social studies) and Renaissance provide teachers and administrators great tools to target the needs of these students. Instructional strategies may include pre-tests to identify early mastery of a concept, compacting/accelerating the curriculum, customizing the methods for processing information/learning, as well as, the ways to demonstrate learning.

The enrichment/electives programs at the NSLA also provide excellent opportunities for differentiation and to give high achieving students other venues to channel their talents. For instance, students in the middle grades have the opportunity to accelerate through coding programs, or to participate in plays, or sports. Finally, collaborative partnerships with local industry, NASA/JPL and university partners provide educational experiences for these students as well. Onsite programs such as K16 Bridge and GAVRT further assist the Norton Science and Language Academy in assisting academically high achieving students.

I. Plan for Students with Disabilities

The NSLA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the SBCSS to ensure that a free and appropriate education ("FAPE") is provided to all students with exceptional needs.

The NSLA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, the NSLA will comply with AB 602, SBCSS guidelines, and all California laws pertaining to special education students.

As an independent LEA, the NSLA partners with the Desert Mountain Special Education Local Plan Area ("D/M SELPA") pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. As noted above, the NSLA has partnered with the D/M SELPA, where a variety of services are provided. These services include staff development, parental support through the Community Advisory Committee ("CAC"), compliance oversight, legal support services, financial management services, etc.

As an independent LEA, NSLA will be solely responsible for providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413. NSLA will provide special education services for students enrolled in the program to the extent required by law. NSLA reserves the right to contract with agencies and vendors when appropriate to secure special education services, including administrative support services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of NSLA, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending the NSLA is properly identified, assessed and provided with necessary services and supports.

The NSLA will meet all the requirements mandated within a student's Individualized Education Program. The Charter School will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the Charter School will work with D/M SELPA to provide an appropriate placement and services.

The NSLA will work with D/M SELPA to make time and facilities available to meet the needs of the student's IEP. The NSLA will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate educational supports and services.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to NSLA. The Charter School will encourage open communication between the parents and NSLA.

In order to comply with Child Find requirements as specified by law, NSLA has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, a Student Success Team, referral, assessment and IEP review.

Search and Serve

Through the Multi-Tiered Support System process (formerly known as RtI), students are continually evaluated to determine appropriate educational needs. No assessment or evaluation will be used for admission purposes. Through collaboration within NSLA's Professional Learning Community, NSLA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Success Team for that student.

Students possibly in need of special education are screened from available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Principal, and NSLA faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. NSLA may

also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

When a student enrolls at NSLA with an existing IEP, NSLA notifies D/M SELPA within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, NSLA will provide a comparable program consistent with the current IEP.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. NSLA's internal method for referral for assessment is described above under "Multi-Tiered Support System." The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by NSLA within 15 days. Parents will be informed via the Director of Special Needs that special education and related services are provided at no cost to them.

The parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The School Psychologist or designee will be responsible for gathering all pertinent information. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

The NSLA follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment;

- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The NSLA is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

The NSLA ensures that all aspects of the IEP and school site implementation are maintained. The NSLA provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEP's will be served in the Least Restrictive Environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- LEA representative;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. NSLA views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and D/M SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the NSLA.

The IEP will include all required components and be written on D/M SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is ("ITP") required at the appropriate age;
- When NSLA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, the NSLA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. NSLA organizes monthly IEP days in which due IEPs are coordinated and conducted on a set schedule.

Staffing

The NSLA is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

The NSLA currently employs three full time teachers who possess the Special Education Credential and authorizations appropriate their assignment. Additionally, the NSLA currently employees a School Psychologist and Speech Therapist who provide services as outlined in the IEP. Together with the principal of the NSLA, these staff members are the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at the NSLA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Director of Special Needs and/or the School Psychologist has duties that include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult at least quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

Reporting

The NSLA collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from the NSLA of students with disabilities (i.e. attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the NSLA Principal/School Psychologist or designee. The Director of Special Needs will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director of Special Needs or Principal/School Psychologist or designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at the NSLA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The NSLA will utilize the Notice of Procedural Safeguards used by the D/M SELPA.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the NSLA shall work together with D/M SELPA to defend the case. If legal representation is needed, the NSLA will partner with D/M SELPA. Since the NSLA continues to operate as an LEA in a SELPA other than SDUSD, the NSLA reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

Parents or guardians also have the right to file a complaint with SBCSS, D/M SELPA and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

The NSLA will comply with the federal mandate of the “least restrictive environment”, meaning that the Charter School will make every attempt to educate special education students along with their non-disabled peers. The NSLA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for Special Education Department Staff

The CEO and/or CAO, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SBCSS or D/M SELPA.

The NSLA also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by other local County Offices of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

The NSLA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The NSLA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal/School Psychologist or designee and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and

accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the NSLA's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

All students served under Section 504 will be afforded all of their due process rights. These rights include:

1. The right to be informed by the Charter School of specific due process rights
2. The right for the child to have access to equal academic and nonacademic school activities
3. The right for the child to have an appropriate education in the least restrictive setting, which includes accommodations, modifications, and related services
4. The right to notice regarding referral, evaluation, and placement
5. The right for the child to have a fair evaluation, and placement
6. The right to an administrative appeals process
7. The right to examine and obtain copies of all school records

Services for Students under the “IDEIA”

The NSLA functions as a local educational agency for purposes of providing special education instruction and related services under the IDEIA pursuant to California Education Code Section 47641(a). The NSLA pledges full compliance with IDEIA. NSLA partners with the D/M SELPA. (See Appendix J for D/M SELPA Agreement.)

J. Plan for Attendance Accounting

The NSLA has implemented an attendance recording and accounting system, Illuminate, which complies with state law, SBCSS, and CDE requirements (i.e. Classification and Statistical Reports).

To help motivate students to be present each day at the NSLA, a system of positive reinforcement has been created to improve attendance.

Incentives include:

- Partnership with Horace Mann insurance to raffle a bicycle every trimester for all the perfect attendance students beginning in 2015-2016
- Attendance club beginning in 2015-2016
- Attendance assemblies during 2015-2016 to celebrate September being Attendance Awareness Month.
- Monthly Golden ticket raffle to motivate students to attend school every day.

The NSLA communicates with parents regarding student attendance including:

- Personal calls made by the attendance clerk
- E-mails send to parents
- Letters go to parents after 3,6,9 absences
- Calls from administration
- Meeting with students 6th to 8th grade
- Detention before school or after school
- Meeting with parents to go through the SARB process

Middle Grades Detention Policy

The NSLA is a Love & Logic school, and as such, we want to impress upon our students the importance of taking ownership of their actions and behaviors, including completion of their work and their attendance. During this time, students are expected to use their good judgment and complete work missed due to lateness or absences. Teachers will not assign additional work.

The NSLA has established an in-school detention program for students who receive 3, 6, 9 or more tardies, 3 or more unexcused absences and/or varying discipline concerns. At 3 tardies, students will receive a warning, at 6 tardies, students will receive a lunch detention and at 9 tardies, they will receive an after school detention. Detention applies to 6th-8th grade students.

ELEMENT II & ELEMENT III: MEASURABLE STUDENT OUTCOMES & METHODS OF ASSESSMENT

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Education Code Section 47605.6(b)(5)(B).*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).*

A. Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

B. Alignment of Outcomes to the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School's LCAP. The current LCAP which fully addresses each of the state priorities is on file with the County and is also available on our website at www.lewiscenter.org.

C. Methods of Assessment

The Norton Science and Language Academy will continue to adhere to all state testing requirements. The NSLA uses a comprehensive system of assessments that are aligned with the mission and vision of the Charter School, Common Core State Standards, and the curriculum and instruction program. They will be administered according the cycles listed below.

Assessment	Description	Assessment Schedule
State required tests	CST Science, CAASPP, Fitness Gram Physical Fitness Test, CELDT	Annually, for applicable grade levels
Placement Exams	CELDT, English and Spanish Diagnostics	Annually, as needed
School Designed Assessments	Benchmarks, Grade Level Assessments, Curriculum-embedded assessments	Weekly, bi-monthly, monthly, and trimester
Local Control Accountability Plan (“LCAP”) and Local Educational Agency Plan (“LEAP”)		Annually
Summative Assessments	Benchmarks, Renaissance STAR (Math, English Reading, Spanish Reading)	Trimester

Illuminate – Student Data System

This is the comprehensive student data system used for all student information and demographics, and achievement data at the NSLA. Illuminate allows teachers to pull student results in the form of reports. The reports can be created to look at data through multiple lenses, from school-wide, to grade level, to small groups, and individual students.

Benchmark Assessments

Summative assessments are created on-site and administered at every grade level, Kindergarten through Eighth, three times a year at the end of each trimester. In Kindergarten through Second grade, assessments are given in Spanish Language Arts and Math. In grades third through eighth, assessments are given in Spanish Language Arts, English Language Arts, and Math. These assessments were developed collaboratively with grade level teams. Using the grade level scope and sequence, teachers identified the standards that were to be assessed at the end of each trimester. Once the standards were identified, teachers pulled questions from their grade level curriculum and the Illuminate Item Bank. The tests were designed to emulate the CAASPP summative assessments. Using the SBA Alignments for claims, standards and targets, grade levels continue to modify benchmarks to insure that our assessments are aligned with SBA and are a true indicator of student understanding and also predictors of student success.

Writing Benchmarks

The NSLA believes writing must be assessed regularly to guide instruction and build proficiency. The NSLA uses the research-based, standards-aligned writing curriculum from the WRITE Institute. School-wide K-8 writing benchmarks are administered at the end of each trimester, according to the genre identified in the scope and sequence for each grade level. Grades K-8 give them in Spanish, and grades 3-8 give them in English as well.

Teachers across the Charter School are trained in how to administer the writing benchmarks and how to score them using the rubrics from the WRITE Institute. Teachers calibrate their use of the

rubric, in grade-level collaboration meetings, each trimester to increase the reliability and validity of the scoring. Below are samples of the WRITE Institute scoring rubrics.

The NSLA uses the following specific procedures to monitor our students’ progress toward the subject outcome goals. These procedures will be reviewed regularly to measure changes.

Outcome Area	Methods of Assessment
English & Spanish Language Arts	<ul style="list-style-type: none"> • Standardized assessments (CAASPP, etc.) • Teacher created tests • Publisher created tests • Teacher observation • Writing Rubrics • DRA/EDL Assessments • Class walk-throughs • Daily classwork and homework • Formative Assessments • Summative Assessments • Trimester Benchmark Assessments
Mathematics	<ul style="list-style-type: none"> • Standardized assessments (CAASPP, etc.) • Teacher created tests • Publisher created tests • Teacher observation • Assessments • Class walk-throughs • Daily classwork and homework • Formative Assessments • Summative Assessments • Trimester Math Benchmark Assessments
Science	<ul style="list-style-type: none"> • Standardized assessments (CAASPP, etc.) • Teacher created tests • Publisher created tests • Teacher observation • Assessments • Class walk-throughs • Daily classwork and homework • Formative Assessments • Summative Assessments • Trimester Math Benchmark Assessments
History and Social Science	<ul style="list-style-type: none"> • Teacher created tests • Publisher created tests • Teacher observation • Assessments • Class walk-throughs • Daily classwork and homework

	<ul style="list-style-type: none"> • Formative Assessments • Summative Assessments • Trimester Math Benchmark Assessments
English Learners Achievement and Reclassification	<ul style="list-style-type: none"> • CELDT Test • Teacher created tests • Publisher created tests • Teacher observation • Assessments • Class walk-throughs • Daily classwork and homework • Formative Assessments • Summative Assessments • Trimester Math Benchmark Assessments
Special Education Achievement	<ul style="list-style-type: none"> • Standardized assessments (CAASPP, etc.) • Teacher created tests • Publisher created tests • IEP Meetings and Assessment Annual Goals and Results • Teacher observation • Assessments • Class walk-throughs • Daily classwork and homework • Formative Assessments • Summative Assessments • Trimester Math Benchmark Assessments

D. Use and Reporting of Data

On a regular basis, staff members, students, and parents access data that guides the development of curriculum, teaching approaches, learning methodologies, and support mechanisms to enhance and ensure the best possible learning approaches for students. A school-wide database has been created that tracks students’ progress on CAASPP, Evaluación del Desarrollo de Lectura, Developmental Reading Assessment, California English Language Development Test, grade level benchmarks, writing assessments, etc. This database is updated each trimester and analyzed by staff to ensure that student needs are being addressed and modifications are made, if needed. Students’ scores are unpacked and analyzed by each teacher to be certain that the whole child’s growth and needs are being addressed. Data is the engine that propels forward all that is done at the NSLA. The data, in many ways, is the filter that guides what to teach, how to teach it, and how to evaluate it. Based on data, we determine what needs to be done to cement true learning within our students.

The NSLA currently uses Illuminate, which is a data collection, analysis and reporting system that is Internet-based. Illuminate allows users to upload assessment results from a variety of sources including: SBA, Renaissance Star 360, running records for reading, and locally-created assessments. Faculty are instructed on ways to upload assessment information and create student reports based on the data. A second feature allows faculty to create California standards-based

assessments and have students take the assessment either on hard copy or online. These assessments are used as monthly and quarterly Criterion Reference Testing (“CRT”) to assess student programs and make a determination if the student is mastering the skills and knowledge in a specific course, identify areas of need, and provide the vehicle by which students are referred to the MTSS/RtI team for further needs analysis.

In addition to providing parents an online portal through Illuminate to access grades and attendance, the NSLA will provide parents with an internal learning management system called My Mentor that allows them to view student’s class resources, assignments, and topics. My Mentor is an integral part of the educational program once students enter fourth grade and participate in the One-to-One laptop program. The NSLA’s web page is on the LCER’s main website. The NSLA website has a calendar of events and provides a direct link to grades, attendance, and individual courses through Illuminate and My Mentor. For families without a computer or Internet access at home, the parent or guardian may contact the school office to use the computer lab. Information is also distributed via newsletters, parent meetings, social media, auto-dialers, email and phone calls.

A continuous examination of assessment results, including growth of students with an Individual Education Plan or Student Success Team Plan, CRT results, EDL and DRA results, and state standardized testing results is part of the staff development program. Grade levels will collaborate both horizontally and vertically to continually assess the effectiveness of the curriculum and instructional techniques. Administration takes an active role in setting measurable outcomes for all students and ensuring that the appropriate curriculum and training are provided to faculty and staff. These methods help to ensure that the NSLA’s educational program will continue to improve by achieving academic growth targets and involving parents in student progress.

In addition, due to the unique nature of the dual language immersion program, students’ progress in both English and Spanish is monitored through a school-wide data collection system where students’ scores (CSTs, DRAs, EDLs, CELDT, grade level benchmarks, cross grade writing assessments, etc.) are logged each trimester and tracked to ensure that students’ academic needs are being followed and met and responded to as necessary. Teachers employ different methods of differentiation, smaller learning groups, home-school support, and other reinforcing strategies to ensure student success. Our goal is to be certain that each child’s strengths and needs are known individually and addressed appropriately.

Professional Learning Communities

Grade levels analyze the data in the Illuminate student database weekly and make modifications to instruction as needed. PLCs also meet for an extended session monthly, on Wednesday minimum days. In addition to the grade level teachers, members of our support staff (Counselor, Intervention teachers, School Psychologist) also attend the PLCs as needed. The NSLA Vice Principal attends grade level PLCs every day to provide guidance and support, in using Illuminate as tool to analyze student data to allow for the planning of necessary changes to instruction.

Using the reports and information generated in Illuminate, teachers are able to target specific students and develop SMART goals. These goals exist at varying levels. Each grade level identifies a goal for all students at the grade level. Additionally, goals are written for individual

students who are at risk of not meeting grade level standards. Through this process, teams of teachers are able to diagnosis student need, prescribe and implement an appropriate intervention, and monitor progress.

E. Annual Performance Report

The NSLA will also compile, provide, and meet with the County Office of Education to provide an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both an NSLA wide- and program wide basis and disaggregated by major racial and ethnic categories to the, extent feasible without compromising student confidentiality. Exit outcomes and goals may be modified over time.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in the NSLA's governance (and other aspects of the Charter School, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the NSLA and their qualifications.
- A copy of the NSLA's health and safety policies and/or a summary of any major changes to those policies during the year,
- Information demonstrating whether the NSLA implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of the NSLA's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the NSLA's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the NSLA relative to compliance with the terms of the charter generally.

The NSLA and County Office of Education will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. Current SBCSS reviews and recommendations regarding the NSLA are located in Appendix K.

The NSLA uses the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

The NSLA and the County Office/Board of Education have jointly developed a visitation process to enable the District to gather information needed to validate the NSLA's performance and compliance with the terms of this charter. However, the NSLA agrees to and submits to the right of the County to make random visits and inspections in accordance with Education Code Section 47607. A representative from the County Office of Education attends all NSLA and LCER Board meetings.

Pursuant to Education Code Section 47604.3, the NSLA shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County Office/Board of Education, and the State Superintendent of Public Instruction. The NSLA shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605.6(m).

ELEMENT IV: LOCATION OF FACILITIES

Governing Law: *The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).*

The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be utilized by the school. Education Code Section 47605.6(h).

Facilities

The NSLA is currently located at 503 E. Central Avenue in San Bernardino. The site is on land owned jointly by the City of San Bernardino (“City”) and the County of San Bernardino (“County”). The NSLA has a 20-year lease from the City and County which began on June 1, 2008. See Appendix L for the current lease agreement.

The NSLA Facility includes a permanent structure which houses two classrooms, administrative offices, staff workroom, health office and cafeteria. In addition, 23 portable buildings are leased for classrooms, resource rooms and library space. Outdoor space includes a playground, a grass field and a ball field. All the NSLA occupied buildings, facilities and grounds are maintained by the LCER Facilities Team. The property also includes a number of classrooms that are being used by the County of San Bernardino Head Start Program.

The LCER applied for Prop 1D funding in 2008 that would have provided resources for permanent facilities, but did not receive the funding. In order to accommodate a TK-12 student population and academic program, future building structures needed include: 50 classrooms, science laboratories, a central administrative office and storage, a cafeteria, health and counselor offices, a gymnasium, a library, playground and sports fields. The LCER is working on securing funding to build out on the current site or find an appropriate location for the Charter School within the City. The SBCSS will be apprised of progress in this matter and consulted before any final solution is determined.

Transportation

With the exception of special education students whose transportation is mandated by their Individualized Education Program, the NSLA shall not provide transportation of students to and from school.

ELEMENT V: GOVERNANCE STRUCTURE AND PARENTAL INVOLVEMENT

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(D).

The NSLA is a directly funded independent charter school and is operated by the High Desert 'Partnership in Academic Excellence' Foundation, Inc., a California Non-profit Public Benefit Corporation, pursuant to California Law, doing business as the Lewis Center for Educational Research ("LCER").

The LCER provides administrative, finance, assessment and evaluation, technological, human resources, facilities, special education and curriculum support through the functions of different departments, directors and other key staff. The LCER Executive Team, comprised of the Chief Executive Officer ("CEO") and the LCER Directors, meets regularly to ensure effective administration, supervision, and implementation at both school sites.

The NSLA operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the NSLA. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the NSLA, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the County has complied with all oversight responsibilities required by law.

A. Board of Directors

LCER is governed by a Board of Directors ("LCER Board" or "Board"). The NSLA is governed by a committee of the LCER Board of Directors ("School Board Committee") in accordance with the LCER adopted corporate bylaws, which are consistent with the terms of this charter. The School Board Committee meets monthly and complies with the Brown Act.

In addition, in accordance with California Education Code Section 47604(b), San Bernardino County Superintendent of Schools, as the authority that grants the charter, shall be entitled to a single representative on the Board.

Attached as Appendix C, please find a list of the LCER Board of Directors along with corresponding biographical information for each Board member.

Board Member Candidate Selection and Terms

Any person may be nominated to be a Director of the Board by the method of nomination authorized by the Board or by any other method authorized by law.

- Directors shall be elected by the Board at the annual meeting.

- Directors are elected for a term of three (3) years.
- A vacancy occurring in the position of Director may be filled by the Board for the balance of the unexpired term.
- Each elected Director shall hold office until the expiration of the term for which elected or until a successor has been elected and qualified.
- The terms are to be staggered, if necessary following the expiration of the terms of the Founding Board, at the discretion of the Board.

Board Duties

The LCER Board has adopted a Conflict of Interest Code, which complies with the Political Reform Act, Corporations Code, Conflict of Interest rules, and any charter school specific conflict of interest regulations². As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors and is located in Appendix D.

The School Board Committee may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the NSLA any of those duties with the exception of employment actions, budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The School Board Committee retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

The LCER Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflict of Interest and the Brown Act.

School Board Committee Activities include the following:

1. Calendar:
Prior to the opening of school each year, the Charter School will provide an annual calendar of governing board meetings on its website.
2. Board Meetings:

² It is the understanding of petitioners that the State Board of Education is developing charter school specific conflict of interest regulations.

School Board Committee is expected to conduct public meetings at such intervals as are necessary to ensure that the Board is providing sufficient direction to the Charter School through implementation of effective policies and procedures. School Board Committee meetings will be conducted in keeping with the requirements of the Ralph M. Brown Act (Government Code sections 54950 – 54962). Adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits. See Appendix D for agendas and minutes from August 2014- October 2016.

3. Brown Act Training:

By June 30th of each year of the term of the charter, all members of the LCER Board of Directors, including School Board Committee members, administrative staff, and any other staff deemed appropriate by the Charter School shall have participated in Brown Act training.

4. Board Policies:

The LCER Board will adopt policies and procedures to guide the operation of the Charter School, including but not limited to, policies in the following areas:

- Conflict of Interest:

- (1) adopt a Conflict of Interest policy, in accordance with the provisions outlined in the Charter including provisions related to nepotism, for itself and the Charter School’s employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflict of interest;

- (2) provide verification that all School Board Committee members and relevant Charter School employees have participated in conflict of interest training;

- Internal Fiscal Controls: The LCER Board will develop and maintain internal fiscal control policies governing all financial activities prior to opening. Such policies and procedures are subject to review during site visits to see that they are being implemented.

B. Family Involvement and Commitment

Parent Involvement

Parents are a key component to the NSLA’s educational program. Parents at the NSLA are involved in various ways and are active participants in the decision-making processes for school plans including the Local Control Accountability Plan, the Local Educational Agency Plan; and Western Association of Schools and Colleges. Other opportunities for parent involvement include their participation in Charter School governance through the English Learners Advisory Committee (“ELAC”) and School Site Council (“SSC”), volunteering, mostly through the Parent Teacher Organization (“PTO”), and maintaining open channels of communication with the Charter School.

The NSLA facilitates regularly scheduled meetings for the above mentioned organizations, and also adds a bimonthly parent forum, Parents & Pastries, to provide parents with an opportunity to voice their opinions and receive valuable information from administration. Examples of such information include: issues of school safety, the implementation of the Common Core State Standards and the Next Generation Science Standards.

SSC

The school site council is a group of teachers, parents, classified employees, and students that works with the principal to develop, review and evaluate school improvement programs and school budgets. Important school updates are also discussed as well the inclusion of parents in the decision-making which then feed into the LCAP. The members of the site council are elected by their peers and play a key role in the decision-making at the NSLA. The NSLA's SSC meets 6 times per year. There are about 10 parents and staff combined who attend SSC meetings regularly.

English Language Advisory Committee

The English Learners Advisory Committee meets five times per year to review the programs supporting English Learners, including re-designation policies and updates, as well as the importance of good school attendance. LCAP parent input is solicited during ELAC meetings. There are about 25 parents on average who attend ELAC meetings.

In the 2013-2014 school year, the ELAC parent leadership began the Multicultural Health Fair to bring the NSLA students another opportunity to celebrate multiculturalism while learning the importance of maintaining good health habits. On a yearly basis these parent leaders in collaboration with enrichment teachers, seek out the support and resources of community partners such as the Mexican Consulate in San Bernardino, the San Bernardino Department of Health, El Sol Neighborhood, Loma Linda University, and other local doctors, dentists, and businesses. These partners volunteer their time, and resources to support the NSLA students have a meaningful learning experience.

More recently, the Parents Alliance brought to the NSLA parents the opportunity to learn computer skills including Excel, Word, and home finances through the "Supérate y Triunfa" program. About 15 parents graduated from the 10-week program, and parents participated in a graduation ceremony and dinner in collaboration with the Fontana Unified School District.



Parent & Students at the Multicultural Health Festival

Parent Teacher Organization

Parents have formed a Parent Teacher Organization to be responsible for parent involvement in school activities, and advising the NSLA on any and all matters related to the strengthening of the NSLA community. Subcommittees of the PTO include: Membership, Fundraising, Safety, Family Activities, Room Parents, Environmental, Library, and Multicultural. PTO bylaws are in place and officers are elected on a two-year cycle. The NSLA PTO is dedicated to increasing student engagement, boosting parental involvement and building a positive school culture. They have accomplished these goals through supporting grade level field trips, organizing student activities, and sponsoring family/community events (such as: the annual talent show, art show, carnival, the book fair, operating the student store, and family nights). The Parent Teacher Organization supports the Charter School by raising funds with school wide activities such as: Rocket Races, Family Skate Night, and NSLA Eats Out events. Although not required, parents are encouraged to contribute 30 volunteer hours per family, per school year to the NSLA, and PTO offers parents great opportunities to become involved. There are about 25 parents on average who attend ELAC meetings. There are about 20 parents on average who attend PTO meetings.

Parents' Role in Governance

Parents are an important component of the Charter School governance process. The LCER/NSLA Administration actively works at gathering parental input from a variety of means and will continue to look for ways to make this process more efficient. Parents also have access to the LCER Board and the NSLA School Board Committee to address concerns publicly at each Board meeting.

Parents of the NSLA students are invited to complete family surveys throughout the school year to provide the Charter School with research demographics and attitudinal measures, including satisfaction levels with all aspects of the NSLA and its programs. The NSLA administrators use these results as important input in the ongoing operational and policy-making activities of the Charter School administration and the Boards such as the LCAP. All parents are encouraged to attend regularly scheduled open forum Parents and Pastries meetings in order to hear updates about the Charter School's programs, student achievement, and future plans. These forums also provide a direct connection between the parents and staff.

Through the Title I needs assessment instruments, the NSLA has engaged and involved all stakeholders in developing and reviewing the implementation of all school plans including the LCAP, and other goals in regards to categorical funding, by developing goals based on the eight components described in the LCAP. The instruments above mentioned include the Academic Program Survey, the English Learners Services Self- Assessment, the Inventory of Services and Supports for Students with Disabilities, and the District Assistance Survey. Student achievement data from CSTs, and the CELDT was reviewed and used to set priorities and goals. Stakeholders reviewed the Charter Schools' API and AYP reports to analyze data school wide and to each of the subgroups. Attendance and suspension reports were reviewed as well.

Parent Communication

Parents and students are given the NSLA Parent-Student Handbook, which establishes procedures and guidelines for the means and methods of engagement among staff, parents and students in the Charter School and which must be read and acknowledged by both parent and student annually.

Parent Volunteers

At NSLA, we encourage family involvement in the classroom and at school events. The decision to volunteer is not required, nor a condition of admission to the school, enrollment, continued enrollment, sibling preference, attendance, participation in educational activities or receipt or credit related to educational activities.

The Principal regularly shares available volunteer opportunities through social media and/or home-to-school communications including, but not limited, to the following:

- volunteering in the classroom/school (including at-home assistance)
- tutoring
- attending parent-teacher conferences
- volunteering in the classroom
- completing take home projects
- acting as a bilingual buddy to another family
- attendance at meetings of the School Board Committee (as member or observer)
- applicable parent group functions
- participation in the planning of LCAP, SSC, ELAC, or attendance at, fundraising or academic/arts event or, other activities

At the beginning of the year, NSLA administration conducts a Volunteer Workshop in which staff provides parent volunteers with the safety plan, opportunities for their support, guidelines for volunteers, and suggestions to make their experiences at NSLA positive. At the end of the year, NSLA recognizes parent volunteers in collaboration with the Parents and Teachers Organization during the Volunteer Breakfast, in which each volunteer receives a certificate of appreciation.

(See Appendix F for Parent Volunteer Information.)

C. School Leadership

The Principal

The Principal is the leader of the Charter School. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal will report directly to the President/CEO or his/her designee, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal will perform assigned tasks directed from the School Board Committee and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to the following:

- Ensuring the Charter School enacts its mission
- Supervising and evaluating teachers and staff
- Communicating and reporting to the School Board Committee and the LCER Board
- Overseeing Charter School finances to ensure financial stability
- Participating in and developing professional development workshops for Charter School staff as needed
- Serving or appointing a designee to serve on any committees of the NSLA

- Interviewing and recommending employee hiring, promotion, discipline, and/or dismissal
- Ensuring compliance with all applicable state and federal laws
- Helping to secure local grants
- Communicating with parents, recruiting new families and students, and assuring families of academic growth
- Taking responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the LCER Board of Directors
- Completing and submitting required documents as requested or required by the charter and/or LCER Board of Directors and/or the SBCSS
- Identifying the staffing needs of the Charter School
- Ensuring that appropriate evaluation techniques are used for both students and staff
- Establishing and maintaining a system to handle organizational tasks such as: student records, teacher records, school accountability measures, purchasing, budgets, and timetables
- Ensuring the security of the school buildings
- Promoting and publishing the NSLA in the community, promoting positive public relations, and interacting effectively with media
- Encouraging and supporting teachers in on-going professional development in accordance to the LCAP
- Providing all necessary financial reports as required for proper ADA reporting
- Developing the Charter School's annual performance reports, to include the LEAP, LCAP and SARC
- Coordinating the drafting of the WASC Self-Study and Charter Renewal to involve stakeholders and to meet guidelines and deadlines.
- Managing student discipline, and as necessary participating in the suspension and expulsion process
- Participating in special education IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the LCER Board of Directors to an administrator of the Charter School or other employee, or to a third party provider.

ELEMENT VI. EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(E).*

Qualifications of School Employees

The NSLA recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. This includes, but is not limited to, general and special education instructional assistants, character development officers, as well as, staff for the office, nursing, facilities, information technology and food services.

The NSLA believes that all of its employees play a key role in creating a successful learning environment and fulfilling the Charter School's mission, vision and goals. As such, the NSLA will continue to recruit qualified employees and teachers through universities and major colleges, EDJOIN, and job fairs. Partnerships with local universities, including the University of California Riverside, California State University San Bernardino, and University of Redlands are an essential part of the NSLA's approach to employee recruitment.

The principal and administration of the school work with teachers to provide professional development opportunities, leadership and mentoring to assist teachers to become highly qualified. The NSLA partners with the Riverside County Office of Education and the Center for Teacher Innovation's induction program for its customized coaching and experiential approach in support of new teachers to help them clear their credentials. Ongoing professional development opportunities are provided along with weekly time for teachers to work with peers to share ideas, enhance the curriculum, assess programs and assess student achievement. Teachers are given ongoing training to develop their skill in instruction.

The NSLA acknowledges and agrees that all personnel are entitled to equal employment opportunity. The NSLA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employment relationship, including recruitment, selection, hiring, reclassification, training, promotion, discipline and release from employment.

All employees employed by the NSLA must possess qualifications, knowledge, skills, abilities, and successful experiences in the job duties/responsibilities identified in the position. The NSLA follows the LCER's hiring policies which includes, but is not limited to, procedures for creating a position, posting, screening candidates, interviewing, selection and hiring.

Offers of employment are extended contingent upon successful completion of current fingerprinting and criminal background report and clearance through the Department of Justice and the Federal Bureau of Investigations as well as employment reference checks. At least three

references are a prerequisite for all applicants for employment. In addition, as required by California Education Code Section 49406, no person shall commence employment and work with students unless the person has submitted to a tuberculosis risk assessment within the past 60 days, and, if tuberculosis risk factors are identified, has been examined to determine that he or she is free of infectious tuberculosis. The NSLA maintains a drug, alcohol and smoke free work place.

The current LCER Employee Handbook is located in Appendix M.

Qualifications of Key Personnel

President/Chief Executive Officer

Qualifications:

- Current California teacher credential required
- Cross-cultural Language and Development Certification (“CLAD”) required
- Administrative credential preferred
- Master's degree in education, school administration, business/leadership or related field required
- Five years of successful teaching experience required
- Five years of school administrative experience required
- Demonstrated ability to work well with students and others required
- Valid drivers license required

Job responsibilities/duties:

- Provide leadership in planning, developing, implementing and evaluating the overall instructional programs provided under the umbrella of the Foundation
- Ensure that the various programs and projects are consistent with the established goals, objectives and policies, and implement the vision of the Foundation
- Direct the integration and coordination of services with other organizations, AVUSD, SBCSS, groups, schools, colleges, universities and individuals
- Represent the LCER at various community functions and events
- Facilitate a friendly, “team orientated”, collaborative working environment for employees of the Foundation and LCER, and support informed decision-making among the team to effect improved communication, trust and efficiency throughout the organization
- Define quality indicators for the organization through the active participation of the staff
- Ensure the establishment of TK-12 Common Core Standards, benchmarks, rubrics and curriculum guides that provide measurable student results-indicators to ensure instructional quality and accountability
- Design, develop and implement a comprehensive evaluation program for employees of the LCER
- Provide program evaluation utilizing research-based models
- Implement state-of-the-art instructional technology
- Direct and prepare an annual budget for all organizational factions of the LCER
- Direct and oversee staff, ensuring compliance with procedural policies

- Oversee the development of Board policies related to all areas of operation, including but not limited to personnel, fiscal management and educational issues
- Actively seek out partnerships with businesses, organizations and individuals to promote the goals and mission of the LCER
- Actively seek grants to fund the programs and activities of the LCER and its various organizations
- Communicate with political leaders to promote and clarify the goals and mission of the LCER
- Oversee all building programs of the LCER
- Act as the designated officer of the Board to initiate legal opinion from the LCER's attorneys, secure Board approval before initiating any legal action on behalf of the Board
- Perform other duties as assigned by the LCER Board

Principal

Qualifications:

- Current California teacher credential required
- Bilingual Cross-cultural Language and Development Certification preferred
- Administrative credential preferred
- Bachelor's degree in education, school administration, business/leadership or related field required
- Five years of successful teaching/admin experience required in a dual immersion school setting preferred
- Demonstrated ability to work well with students and others required
- Experience in administering extracurricular activities and/or coaching preferred
- Fluency in Spanish language required
- Valid drivers license required

Job responsibilities/duties:

- Responsible for the administration, supervision, and evaluation of the Charter School's programs
- Maintains and carries out adopted policies of the LCER administration
- Directs the supervision and evaluation of all certificated and classified personnel at the Charter School
- Makes recommendations for hiring, staff assignment, transfer, promotion, and termination
- Directs the development and implementation of programs relating to student discipline
- Works closely with the President/CEO and CAO in developing the general philosophy of education for the Charter School
- Works closely with the categorical team to comply with federal requirements of categorical funding
- Effectively directs, manages and monitors the Charter School budget during the school year by making the best possible use of the available funds
- Possesses awareness of the importance of financial planning and accounting controls
- Maintains accurate records of all accounts in accordance with established LCER procedures and guidelines

- Works with the members of the staff in developing the school curriculum
- Organizes and maintains a process providing input concerning the whole school program from the community, parents, staff, and students
- Directs and coordinates school level public relations and WASC accreditation process & implementation
- Responsible for the school safety program that shall comply with the requirements of the education code, labor code, California Occupational Safety and Health Act, and charter school law
- Attend a variety of workshops, meetings and conferences to develop and enhance administrative skills, remaining current in education research, techniques and legislation; service on committees and task forces
- Performs other related duties as assigned by President/CEO and/or CAO

Vice Principal

Qualifications:

- Current California teacher credential required
- Bilingual Cross-cultural Language and Development Certification (BCLAD) required
- Administrative credential preferred
- Bachelor's degree in education, school administration, business/leadership or related field required
- Five years of successful teaching experience required
- Demonstrated ability to work well with students and others required
- Experience as a school site administrator preferred
- Experience in administering extracurricular activities and/or coaching preferred
- Fluency in Spanish language required
- Valid drivers license required

Job responsibilities/duties:

- Perform a variety of administrative duties to assist the Principal and manage the Charter School in the absence of the Principal
- Supervise and evaluate the performance of designated certificated and/or classified personnel
- Assist in supervision and organize student activities; schedule extra-curricular programs and monitor budget of school events including athletic events, dances, meetings and others
- Direct preparation of records, logs & files related to student discipline, attendance, test scores, cumulative records & school activities
- Attend a variety of workshops, meetings and conferences to develop and enhance administrative skills, remaining current in education research, techniques and legislation; serve on committees and task forces
- Plan, develop, implement & evaluate instructional programs; assure that curricular requirements are properly integrated & coordinated
- Coordinate student support structure (intervention and enrichment)
- Provide instructional coaching and support to teachers

- Work with administration to compile, analyze and interpret test data to evaluate the effectiveness of instructional programs and testing successes
- Assist with the development of the master schedule; determine curricular needs
- Facilitate the articulation and alignment of the school-wide science instruction
- Facilitate parent relationships and connections with both Spanish and English speaking parents
- Working with the attendance clerk, monitor the preparation of records, logs and files related to student discipline, student attendance and school activities
- Assist administration with student interventions to help keep discipline and attendance problems from continuing
- Manage disciplinary actions and dress code for students
- Oversee suspensions and expulsions for students
- Coordinate the recruitment of students
- Oversee the student leadership / character counts programs
- Organize, coordinate and develop school calendar
- Coordination of CAASPP testing
- Act as a liaison to teachers, parents, administration and community on educational and school related concerns
- Coordinate the compilation of the school monthly newsletter in Spanish and English
- Manage campus security operation; directly supervisor campus security including playground proctors
- Manage campus safety, including school safety and disaster plans
- Serve as a member of the LCER safety committee; conduct monthly safety committee meetings
- Consult with students, parents and school personnel concerning special abilities or problems of students
- Attend IEP meetings for students
- Develop and oversee student council/ASB to insure that policies, rules and laws are strictly adhered to and to insure that all clubs on campus have followed procedures
- Approval and oversight for all special activities and events at school site to include PTO, etc.
- Possess advanced knowledge of computer programs, i.e. Microsoft Office, Illuminate, etc.
- Assist school psychologist with crisis counseling as needed
- Coordinate the ordering of text books and instructional resources
- Support the implementation of the school LEA plan
- Other related duties as assigned by supervisor

Dean of Students

Qualifications:

- Current California teacher credential required
- Cross-cultural Language and Development Certification required
- Administrative credential preferred
- Bachelor's degree in education, school administration, business/leadership or related field required

- Five years of successful teaching experience required
- Demonstrated ability to work well with students and others required
- Experience as a school site administrator, preferably at the secondary level preferred
- Experience in administering extracurricular activities and/or coaching preferred
- Bilingual Spanish/English preferred

Job responsibilities/duties:

- Serve as a member of the school management team and participate in team meetings
- Organize, coordinate and develop departments schedules; i.e. work and break schedules, meeting schedules, etc.
- Plan, develop, implement, evaluate and manage campus wide security operations and character development programs; directly supervise character development officers (CDO's)
- Manage campus safety, including school safety and disaster plans
- Manage and oversee the safety committee; conduct safety committee meetings; participate in team meetings; and other committees as assigned
- Manage and oversee Love & Logic with students, parents and staff
- Coordinate safety efforts with local law enforcement agencies (Violent Intruder Trainings, SHOCK referrals, etc.)
- Manage disciplinary actions and dress code for students
- Oversee suspensions and expulsions for students
- Supervision and evaluation of designated classified personnel to include, but not limited to CDO's
- Act as a liaison to teachers, parents, administration and community on educational and school related concerns.
- Consult with students, parents and school personnel concerning special abilities or problems of students
- Perform a variety of administrative duties to assist the Principal and Vice Principal and manage the Charter School in their absence
- Attend a variety of workshops, meetings and conferences to develop and enhance administrative skills, remaining current in school safety and security
- Manage and oversee the attendance office to include but not limited to SART, student recruitment, detention, monitoring the preparation of records, logs & files related to student discipline, attendance and school activities
- Attend IEP/504/SST meetings for students
- Manage and oversee student council and extra-curricular programs and work closely with the advisor(s) to insure that policies, rules and laws are strictly adhered to and to insure that all clubs on campus have followed procedures.
- Manage and oversee the athletic program
- Knowledge of Love & Logic, training CDO's, implementing with students, etc.
- Manage and oversee the Rocket's in Training program.
- Manage and organize website updates.
- Other related duties as assigned by supervisor

School Counselor

Qualifications:

- Current California Pupil Personnel Service – School Counseling Credential required
- Master's degree in education, counseling or related field required
- Three years of successful teaching and/or counseling experience preferred
- Demonstrated ability to work well with students and others required
- Fluency in Spanish language required

Job responsibilities/duties:

- Serve as a member of the school academic team and participate in team meetings
- Perform a variety of duties to assist the administrative staff in the absence of the Principal, Vice Principal or Dean
- Supervise and evaluate the performance of designated certificated and/or classified personnel, as assigned by the Principal
- Organize, coordinate and develop school schedules; analyze course offerings, make teaching assignment recommendations and change programs as necessary to accommodate student needs
- Direct the preparation of electronic records, logs and files related to student discipline, attendance, test scores, cumulative records and school activities
- Attend a variety of workshops, meetings and conferences to develop and enhance counseling skills, remaining current in education research, techniques and legislation; serve on committees and task forces
- Plan, develop, implement and evaluate instructional programs; assure curricular requirements are properly integrated & coordinated
- Compile, analyze and interpret test data to evaluate the effectiveness of instructional programs and testing successes
- Assist in the development of the master schedule; determine curricular needs; update materials as appropriate and according to Board curricular mandates; compile departmental schedules and develop the school schedule
- Provide counseling services to students to help them resolve academic and personal problems including attendance, discipline, and school/classroom adjustments. Refer behavioral problems to school psychologist as needed
- Advise students regarding course selections and school registration in order to meet individual needs and goals, including graduation requirements
- Counsel students in test interpretation and evaluation to assist in developing a realistic self-appraisal of abilities & talents
- Counsel students regarding post high school pursuits including career choice, college requirements, financial aid, and vocational career opportunities
- Act as a liaison to teachers, parents, administration and community on educational and school related concerns.
- Act as a resource person to administrators in constructing the master schedule of courses and classes
- Consult with students, parents and teachers on competency test results and remediation

- Consult with students, parents and school personnel concerning special abilities or problems of students
- Orient new students and parents to the school program and various guidance services available
- Assist administration with student interventions to help keep discipline and attendance problems from continuing
- Assist with administration of group tests and interpret group test data to students, parents, and teachers, including achievement and aptitude tests and interest surveys
- Counsel with parents concerning student data and school progress
- Assist with campus control and supervision
- Coordinate resources to manage crisis counseling as needed
- Perform other related duties as assigned by supervisor

School Psychologist

Qualifications:

- Current Pupil Personnel Service – School Psychology Credential required
- Master's degree in education, psychology or related field required
- Three years of successful psychology and/or counseling experience preferred
- Demonstrated ability to work well with students and others required
- Fluency in Spanish language required
- Valid driver's license required

Job responsibilities/duties:

- Work in cooperation with education specialist teachers to conduct evaluations of new students suspected of having learning disabilities and write corresponding reports
- Evaluate student's functional ability levels, school adjustment, achievement, communication skills, perceptual-motor development, adaptive behavior/social development, emotional development, long-term/short-term memory, learning style and other appropriate assessment areas. Conduct triennial testing of students enrolled in special education and write corresponding reports
- Performs assessment procedures in conjunction with an interpreter, if needed, when working with limited English-speaking students
- Provides differential diagnosis of handicapping conditions including, but not limited to: learning disabilities; mental retardation; giftedness; and severe emotional disturbance, recommending appropriate educational programs as prescribed by the California Education Code
- Selects, administers, scores, and integrates with other data, providing written results of psychological and educational testing and measurements; interprets results to parents, teachers, administrators and others as legally appropriate
- Recommends student placement/services, and individual educational plans /individual learning plan components based upon individual student considerations, as well as classroom management needs, particularly with reference to children with exceptional needs. Attends initial and triennial IEP meetings upon special request

- Serves as liaison and consultant to other professionals involved in student appraisals including other psychologists, speech therapists, nurses, psychiatrists, and physicians for the purpose of correlating all available information regarding individual children
- Provides consultation services/training as appropriate, to parents, community agencies, students, District personnel, and others, as suggested
- Consults with school personnel on a variety of psychological concerns such as those relating to classroom climate, instructional programs, individual needs of children, parenting skills and behavioral management
- Manages and supervises special programs at the direction of the administrative director, special needs: coordinating district crisis management teams; post-graduate internship programs; & student services Medi-Cal billing procedures
- As the clinical counselor, provides individual, group and/or family counseling services, demonstrating knowledge of appropriate counseling techniques, current agency resources, and federal and/or state laws
- Attend SELPA meetings when appropriate to maintain legality in special education issues
- Design and implement academic and intellectual assessments for student and parents.
- Develop Parent Support Center to service the needs of students, families & staff of NSLA/LCER and develop parent partnerships.
- Research effectiveness and define best practices associated with parent partnerships.
- Introduce best parent partnership practices into University of Redlands BTC program.
- Perform other related duties as assigned by supervisor

Dual Immersion Support Teacher

Qualifications:

- Multiple Subjects California Teaching Credential required
- Bilingual Cross-cultural Language and Academics Development Certification required
- Bachelor's Degree in education, school administration or related field required
- Three years of successful teaching experience preferred
- Experience in administering extracurricular activities and/or coaching preferred
- Fluency in Spanish language required (speaking & writing)

Job responsibilities/duties:

- Provide training workshops for parents
- Participate as active member of MTSS Team
- Coordinate Tier 2 interventions in Rocket Lab
- Lead team of instructional assistants in Rocket Lab
- Provide intervention to Tier 2 & Tier 3 students in one-on-one and small group settings
- Coordinate with classrooms teachers to write intervention lesson plans
- Facilitate Rocket lab team meetings
- Act as a liaison among instructors, parents and support staff
- Communicate effectively with all stakeholders
- Inspire and equip students to participate in extracurricular events
- Assist with grant writing as requested.
- Participate in educational research projects as needed
- Other related duties as assigned by assigned supervisor

Instructional Coach

Qualifications:

- Multiple Subjects California Teaching Credential required
- Bilingual Cross-cultural Language and Academics Development Certification required
- Bachelor's Degree in education, school administration or related field required
- Three years of successful teaching experience preferred
- Experience in administering extracurricular activities and/or coaching preferred
- Fluency in Spanish language required (speaking & writing)

Job responsibilities/duties:

- Provide training workshops for parents
- Participate as active member of MTSS (Multi-Tiered Support System) Team
- Facilitate and lead the Student Success Team process
- Provide support to teaching staff
- Act as a liaison among instructors and parents
- Communicate effectively with all stakeholders
- Assist with grant writing as requested
- Participate in educational research projects as needed
- Other related duties as assigned by assigned supervisor

Teacher

The LCER will continue to retain and employ teaching staff that hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School complies with California Education Code Section 47605(l) which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses."

Qualifications:

- Current California teacher credential required
- Bilingual Cross-cultural Language and Development Certification (BCLAD) required
- Bachelor's degree in education, school administration or related field required
- Three years of successful teaching experience preferred
- Demonstrated ability to work well with students and others required
- Experience in administering extracurricular activities and/or coaching preferred
- Fluency in Spanish language required (for dual immersion teaching positions)

Job responsibilities/duties:

- Provide instruction to students in the appropriate content areas
- Classes will provide hand-on resources, technology, group interaction and delivery of key concepts.
- Develop and teach from written lesson plans to assist students in mastering key concepts
- Grade work sheets, homework and other assignments
- Administer and score individual and group tests
- Maintain student attendance and progress records
- Provide hands-on resources, technology, group interaction and delivery of key concepts
- Communicate with all parents on a regular basis regarding each student's academic progress, including parent conferences.
- Participate in IEP's as needed
- Act as a liaison among instructors, parents and support staff
- May be requested to provide workshops for parents
- Inspire and equip students to participate in extracurricular events
- Demonstrate continuing professional growth
- Participate in research projects as needed
- Assist with grant writing
- Perform other related duties and responsibilities as assigned by the assigned supervisor or designee

(See Appendix M for detailed teacher credentialing information.)

ELEMENT VII: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605.6)(b)(5)(G).

In order to provide safety for all students and staff, the NSLA has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. NSLA's Health and Safety policies are attached as Appendix N.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the NSLA are required to submit to a criminal background check and finish a criminal record summary as required by California Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Director of Human Resources shall monitor compliance with this policy.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually.

Tuberculosis Risk Assessment and Examination Testing

Faculty, staff and volunteers are tested for tuberculosis prior to commencing employment and working with students as required by California Education Code Section 49406.

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The NSLA will adhere to California Education Code Section 49423 regarding administration of medication in school.

Diabetes

The NSLA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood-borne Pathogens

The NSLA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The LCER Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The NSLA functions as a drug, alcohol and smoke free workplace.

Facility Safety

The NSLA complies with California Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The NSLA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The NSLA shall conduct fire drills as required under Education Code Section 32001. The NSLA also conducts safety drills to practice procedures used in the case of earthquake and lock-down scenarios.

Campus Supervision

The NSLA will provide the SBCSS with a copy of the Board policy relative to the supervision of students before and after school, and while on campus, student pick-up, as well as a procedure for visitors to enter and leave campus upon request by the SBCSS.

Parent-Student Handbook

The NSLA will annually provide a copy of the Parent-Student Handbook that will be distributed to families each year to the SBCSS. At a minimum, the handbook will include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. Amendments to the handbook by the NSLA may be made throughout the year. The NSLA will post the current handbook on the school website. The current handbook can be found in Appendix F.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

All employees participate in harassment prevention training each year, and managers complete harassment prevention training every two years. The NSLA has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the NSLA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the NSLA harassment policies, copies of which are attached as Appendix O.

ELEMENT VIII: RACIAL AND ETHNIC BALANCE

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).*

Non-Discrimination

The NSLA strives, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within San Bernardino County. Students shall be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Recruitment Methods

The following methods of broad outreach shall be implemented:

- The NSLA works closely with the office of the Mayor of San Bernardino, Norton Neighborhoods and the Alliance for Education (which is connected to faith-based organizations), Girl Scouts, the YMCA, and civic groups to broadly inform the neighborhood of our plans.
- The NSLA has undertaken countywide recruitment in the form of advertising in several newspapers serving San Bernardino County, including Spanish-language newspapers. The NSLA has also advertised via the electronic billboard along Interstate 10 at Tippecanoe.
- Press releases are written in Spanish and English for news outlets, including television and radio stations, serving the targeted population.
- The NSLA participates in the Redlands Market Night, the San Bernardino Swap Meet, and other family events at local universities.
- Town hall meetings have been and will continue to be held at the NSLA to answer questions and to understand more fully the challenges parents and students are currently confronting. All gatherings will be sensitive to the diversity of the population targeted and will include interpreters to meet the linguistic needs of the participants, as well as provide a forum for parents to become fully involved. It is our goal to use these meetings as a vehicle to promote the value of cultural and linguistic diversity within the NSLA's student population. The NSLA believes that early exposure to various cultures, nationalities, and languages expands a students' understanding of others, as well as, generates appreciation for diversity and friendship among students/families.

ELEMENT IX: INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

Audits

An annual independent fiscal audit of the books and records of the NSLA is conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the NSLA are kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit employs generally accepted audit standards. It is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The LCER selects the independent auditor based on an evaluation of experience and professionalism. The auditor has and will continue to have, at a minimum, a CPA and educational institution audit experience. The auditor will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The President/CEO, will review any audit exceptions or deficiencies and report to the LCER Board of Directors with recommendations on how to resolve them. The LCER Board will submit a report to the County describing how any exceptions and/or deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the NSLA is public record to be provided to the public upon request. A copy of the current audit is attached in Appendix P.

ELEMENT X: SUSPENSION AND EXPULSION

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605.6(b)(5)(J).*

Suspension/Expulsion Procedures

The NSLA is a Love and Logic © School and integrates the Love and Logic behavior approach throughout the whole school. (See Appendix Q for the school discipline plan.)

In 2016-17, the NSLA began implementing the use of Restorative Practices which is an approach that proactively builds positive school communities while reducing discipline referrals, suspensions and expulsions.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the NSLA. In creating this policy, the NSLA has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The NSLA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the NSLA's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. If the following policy and procedures are updated, the County Superintendent of Schools will be notified and provided with a copy of the updated policy and procedures. The NSLA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, Restorative Practices, in-house discipline (as another form of intervention in school before a home suspension), suspension and expulsion.

The NSLA administration shall ensure that students and their parents/ guardians are notified in writing, upon enrollment, of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the NSLA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The NSLA will follow all applicable federal and state laws including, but not limited to, the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the NSLA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 1. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of the grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great

bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the NSLA employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives,

safety or health of students or the NSLA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with officials of the NSLA. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If officials of the NSLA wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the LCER Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the LCER Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a the LCER Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to an impartial hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the NSLA's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- 9) The opportunity to request to waive the expulsion hearing
- 10) Mention of the pupil's right to appeal the decision for expulsion from the NSLA and the LCER Board to the Board of Education of the San Bernardino County Superintendent of Schools

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The NSLA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the NSLA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The NSLA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the NSLA must present evidence that the witness' presence is both desired by the witness and will be helpful to the NSLA. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the

evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the NSLA;

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student c) Procedures for filing an appeal to the County Board.

Disciplinary Records

The NSLA shall maintain records of all student suspensions and expulsions. Such records shall be made available to the authorizer upon request.

Right to Appeal

The pupil shall have the right of appeal from expulsion from the NSLA and the LCER Board to the Board of Education of the San Bernardino County Superintendent of Schools through the following process:

If a student is expelled from the NSLA, the student or the student's parent or guardian may, within 30 days following the decision of the NSLA to expel, file an appeal to the County Board. This is outlined in the expulsion paperwork issued to the parents and/or guardians at the time of an expulsion. The written notice of appeal shall contain the following information:

- a. Name of expelled pupil
- b. Name of appellant
- c. Relationship of appellant to expelled pupil (parent, guardian, self)
- d. Address and telephone number of appellant
- e. Name of respondent school
- f. Date of respondent school's action to expel
- g. Grounds upon which the appeal is based.

1. Requests for a hearing before the County Board shall be in writing and must be received in the Office of the County Superintendent of Schools at least twenty (20) working days prior to the regular meeting of the County Board to be considered at that meeting. The pupil shall submit a request for a copy of the written transcript (a complete and exact typewritten transcription of the tape of the expulsion hearing prepared by the NSLA) and supporting documents concerning the expulsion from the NSLA simultaneously with the filing of the notice of appeal with the County Board. The NSLA shall provide the pupil with the transcription, supporting documents, and records within ten (10) school days following the pupil's request. The pupil shall file seven (7) copies of these records with the County Board.

2. It is the responsibility of the pupil to provide, at least five (5) working days prior to the hearing, seven (7) copies of a complete written transcript of the hearing before and prepared by the NSLA. The cost of such transcript shall be borne by the pupil except where:

- a. The pupil certifies to the NSLA that he or she cannot reasonably afford the cost because of limited income or exceptional necessary expenses, or both.
- b. The County Board reverses the decision of the NSLA, in which case the County Board shall require the NSLA to reimburse the pupil for the cost of such transcription.

3. At the regular meeting of the County Board, the County Board shall hold the hearing or set the time and place when such hearing shall be held. The hearing shall be held within twenty (20) school days following the filing of a request under this section and the County Board shall render a decision within three (3) school days of the hearing, unless the pupil requests a postponement.

Requests for postponements may be made by either party and shall be directed to the Secretary to the County Board. The Secretary to the County Board shall grant a postponement in the following cases:

- a. Stipulated Postponements. Where all parties jointly seek, in writing, a postponement to a later agreed upon hearing date, and file such written request with the Secretary to the County Board. Then the Secretary to the County Board shall reset the hearing date to the date specified in the written request or to a date as soon thereafter as the matter can reasonably be heard by the County Board.
- b. Request by Either Party. Either party may request one postponement by means of a written notice at least forty-eight (48) hours in advance, except that the School's request may not extend the hearing beyond thirty (30) school days following the filing of a request for hearing unless the pupil agrees. The Secretary to the County Board shall upon receipt of said request reset the hearing date to the next regularly scheduled County Board meeting date and shall immediately notify all parties in writing of the new hearing date.
- c. Subject to the limitations set forth in 3.b above, the County Board may grant a postponement at any time should it determine that such postponement is necessary to avoid injustice.
- d. Hearings shall commence promptly at the time designated by the County Board. If good cause prevents such an appearance, notification of such good cause shall be given to the County Board at least twenty (20) minutes prior to the hearing time designated. Absent exceptional circumstances, if the pupil does not appear at the designated time, or within twenty (20) minutes thereafter, the appeal shall be deemed withdrawn and the decision of the NSLA affirmed.

4. The County Board shall hear the appeal in closed session unless the pupil requests in writing, at least five (5) days prior to the date of the hearing, that the hearing be a public meeting. Upon the timely submission of a request for a public meeting, the County Board shall be required to honor the request.

Whether the hearing is conducted in closed or public session, the County Board shall meet in closed session for the purpose of deliberations. The attorney for the County Board may attend such closed session. If the County Board admits any representative of the pupil or the School into deliberations, the County Board shall, at the same time, admit representatives from the opposing party. All individuals present in closed session shall maintain strict confidentiality of the proceedings.

5. An audio recording of the hearing shall be made and preserved for a period of three (3) years.

6. The County Board shall determine the appeal upon the record (i.e. transcription and other supporting documents) of the hearing before the NSLA, together with any applicable documentation or regulations as may be ordered. No other evidence may be heard except in the rare case where a de novo proceeding is held. A de novo proceeding is where the County Board

actually conducts a new expulsion hearing as if the hearing before the NSLA had never occurred. Such de novo hearings are held only in exceptional cases.

Normally all appeals before the County Board are limited to a review of the record of the hearing before the NSLA, supplemented by oral argument.

7. The review by the County Board shall be limited to the following questions:

- a. Whether the School acted without or in excess of its jurisdiction. A proceeding without or in excess of jurisdiction includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by the NSLA's Suspension and Expulsion Policy, a situation where an expulsion order is not based upon legal grounds for expulsion, or a situation involving acts not related to school activity or attendance.
- b. Whether there was a fair hearing before the NSLA.
- c. Whether there was a prejudicial abuse of discretion in the hearing. An abuse of discretion is established in any of the following situations:
 - (1) If School officials have not met the procedural requirements of the NSLA's Suspension and Expulsion Policy;
 - (2) If the decision to expel a pupil is not supported by the findings of the School;
 - (3) If the findings are not supported by the evidence.

The County Board may not reverse the decision of the NSLA to expel a pupil based upon a finding of an abuse of discretion unless the County Board also determines that the abuse of discretion was prejudicial.

- d. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the NSLA.

8. The decision of the County Board shall be limited as follows:

- a. Where the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the NSLA, it may do either of the following:
 - (1) Remand the matter to the NSLA for reconsideration and may in addition order the pupil reinstated pending such reconsideration; or, instead,
 - (2) In rare cases grant a hearing de novo upon reasonable notice thereof to the pupil and to the NSLA.

- b. In all other cases, the County Board shall enter an order either affirming or reversing the decision of the NSLA. In any case in which the County Board enters a decision reversing the NSLA, the County Board may direct the NSLA to expunge the record of the pupil and the records of the NSLA of any references to the expulsion action and such expulsion shall be deemed not to have occurred.

9. The decision of the County Board shall be final and binding upon the pupil and upon the NSLA. The final order of the County Board shall be in writing and shall be delivered as quickly as possible to the pupil and to the NSLA by personal service or by certified mail. The order shall become final when rendered.

Appeal Hearing Procedures

1. Copies of the transcript of the NSLA hearing, the School Board minute entry noting the expulsion, findings of fact and decision, and any relevant correspondence shall be received by the County Board members and the County Superintendent at least five (5) working days before the hearing.

2. Appellant(s) (the pupil or the pupil's parent or guardian) and/or representative(s), School personnel and their representative, and County Board members shall introduce themselves for tape recording identification.

3. The appellants will present their case first.

4. The NSLA may next respond and present its case.

5. Either party may then in turn respond to the comments of the other party, and if they desire, conclude with a brief summary of their case.

6. The County Board may question any participant at any time during the course of the appeal hearing.

7. The County Board president or his/her designee will direct the order of the hearing.

8. Inflammatory questions or statements will not be tolerated. Each question should be clearly stated and relevant to the points of the hearing.

Hearing De Novo Procedures

In the rare case where a hearing de novo or NEW hearing is granted, it shall be conducted in substantially the same manner as the original hearing before the School.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The NSLA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the NSLA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the NSLA for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the NSLA's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The NSLA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the NSLA or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the NSLA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the NSLA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the NSLA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the NSLA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the NSLA agree to a change of placement as part of the modification of the behavioral intervention plan.

If the NSLA, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the NSLA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the NSLA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the NSLA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the NSLA agree otherwise.

5. Special Circumstances

NSLA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the NSLA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the NSLA had knowledge that the student was disabled before the behavior occurred.

The NSLA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to NSLA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other NSLA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other NSLA supervisory personnel.

If the NSLA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the NSLA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The NSLA shall conduct an expedited evaluation if requested by the parents;

however, the student shall remain in the education placement determined by the NSLA pending the results of the evaluation.

The NSLA shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Compensation and Benefits; Retirement Systems

Annually, the LCER conducts an in-house compensation survey with local districts to offer wages and benefits sufficient to attract, hire and retain the most qualified individuals. The LCER endeavors to offer employees similar types and amounts of retirement benefits that they would receive in most school districts.

STRS and PERS Contribution

The NSLA's eligible certificated teachers and eligible administrators participate in the California State Teachers' Retirement Systems ("STRS"). Employees of the NSLA accumulate service credit years in the same manner as all other members of STRS. Any full-time certificated employees who are eligible may elect to participate in STRS. Participating employees contribute the required percentage of salary, and the NSLA contributes the employer's portion required by STRS. Retirement data will be reported and payments will be made to the San Bernardino County Office of Education in accordance with procedures established by STRS.

The NSLA's eligible non-certificated employees participate in the California Public Employees' Retirement Systems ("PERS"). Employees of the NSLA accumulate service credit years in the same manner as all other members of PERS. Any full-time classified employees who are eligible may elect to participate in PERS. Participating employees contribute the required percentage of salary, and the NSLA contributes the employer's portion required by PERS. Retirement data will be reported and payments will be made to the San Bernardino County Office of Education in accordance with procedures established by PERS.

The NSLA part-time employees who are not eligible for PERS or STRS, may participate in the alternative retirement system, the Accumulation Program for Part-time and Limited Service Employees ("APPLE"). APPLE is offered to employees who work less than 1,000 hours per year. Participating employees contribute the required percentage of salary. There is no employer contribution.

The Director of Finance shall be responsible for ensuring the appropriate retirement coverage, required contributions and deductions are made for all employees.

ELEMENT XII: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

Disputes Arising from Within the Charter School

Disputes arising from within the NSLA, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the NSLA, shall be resolved pursuant to the policies and procedures developed by the LCER and the NSLA and approved by its governing Board.

The County shall not intervene in any such internal disputes without the consent of the governing Board or its designee, the President/CEO, and shall refer any complaints or reports regarding such disputes to the President/CEO within a timely manner for resolution pursuant to the LCER's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of the charter or related laws or agreements has occurred, or unless the governing Board of the LCER has requested the County to intervene in the dispute.

Disputes between the LCER Board and the SBCSS

In the event that the LCER Board representing the NSLA is found to be in dispute with the County regarding the terms of this charter or any other agreements or issues regarding the NSLA and County's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the LCER and the SBCSS, the staff and governing board members of the LCER and the SBCSS agree to first frame the issue in written format ("dispute statement") and refer the issue to the County Superintendent and the LCER President/CEO, or their respective designees. In the event that the SBCSS believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The LCER President/CEO and the County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and President/CEO, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and President/CEO, or their respective designees, shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and President/CEO, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All procedures in this section may be revised upon mutual written agreement of the County and the NSLA.

ELEMENT XIII: ADMISSION REQUIREMENTS

Governing Law: *Admission requirements, of the charter school, if applicable. Education Code Section 47605.6(b)(5)(M).*

Enrollment Policy

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Application and Enrollment Process

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Completion of a student enrollment form
- Proof of Immunization
- Proof of Withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Card
- Completion of Family Survey

Applications are accepted year round. Applications are counted on a publicized date to determine whether any grade level at any site has received more applications than availability. In this event, the NSLA will hold a public random drawing/lottery to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.³

Enrollment preferences in the case of a public random drawing/lottery shall be allowed as follows:

1. Siblings of currently enrolled students
2. Children of the NSLA employees (limited to 5% of NSLA enrollment)
3. San Bernardino County residents
4. All other applicants.

At the conclusion of the random public drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the

³ As long as parents of existing students notify NSLA of their intent to return by the date published by NSLA.

random public drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

The NSLA has incorporated the policies and procedures developed and used by the AAE. The AAE has been oversubscribed for several years with a waiting list of approximately 2,500 students. The lottery is accomplished by a computerized random drawing. Numbers are assigned to families, with sub numbering of the students by grade level. In this way the drawing is blind and provides a waiting list that is unaware of a student's abilities or disabilities. Parents applying for admission for their children will be given written documentation of the process along with the expectations for them and their children.

ELEMENT XIV: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).*

Public School Attendance Alternatives

No student shall be required to attend the NSLA. Students who opt not to attend the NSLA may attend school within their school district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents and guardians of each student enrolled in the NSLA will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the NSLA, except to the extent that such a right is extended by the local education agency.

ELEMENT XV: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(5)(O).

No SBCSS employee shall be required to work at the NSLA. All staff at the NSLA are considered exclusive employees of the LCER and shall have no automatic right to employment or reemployment in SBCSS except as might be allowed under the SBCSS policies and procedures and applicable collective bargaining agreements. Absent agreement with SBCSS to the contrary, staff of the NSLA shall not continue to earn service credit (tenure) at SBCSS while employed by the LCER.

Employment by the NSLA provides no rights of employment at any other entity, including any rights in the case of closure of the NSLA.

ELEMENT XVI: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P).

Closure of the NSLA will be documented by official action of the LCER Board of Directors. The action will identify the reason for closure. The President/CEO of the LCER, or designee, is the entity responsible for closure-related activities.

The LCER Board of Directors will promptly notify parents and students of the NSLA, the County, the Desert/Mountain SELPA, the retirement systems in which the NSLA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education ("CDE") of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The LCER Board of Directors will ensure that the notification to the parents and students of the LCER of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the LCER Board's decision to close the NSLA.

The LCER Board of Directors will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the NSLA will provide parents, students and the SBCSS with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The NSLA will ask the SBCSS to store original records of the NSLA's students. All records of the NSLA shall be transferred to the SBCSS upon the NSLA closure. If the SBCSS will not or cannot store the records, the NSLA shall work with the SBCSS to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the NSLA will prepare final financial records. The NSLA will also have an independent audit completed within six months after closure. The NSLA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the NSLA and will be provided to the SBCSS promptly upon its completion. The final audit will

include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the NSLA.

The NSLA will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the NSLA, all assets of the NSLA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the NSLA, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon NSLA’s closure to the SBCSS. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the LCER shall remain solely responsible for all liabilities arising from the operation of the NSLA.

As the NSLA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the NSLA, the LCER Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix P, the NSLA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Potential Civil Liability Effects

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. Education Code Section 47605.6(h).

The NSLA shall be operated by the California non-profit public benefit corporation, the High Desert “Partnership in Academic Excellence” Foundation, Inc., doing business as The Lewis Center for Educational Research (“LCER”). This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The NSLA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County or any school district where the NSLA operates shall not be liable for the operation of the NSLA.

Further, the NSLA and the SBCSS shall enter into a memorandum of understanding, wherein Charter School shall indemnify County for the actions of the NSLA under this charter.

The corporate bylaws of the LCER shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and the NSLA’s insurance company for schools of similar size, location, and student population. SBCSS shall be named an additional insured on the general liability insurance of the NSLA.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605.6(h).

Budget/Cash Flow

See Appendix P for the three-year fiscal plan and budget for 2017-18.

Financial Reporting

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Insurance

The NSLA has acquired and financed general liability, worker's compensation, and other necessary insurance of the types and in the amounts required for a school of similar size and location, with the County named as additional insured. (See Appendix R for an example of the types and amounts of coverage.)

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided. California Education Code Section 47605.6(h).

The LCER will provide the business/administrative services for the NSLA, as it does for the AAE. The LCER has personnel and procedures in place to offer a full range of business services. Services include: Human Resources, Payroll, Accounts Payable and Finance. The President/CEO will serve as the liaison to SBCSS.

The LCER may contract with outside companies to fulfill the NSLA's needs that are not serviced in-house. These services include, but are not exclusive to the following:

- School lunches for students which meets the National School Lunch Program requirements
- Legal services regarding labor issues and the non-profit organization
- Legal services dealing with the charter schools and charter law
- Auditing services for annual audits of the NSLA
- Architectural and construction services for campus building projects
- Site development services for the projected high school expansion
- Cleaning and/or janitorial

The LCER will follow the Office of Management and Budgets regulations for the expenditures of all federal funds, to include: food services, categorical funding and special education.

CONCLUSION

By renewing this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively, with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year renewal term from July 1, 2017 through June 30, 2022. (Extended 2 years)

Any and all the NSLA written policies and procedures referenced in this charter will be provided to the County upon request.

APPENDIX A

Data and Analysis Truancy and Attendance CAASPP

CAASPP Scores for 2014-2015

NSAA – ELA	Overall Achievement								
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Number of Students Enrolled	100	85	83	67	20	23	N/A	378
	Number of Students Tested	97	83	82	66	20	22	N/A	370
	Percent of Enrolled Students Tested	97.0 %	97.6 %	98.8 %	98.5 %	100.0 %	95.7 %	N/A	97.9 %
	Number of Students With Scores	97	83	82	66	20	22	N/A	370
	Mean Scale Score	2370.1	2398.1	2448.0	2464.7	2467.3	2511.5	N/A	*
	Standard Exceeded	4 %	7 %	7 %	3 %	0 %	5 %	N/A	5 %
	Standard Met	19 %	13 %	17 %	17 %	10 %	18 %	N/A	16 %
	Standard Nearly Met	26 %	19 %	30 %	38 %	35 %	27 %	N/A	28 %
	Standard Not Met	52 %	60 %	45 %	42 %	55 %	50 %	N/A	51 %
	English Language Arts/Literacy Scale Score Ranges								

NSAA - Math	Overall Achievement								
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Number of Students Enrolled	100	85	83	67	20	23	N/A	378
	Number of Students Tested	98	83	81	66	20	22	N/A	370
	Percent of Enrolled Students Tested	98.0 %	97.6 %	97.6 %	98.5 %	100.0 %	95.7 %	N/A	97.9 %
	Number of Students With Scores	98	83	81	66	20	21	N/A	369
	Mean Scale Score	2386.4	2397.0	2425.5	2425.4	2456.5	2446.6	N/A	*
	Standard Exceeded	4 %	4 %	2 %	2 %	0 %	10 %	N/A	3 %
	Standard Met	19 %	5 %	6 %	8 %	5 %	0 %	N/A	9 %
	Standard Nearly Met	33 %	36 %	23 %	20 %	35 %	10 %	N/A	28 %
	Standard Not Met	44 %	55 %	68 %	71 %	60 %	81 %	N/A	60 %
	Mathematics Scale Score Ranges								

CAASPP Scores for 2015-2016

NSAA - ELA	Overall Achievement								
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	90	91	75	72	55	17	N/A	400
	# of Students Tested	89	91	74	70	54	17	N/A	395
	# of Students With Scores	89	91	74	70	54	17	N/A	395
	Mean Scale Score	2377.7	2400.5	2449.1	2487.6	2537.0	2526.9	N/A	N/A
	Standard Exceeded: Level 4	8 %	7 %	5 %	10 %	6 %	0 %	N/A	7 %
	Standard Met: Level 3	15 %	12 %	26 %	16 %	37 %	29 %	N/A	20 %
	Standard Nearly Met: Level 2	30 %	22 %	19 %	39 %	33 %	47 %	N/A	29 %
	Standard Not Met: Level 1	47 %	59 %	50 %	36 %	24 %	24 %	N/A	44 %

NSAA - Math	Overall Achievement								
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	# of Students Enrolled	90	91	75	72	55	17	N/A	400
	# of Students Tested	89	91	74	70	54	17	N/A	395
	# of Students With Scores	89	91	74	70	54	17	N/A	395
	Mean Scale Score	2405.0	2406.3	2423.7	2452.8	2483.4	2498.8	N/A	N/A
	Standard Exceeded: Level 4	6 %	2 %	3 %	3 %	2 %	0 %	N/A	3 %
	Standard Met: Level 3	20 %	9 %	5 %	14 %	17 %	6 %	N/A	13 %
	Standard Nearly Met: Level 2	40 %	32 %	23 %	21 %	31 %	53 %	N/A	31 %
	Standard Not Met: Level 1	34 %	57 %	69 %	61 %	50 %	41 %	N/A	53 %

CELDT Results Summary

The California English Language Development Test is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English Learners enrolled in transitional kindergarten through grade twelve.

The CELDT has three purposes:

1. To identify students who are limited English proficient
2. To determine the level of English language proficiency of students who are limited English proficient
3. To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

The following tables indicate relevant English Learner data at the NSLA for the last three years.

CELDT Proficiency Level Movement

	2013-2014	2014-2015	2015-2016
Students who took the CELDT	231	230	262
Number of students who grew a proficiency level	50	36	129
Percentage of students who grew a proficiency	30%	21%	49%
Number of students who dropped a proficiency level	30	37	17
Percentage of students who dropped a proficiency level	18%	22%	6%
Number of students who remained at their proficiency level	38	58	56
Percentage of students who remained at their proficiency level	23%	34%	21%

Number of Students by Language Proficiency

	2013-2014	2014-2015	2015-2016
Number of English Learners	209	240	262
Fluent English Proficient (I-FEP)	13	20	12
Re-designated English Proficient (R-FEP)	32	88	69
English Only	351	438	391
Total Enrollment	666	718	738

R-FEP Breakdown by Grade Level

	2013-2014	2014-2015	2015-2016
1 st	0	3	5
2 nd	6	5	6
3 rd	2	1	10
4 th	2	4	11
5 th	7	5	14
6 th	0	3	5
7 th	0	2	4
8 th	0	0	1
Total	17	23	56

Renaissance Star Assessment Results

The Star 360 tests are both norm-referenced and criterion-referenced to quickly interpret data in multiple ways including comparing students' progress in reference to normal expected growth and toward criteria for mastery of state standards.

Star Reading and Math are administered three times per year grades K-8 in Spanish reading, grades 3-8 in English reading, and grades 2-8 in Math. The assessments are administered at the beginning of each trimester. This allows the teachers to use the instructional planning features in Renaissance in order to prepare for the upcoming trimester. The following tables show student proficiency by grade level for the end of the 2015-2016 school year.

Star Reading (English) % of Students Proficient

Grade	% of Students Proficient
2	23.2
3	23.6
4	30.3
5	17.1
6	17.4
7	16.3
8	5.6

Star Math (English) % of Students Proficient

Grade	% of Students Proficient
2	29
3	33.3
4	18.2
5	21.3
6	23.7
7	17.5
8	22.2

Site Level Student Achievement Data

Students in grades kindergarten through 8th grade are assessed three times per school year on their reading fluency in both English and Spanish. These assessments are administered one-on-one. The chart below demonstrates that the majority of students are proficient across the grade levels in English. In Spanish, there is a drop in reading fluency in the fourth grade in both years. This may be attributed to the fact that formalized English Language Arts instruction begins during the second trimester in third grade. It should be noted that students' Spanish fluency increases notably in fifth grade during both years.

Developmental Reading Assessment / DRA Evaluación del desarrollo de la lectura / EDL % of students proficient or above grade level

Grade	2014-2015 English Reading	2014-2015 Spanish Reading	2015-2016 English Reading	2015-2016 Spanish Reading
K		70%		
1 st		70%		77%
2 nd		90%		80%
3 rd	90%	86%	81%	70%
4 th	81%	68%	84%	64%
5 th	94%	81%	88%	81%

Trimester Common Summative Assessments

During the 2013-2014, school year, the NSLA explored several options for a student database system that would include an assessment component. After much consideration, Illuminate was selected to replace Aeries, the NSLA's then current Student Information System, and Data Director.

In the fall of 2014, the NSLA began the full implementation of Illuminate. Using Illuminate, teachers have been able to create and analyze multiple types of assessments including trimester benchmark assessments, formative and summative assessments. Teachers continue to develop and modify their assessments as they continue to deepen their understanding of CCSS and SBAC and how those components work with the features in Illuminate.

Benchmark assessments are administered at every grade level, Kindergarten through Eighth, three times a year at the end of each trimester. In Kindergarten through Second grade, assessments are given in Spanish Language Arts and Math. In grades third through eighth, assessments are given in Spanish Language Arts, English Language Arts, and Math. These assessments were developed collaboratively with grade level teams. Using the grade level scope and sequence, teachers identified the standards that were to be assessed at the end of each trimester. Once the standards were identified, teachers pulled questions from their grade level curriculum and the Illuminate

Item bank. The tests were designed to emulate the CAASPP summative assessments. Using the SBA Alignments for claims, standards and targets, grade levels continue to modify benchmarks to insure that our assessments are aligned with SBA and are a true indicator of student understanding and also predictors of student success.

The following tables represent the baseline data for student proficiency as measured by the summative assessments:

2015-16 Percentage of Students Proficient

Math Benchmark created in Illuminate

Grade Level	Percentage Proficient
1 st Grade	77%
2 nd Grade	51%
3 rd Grade	26%
4 th Grade	9%
5 th Grade	0%

2015-16 Percentage of Students Proficient

Writing Benchmark created in Illuminate

Grade Level	Percentage Proficient
1 st Grade	66%
2 nd Grade	48%
3 rd Grade	47%
4 th Grade	35%
5 th Grade	60%

2015-16 Percentage of Students Proficient

Spanish Language Arts Benchmark created in Illuminate

Grade Level	Percentage Proficient
1 st Grade	46%
2 nd Grade	36%
3 rd Grade	20%
4 th Grade	0%
5 th Grade	3%

2015-16 Percentage of Students Proficient

English Language Arts Benchmark created in Illuminate

Grade Level	Percentage Proficient
1 st Grade	
2 nd Grade	
3 rd Grade	24%

4th Grade
5th Grade

0%
13%

Special Education Program Achievement

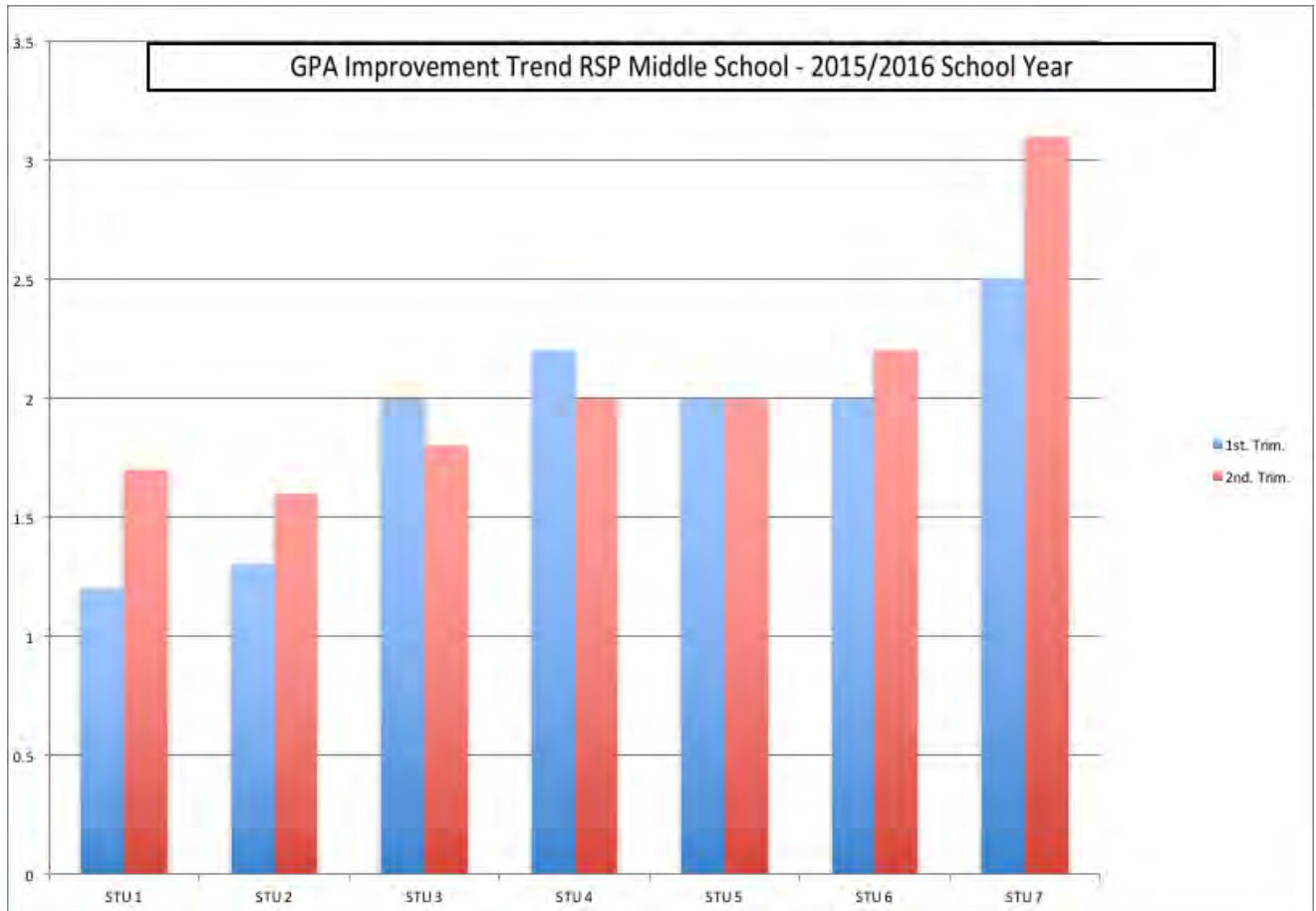
The NSLA is dedicated to serving the needs of its diverse and underserved population. In order to accomplish this, additional staffing has been added in the area of special education. The following table compares the staff to student ratios at the NSLA to the State of California.

Special Education Program Improvement / Comparative Chart

Norton Science and Language Academy Student to Staff Ratios		State Ratios	
1 Full-time Speech Pathologist	30 students to 1 staff	1 Full-time Speech Pathologist	47 students (average) to 1 staff
1 Full-time School Psychologist	791 students to 1 staff	1 Full-time School Psychologist	1579 students to 1 staff
1 Full-time School Counselor	791 students to 1 staff	1 Full-time School Counselor	810 students to 1 staff
1 Full-time Special Day Class ("SDC") Teacher + 1 Full-time Aide	8 students to 2 staff	1 Full-time SDC teacher	15 students (industry standard) to 1 staff
1 Full-time Resource Specialist ("RSP") Teacher + 1 Full-time Aide (TK-5)	16 students to 2 staff	1 Full-time RSP teacher	28 students (maximum caseload) to 1 staff
1 Full-time RSP/SDC + 1 Full-time Aide (Middle School) *	13 students to 2 staff	1 Full-time RSP teacher	28 students (maximum caseload) to 1 staff
1 Full-time RSP/SDC + 1 Full-time Aide (Middle School) *	3 students to 2 staff	1 Full-time SDC teacher	15 students (industry standard) to 1 staff

* Full-time middle grades RSP teacher is also the full-time SDC teacher. RSP is under inclusion model. SDC is a separate class with mainstreaming. Graph shows lower student to staff ratios compared to State of California and industry standards.

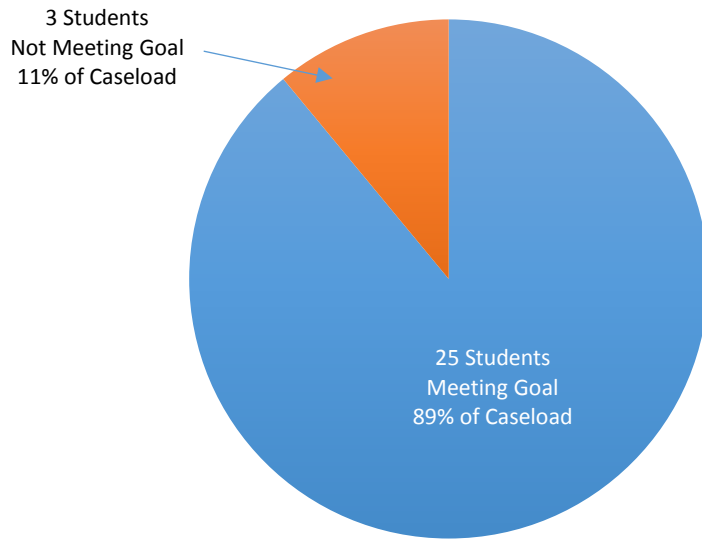
The following graph shows that five of seven students with Individual Education Plans ("IEP's") in this middle school cohort, maintained or increased academic progress between trimester 1 and trimester 2, as measured by overall combined grade point average ("GPA"). One of the key improvements to service in the 2015-2016 school year was the addition of the Resource Specialist Program ("RSP") for grades 6th-8th, including the implementation of both push-in as well as pull-out services.



STU=STUDENT

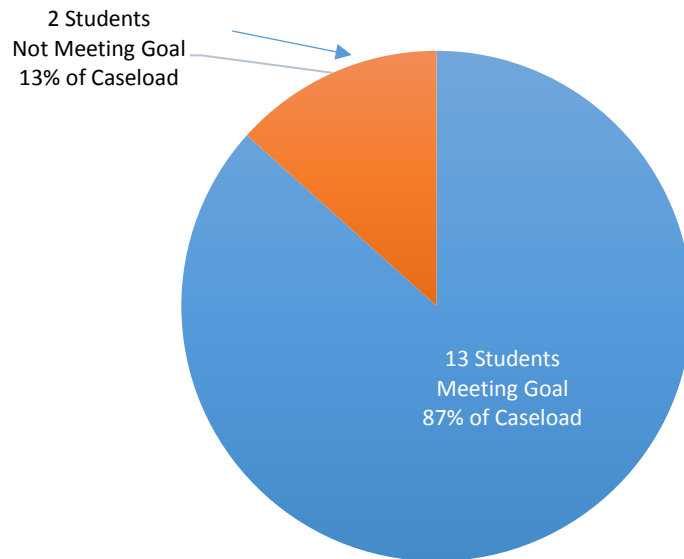
Percentage of 28 students with Speech and Language goals who have met/are on track to meet their goals since the June 2016.

Speech Caseload (2015-2016)

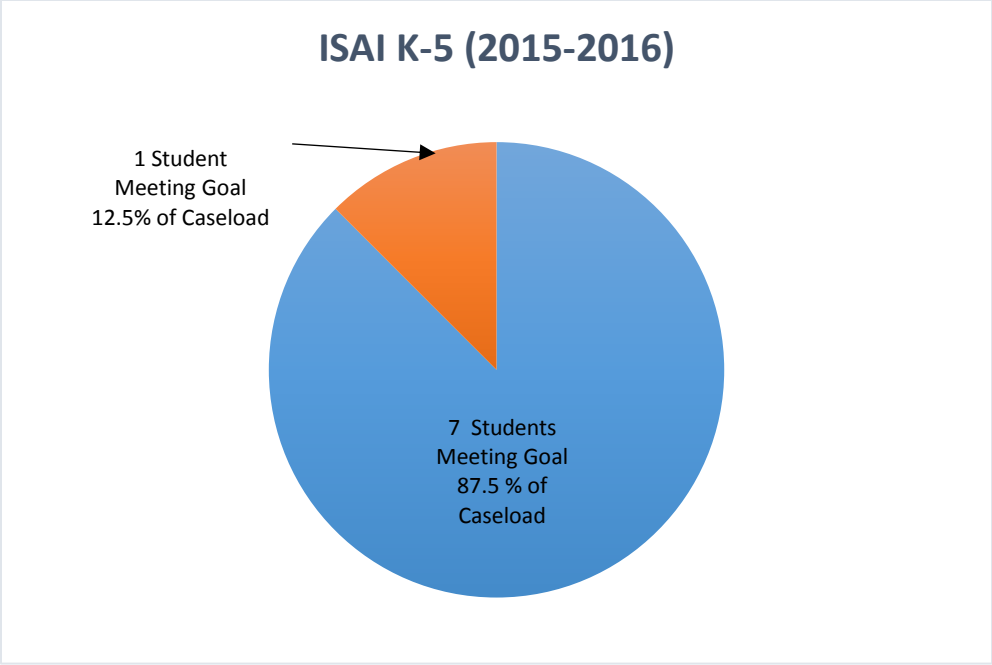


Percentage of 15 students with RSP K-5 goals who have met/are on track to meet their goals since the June 2016.

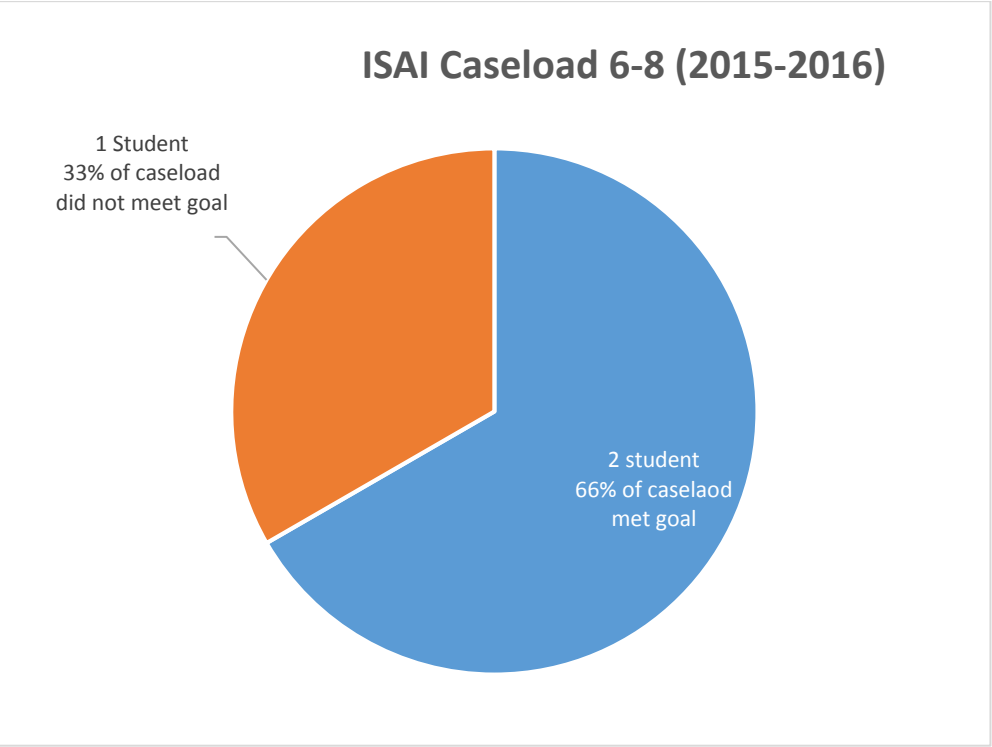
RSP Caseload K-5 (2015-2016)



Percentage of 8 students with Intensive Specialized Academic Instruction goals who have met/are on track to meet their goals since the June 2016.



Percentage of 3 students with Intensive Specialized Academic Instruction goals who have met/are on track to meet their goals since the June 2016.



Percentage of 8 students with Specialized Academic Instruction goals who have met/are on track to meet their goals since the June 2016.

Sample Rubric for Writing Benchmark

**WRITE Institute
Scoring Guide for
Expository Paragraph
Grades 2-3**

Scoring Range

Each category is worth 0-4 points.

0 = no evidence	3 = proficient
1 = minimal evidence of proficiency	4 = exceeding expectations
2 = developing proficiency	

Directions: Total points and divide by 10 to yield a score of 0-4.

CONTENT & ORGANIZATION

- ___ A. The writer indents the paragraph(s).
- ___ B. The writing includes capital letters at the beginning of sentences.
- ___ C. The writing includes an appropriate use of punctuation.
- ___ D. The writing maintains a focus.
- ___ E. The writing has a topic sentence.
- ___ F. The writing includes details about the topic.
- ___ G. The writing includes a concluding sentence.
- ___ H. The writing includes complete sentences.
- ___ I. The writing includes an appropriate level of spelling.
- ___ J. The writing includes an appropriate level of grammar.

___ **Total** (divided by 10) = ___ **Score**

WRITE Institute Scoring Guide for Argumentative Essay

In an argumentative essay, the writer has a clear purpose for writing: to convince the reader (or a specific audience) of his or her point of view. The essay must include a focused, debatable claim that is supported by logic and credible evidence. The essay should accurately present opposing views on an issue, as well as counterarguments, in order to influence the reasoning of the reader (audience). The claim should emphasize logic and rational thought. (In some cases, emotion might be an effective technique if it truly supports the claim.)

Scoring Range	
Each category is worth 0-6 points.	
0 = off topic	4 = proficient
1 = minimal evidence of proficiency	5 = exceeding expectations
2 = some evidence of proficiency	6 = outstanding
3 = developing proficiency	

Directions: Add points and divide by 10 to yield a score of 0 - 6.

CONTENT & ORGANIZATION

- _____ The writer targets a specific audience appropriately.
- _____ The introduction includes a hook (i.e., statistic, research, etc.).
- _____ The introduction includes a precise, knowledgeable claim and establishes its significance.
- _____ The writer uses reason (i.e., relevant supporting facts and examples) to support the claim.
- _____ The writer acknowledges the opposing claim.
- _____ The writer uses a counterclaim to address the opposing claim.
- _____ The writer uses specific rhetorical devices (e.g., appeal to logic through reasoning, appeal to emotion) to support assertions.
- _____ The conclusion restates the claim and summarizes the key points.
- _____ The essay is organized in a logical way.
- _____ The essay exhibits an appropriate level of conventions such as sentence structure, grammar and mechanics.
- _____ **Total** divided by 10 = _____ **Score**

Renaissance Star Assessment Results

The Star 360 tests are norm-referenced and criterion-referenced so teachers can quickly interpret data in multiple ways. They are used to compare students' progress in reference to normal expected growth and toward criteria for mastery of state standards.

Star 360 Reading and Math tests are administered three times per year in grades K-8 in Spanish reading, grades 3-8 in English reading, and grades 2-8 in Math. The assessments are administered at the beginning of each trimester. This allows the teachers to use the instructional planning features in Renaissance in order to prepare for the upcoming trimester.

Developmental Reading Assessment and *Evaluación del desarrollo de lectura*

The Developmental Reading Assessment and its counterpart in Spanish, the *Evaluación del desarrollo de lectura*, are a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8. Modeled after an informal reading inventory, the DRA is intended to be administered, scored, and interpreted by classroom teachers. The EDL is the Spanish counterpart-- *Evaluación del desarrollo de la lectura*.

Curriculum-embedded Assessments

The NSLA uses a variety of high-quality, standards-aligned instructional materials that provide quality assessments for students. The materials include a variety of formative assessments (pre-tests), on-going assessments to check for understanding, and summative assessments to gauge mastery of skills and concepts. A range of assessments are used by teachers to measure student progress toward learning outcomes including:

- Benchmark Advance and Adelante (English and Spanish Language Arts, English Language Development and Spanish Language Development)
- Engage NY (Math)
- WRITE Institute (English and Spanish Writing)
- IXL (Math)
- Accelerated Reader (English and Spanish Reading Comprehension)

Teacher-created Assessments

Teachers work collaboratively in grade levels to develop common assessments for science, social studies, language arts, English language development, Spanish language development, math, social-emotional growth and physical development. Many of these assessments are administered via Illuminate, as digital or written assessments. However, the NSLA also believes that project-based learning and interdisciplinary assessments are key to college and career readiness. As a result, many assessments are also hands-on activities that require real-life application and synthesis of skills.

Student Oral Language Observation Matrix (“SOLOM”)

The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and every day). The

teacher matches a student's language performance in listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Assessments Designed for English Learners

The NSLA meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The NSLA implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Assessments Designed for Spanish Learners

The Student Oral Language Observation Matrix will be used by teachers to measure progress in Spanish oral language regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Developmental Reading Assessment / DRA
Evaluación del desarrollo de la lectura / EDL
% of students proficient or above grade level

Grade	2014-2015 English Reading	2014-2015 Spanish Reading	2015-2016 English Reading	2015-2016 Spanish Reading
K		70%		
1st		70%		77%
2nd		90%		80%
3rd	90%	86%	81%	70%
4th	81%	68%	84%	64%
5th	94%	81%	88%	81%

***Fall Rocket Report
2014***

	<i>Students</i>	<i>Met Goal</i>	<i>Not Meet Goal</i>	<i>Percentage</i>
K	19	11	8	58%
1 st	17	12	5	71%
2 nd	17	13	4	76%
3 rd	18	12	6	67%
4 th	16	10	6	63%
5 th	18	13	5	72%
<i>Total</i>	<i>105</i>	<i>71</i>	<i>34</i>	<i>68%</i>

**Winter Rocket Report-Group A & B
2015**

	<i>Students</i>	<i>Met Goal</i>	<i>Not Meet Goal</i>	<i>Percentage</i>
K-A	17	8	9	47%
K-B	22	19	3	86%
1st-A	21	20	1	95%
1st-B	19	19	0	100%
2 nd	18	12	6	66%
3 rd - A	20	13	7	65%
3 rd -B	24	15	9	63%
4 th	21	20	1	95%
5 th - A	12	9	3	75%
5 th - B	17	15	2	88%
Total	191	150	41	78%

Spring Rocket Report 2015

	<i>Students</i>	<i>Met Goal</i>	<i>Not Meet Goal</i>	<i>Percentage</i>
K	14	11	3	79%
1 st STORY	10	10	0	100%
1 ST BLENDS	9	7	2	78%
2 nd MATH	8	4	4	50%
2 nd SLA	9	7	2	78%
3 rd	19	16	3	84%
4 th	19	18	1	95%
5 th	18	16	2	89%
Total	106	85	18	80%

Fall Rocket Report 2015

	<i>Students</i>	<i>Met Goal</i>	<i>Not Meet Goal</i>	<i>Percentage</i>
K	15	15	0	100%
1 ST	15	12	3	80%
2 nd	15	12	3	80%
3 rd	15	15	0	100%
4 th	15	14	1	93%
5 th	15	13	2	87%
<i>Total</i>	<i>90</i>	<i>81</i>	<i>9</i>	<i>90%</i>

Winter Rocket Report 2016

	<i>Goal</i>	<i>Students</i>	<i>Met Goal</i>	<i>Not Meet Goal</i>	<i>Percentage</i>
K	Writing Numbers 1-20	19	12	7	63%
1 ST	Spanish Phonics	18	8	10	44%
2 nd	Place Value	19	15	4	79%
3 rd	English Reading	15	15	0	100%
Subtotal	-	71	49	22	69%
4 th	iLit	20			
5 th	iLit	19			
Total	-	110			

Winter Rocket Report 2016

	Goal	Students	Met Goal	Not Meet Goal	Percentage
K	Segment & Blend Words	13	9	3	69%
1 ST	Spanish Phonics	12	11	1	92%
2 nd	Add & Subtract with Regrouping	17	12	5	71%
3 rd	Spanish Reading	19	16	3	84%
Subtotal	-	61	48	13	79%
4 th	iLit	20	-	-	-
5 th	iLit	20	-	-	-
Total	-	101			

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Grade

Grade: 2

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF ^b	ZPD
Average				2.01	158	1.8	18	30.5	PP	41	-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	52	57.1
25th to 49th	15	16.5
50th to 74th	12	13.2
75th & Above	12	13.2
Number of Students: 91		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	6	6.6
1.0 - 1.9	56	61.5
2.0 - 2.9	21	23.1
3.0 - 3.9	7	7.7
4.0 - 4.9	1	1.1
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	52	57.1
P	6	6.6
1.0 - 1.9	12	13.2
2.0 - 2.9	14	15.4
3.0 - 3.9	6	6.6
4.0 - 4.9	1	1.1
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4. Historical data included.

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 3

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				3.00	254	2.3	20	32.5	1.7	62	-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	44	52.4
25th to 49th	19	22.6
50th to 74th	15	17.9
75th & Above	6	7.1
Number of Students: 84		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	31	36.9
2.0 - 2.9	30	35.7
3.0 - 3.9	16	19.0
4.0 - 4.9	3	3.6
5.0 - 5.9	3	3.6
6.0 - 6.9	0	0.0
7.0 - 7.9	1	1.2
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	23	27.4
P	5	6.0
1.0 - 1.9	13	15.5
2.0 - 2.9	20	23.8
3.0 - 3.9	17	20.2
4.0 - 4.9	5	6.0
5.0 - 5.9	0	0.0
6.0 - 6.9	1	1.2
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 4

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				4.00	363	3.1	25	36.0	2.9	83	-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	39	50.6
25th to 49th	14	18.2
50th to 74th	16	20.8
75th & Above	8	10.4
Number of Students: 77		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	12	15.6
2.0 - 2.9	26	33.8
3.0 - 3.9	14	18.2
4.0 - 4.9	13	16.9
5.0 - 5.9	9	11.7
6.0 - 6.9	1	1.3
7.0 - 7.9	0	0.0
8.0 - 8.9	2	2.6
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	8	10.4
P	3	3.9
1.0 - 1.9	10	13.0
2.0 - 2.9	18	23.4
3.0 - 3.9	19	24.7
4.0 - 4.9	13	16.9
5.0 - 5.9	4	5.2
6.0 - 6.9	1	1.3
7.0 - 7.9	1	1.3
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 5

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				5.00	423	3.7	19	31.8	3.3		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	46	59.7
25th to 49th	15	19.5
50th to 74th	9	11.7
75th & Above	7	9.1
Number of Students: 77		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	10	13.0
2.0 - 2.9	16	20.8
3.0 - 3.9	21	27.3
4.0 - 4.9	11	14.3
5.0 - 5.9	9	11.7
6.0 - 6.9	7	9.1
7.0 - 7.9	1	1.3
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	2	2.6

IRL Distribution Summary

IRL	Students	Percent
PP	4	5.2
P	2	2.6
1.0 - 1.9	14	18.2
2.0 - 2.9	7	9.1
3.0 - 3.9	26	33.8
4.0 - 4.9	11	14.3
5.0 - 5.9	6	7.8
6.0 - 6.9	5	6.5
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	2	2.6
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 6

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				6.00	425	3.7	11	24.1	3.4		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	44	73.3
25th to 49th	12	20.0
50th to 74th	2	3.3
75th & Above	2	3.3
Number of Students: 60		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	7	11.7
2.0 - 2.9	15	25.0
3.0 - 3.9	9	15.0
4.0 - 4.9	14	23.3
5.0 - 5.9	11	18.3
6.0 - 6.9	2	3.3
7.0 - 7.9	0	0.0
8.0 - 8.9	1	1.7
9.0 - 9.9	1	1.7
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	2	3.3
P	3	5.0
1.0 - 1.9	6	10.0
2.0 - 2.9	11	18.3
3.0 - 3.9	15	25.0
4.0 - 4.9	16	26.7
5.0 - 5.9	4	6.7
6.0 - 6.9	1	1.7
7.0 - 7.9	0	0.0
8.0 - 8.9	1	1.7
9.0 - 9.9	1	1.7
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 7

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				7.01	519	4.7	13	26.3	3.8		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	37	63.8
25th to 49th	10	17.2
50th to 74th	6	10.3
75th & Above	5	8.6
Number of Students: 58		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	5	8.6
2.0 - 2.9	17	29.3
3.0 - 3.9	6	10.3
4.0 - 4.9	5	8.6
5.0 - 5.9	12	20.7
6.0 - 6.9	2	3.4
7.0 - 7.9	5	8.6
8.0 - 8.9	1	1.7
9.0 - 9.9	1	1.7
10.0 - 10.9	0	0.0
11.0 - 11.9	2	3.4
12.0 - 12.9+	2	3.4

IRL Distribution Summary

IRL	Students	Percent
PP	3	5.2
P	1	1.7
1.0 - 1.9	6	10.3
2.0 - 2.9	12	20.7
3.0 - 3.9	8	13.8
4.0 - 4.9	9	15.5
5.0 - 5.9	8	13.8
6.0 - 6.9	5	8.6
7.0 - 7.9	1	1.7
8.0 - 8.9	0	0.0
9.0 - 9.9	1	1.7
10.0 - 10.9	0	0.0
11.0 - 11.9	4	6.9
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 8

Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average				8.02	630	5.7	17	30.2	4.8		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	29	65.9
25th to 49th	6	13.6
50th to 74th	8	18.2
75th & Above	1	2.3
Number of Students: 44		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	2.3
2.0 - 2.9	1	2.3
3.0 - 3.9	4	9.1
4.0 - 4.9	14	31.8
5.0 - 5.9	9	20.5
6.0 - 6.9	5	11.4
7.0 - 7.9	1	2.3
8.0 - 8.9	7	15.9
9.0 - 9.9	0	0.0
10.0 - 10.9	1	2.3
11.0 - 11.9	0	0.0
12.0 - 12.9+	1	2.3

IRL Distribution Summary

IRL	Students	Percent
PP	1	2.3
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	2.3
3.0 - 3.9	10	22.7
4.0 - 4.9	12	27.3
5.0 - 5.9	7	15.9
6.0 - 6.9	5	11.4
7.0 - 7.9	1	2.3
8.0 - 8.9	5	11.4
9.0 - 9.9	0	0.0
10.0 - 10.9	1	2.3
11.0 - 11.9	1	2.3
12.0 - 12.9	0	0.0
PHS	0	0.0

School: Norton Space and Aeronautics Academy

Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Report Options

Reporting Parameter Group: All Demographics [Default]

Test Type: Enterprise

Group By: Grade

Grade: 2

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	2.01	362	1.6	30	38.9

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	98	362
Not Tested	14	-

PR Distribution		
Percentile	Students	Percent
Below 25th	50	51.0
25th to 49th	21	21.4
50th to 74th	15	15.3
75th & Above	12	12.2

GE Distribution		
GE	Students	Percent
0.0 - 0.9	13	13.3
1.0 - 1.9	58	59.2
2.0 - 2.9	22	22.4
3.0 - 3.9	5	5.1
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

Historical data included.

Grade: 3

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	3.00	463	2.5	37	43.1

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	87	463
Not Tested	5	-

PR Distribution		
Percentile	Students	Percent
Below 25th	34	39.1
25th to 49th	18	20.7
50th to 74th	19	21.8
75th & Above	16	18.4

GE Distribution		
GE	Students	Percent
0.0 - 0.9	8	9.2
1.0 - 1.9	12	13.8
2.0 - 2.9	39	44.8
3.0 - 3.9	20	23.0
4.0 - 4.9	6	6.9
5.0 - 5.9	2	2.3
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

Grade: 4

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	4.00	548	3.4	36	42.5

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	80	548
Not Tested	5	-

PR Distribution		
Percentile	Students	Percent
Below 25th	32	40.0
25th to 49th	19	23.8
50th to 74th	14	17.5
75th & Above	15	18.8

GE Distribution		
GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	8	10.0
2.0 - 2.9	17	21.3
3.0 - 3.9	32	40.0
4.0 - 4.9	13	16.3
5.0 - 5.9	9	11.3
6.0 - 6.9	0	0.0
7.0 - 7.9	1	1.3
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

Grade: 5

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	5.00	575	3.7	24	34.9

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	77	575
Not Tested	15	-

PR Distribution		
Percentile	Students	Percent
Below 25th	41	53.2
25th to 49th	20	26.0
50th to 74th	9	11.7
75th & Above	7	9.1

GE Distribution		
GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	4	5.2
2.0 - 2.9	14	18.2
3.0 - 3.9	26	33.8
4.0 - 4.9	21	27.3
5.0 - 5.9	6	7.8
6.0 - 6.9	3	3.9
7.0 - 7.9	1	1.3
8.0 - 8.9	2	2.6
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 6

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	6.00	613	4.2	18	30.5

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	49	613
Not Tested	11	-

PR Distribution		
Percentile	Students	Percent
Below 25th	33	67.3
25th to 49th	7	14.3
50th to 74th	8	16.3
75th & Above	1	2.0

GE Distribution		
GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	3	6.1
2.0 - 2.9	3	6.1
3.0 - 3.9	14	28.6
4.0 - 4.9	15	30.6
5.0 - 5.9	5	10.2
6.0 - 6.9	7	14.3
7.0 - 7.9	1	2.0
8.0 - 8.9	1	2.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

School: Norton Space and Aeronautics Academy

Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 7

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	7.00	687	5.3	28	37.9

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	60	687
Not Tested	4	-

PR Distribution		
Percentile	Students	Percent
Below 25th	30	50.0
25th to 49th	10	16.7
50th to 74th	16	26.7
75th & Above	4	6.7

GE Distribution		
GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	1.7
2.0 - 2.9	2	3.3
3.0 - 3.9	8	13.3
4.0 - 4.9	14	23.3
5.0 - 5.9	11	18.3
6.0 - 6.9	6	10.0
7.0 - 7.9	7	11.7
8.0 - 8.9	4	6.7
9.0 - 9.9	3	5.0
10.0 - 10.9	4	6.7
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

School: Norton Space and Aeronautics Academy

 Reporting Period: 7/1/2016 - 6/30/2017
(2016-2017)

Grade: 8

Enterprise Tests

	GP	SS	GE	PR	NCE
Average	8.00	704	5.6	26	36.4

Summary

Student Totals		
Test Type	Students	Avg. SS
Tested	35	704
Not Tested	15	-

PR Distribution		
Percentile	Students	Percent
Below 25th	18	51.4
25th to 49th	9	25.7
50th to 74th	8	22.9
75th & Above	0	0.0

GE Distribution		
GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	2.9
2.0 - 2.9	0	0.0
3.0 - 3.9	5	14.3
4.0 - 4.9	6	17.1
5.0 - 5.9	6	17.1
6.0 - 6.9	4	11.4
7.0 - 7.9	6	17.1
8.0 - 8.9	2	5.7
9.0 - 9.9	0	0.0
10.0 - 10.9	1	2.9
11.0 - 11.9	4	11.4
12.0 - 12.9+	0	0.0

Truancy Rates 2014-2015 and 2015-2016

Truancy Rates	2014-2015	2015-2016
Enrollment	699	727
Students truant	83	65
Truancy Rate	11.8%	8.9%

Definition of a Chronic Truant

Effective January 1, 2011, EC Section 48263.6: Any pupil subject to compulsory full time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the day of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has compiled with EC section 48260, 48260.5, 48261, 48262, 48263, and 48291

Average Daily Attendance Percentage 2014-2015 and 2015-2016

Attendance Rate	2014-2015	2015-2016
Regular Education	95.568%	95.674%
Special Education	96.728%	95.107%
Overall attendance	95.582%	95.668%

APPENDIX B

WASC Midterm Report SARC

MID-CYCLE VISIT

VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

**NORTON SPACE AND AERONAUTICS
ACADEMY**

**503 E. Central Avenue
San Bernardino, CA 92408
Lewis Center for Educational Research
San Bernardino County Superintendent of Schools**

**April 15-17, 2013
January 24-January 26**

Visiting Committee Members

Nadine Elwood, Chairperson

AP Spanish/ELD Teacher, Self-Study Coordinator, WASC Trainer
Esperanza High School, Anaheim, CA

Mrs. Susan Padilla

former Assistant to the Head of School and WASC Coordinator,
Lycée International de Los Angeles, Burbank, CA

Mr. Brian Sheehy

Project Coordinator
King-Chavez Neighborhood of School, San Diego, CA

I. Introduction

Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**

Bold indicates Critical Areas of Need

The vision set forth by the San Bernardino's Mayor's Office for the Norton Space & Aeronautics Academy (NSAA) was a school that would provide a rigorous standards-based education through research-based teaching methods to an underserved and diverse student population. After granting NSAA its charter in 2008, the San Bernardino County Office renewed it for another 5 years on February 6, 2012, with the goal of becoming a K-12 school in 2018. In the 2013-2014 school year, the LCER and the NSAA reviewed its program and decided to narrow it by proposing remaining a K-8 school. Parents and the NSAA Board continue to reject the idea, and to ask NSAA to find viable options for becoming a K-12 school. Up to the 2014-2015 school year the NSAA has expanded an additional grade. Currently, there are five Kindergarten classes; five 1st grade classes; four 2nd grade classes; four 3rd grade classes; three classes in each of the 4th, 5th, 6th grades; two 7th grade classes; and one 8th grade class with 18 students.

The Norton Space & Aeronautics Academy (NSAA) currently serves a student population of approximately 750 students through its 90/10 dual language program with students in grades K-8th. NSAA's bilingualism goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for at least five (5) years. There is a drop in enrollment both in cohorts and in actual class. The school suggests that with the probability of Norton not growing to a K-12 school, as originally intended, parents may be placing their students in other schools as to keep the continuity of their child's education at the 9-12 level.

A complete and deeper analysis of all data will be necessary as the school continues. Data does exist and as the data was requested by the Visiting Committee it was produced. However, there is no analysis as to "and this means." During the visit the Visiting Committee made this clear to the school. The Visiting Committee chair offered help on seven different occasions; the chair was assured that the document was coming along well and that no guidance was necessary. Upon receiving the report, the Visiting Committee worked with the school to produce a more complete refection of the past three years.

Table 1 for enrollment at NSAA 2008-2016

Grade	2013-14	2014-15	2015-16
K	125	120	123
1	118	112	114
2	102	106	100
3	101	100	92
4	93	89	92
5	77	80	75
6	30	68	76
7	25	22	54
8		21	18
Total	666	718	744

The NSAA operates as a California Public Charter school under the High Desert “Partnership in Academic Excellence” Foundation, Inc., a 501(c) 3 non-profit educational foundation. The NSAA is one of the few charter schools in the nation to be part of the National Association of Laboratory Schools (NALS). The University of California at Riverside (UCR), California State University in San Bernardino (CSUSB), and the University of Redlands also work directly with NSAA as research partners.

Parents at NSAA are involved in various organizations to support the school, and active participants in the decision-making processes for all school plans, including the Local Control Accountability Plan (LCAP), the Local Educational Agency Plan (LEA Plan); and others. These organizations include the School Site Council (SSC), the English Learner Advisory Committee (ELA), and Parent Teacher Organization (PTO). NSAA facilitates regularly scheduled meetings for these organizations, and also adds a bimonthly meeting, Parents & Pastries, to provide parents with an opportunity to voice their opinions, and receive valuable information regarding the implementation of the Common Core State Standards (CCSS), and the Next Generation Science Standards (NGSS).

In the Mid-Cycle Report the school reported that mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment.

At the visit the school produced their original mission of:

Mission

The mission of the Norton Space and Aeronautics Academy is to provide opportunities for equal educational access to a culturally, linguistically, socially, and economically diverse population of students within a nurturing, participatory and rigorous educational environment aligned to academic standards, based on high quality, research-based teaching methods, and supported by public and private sector partnerships.

In the Mid-Cycle Report the school reported that the vision of NSAA staff is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. At the visit the school produced another vision of:

Vision and Goal

The vision and goal of the NSAA is to reach the underserved population of San Bernardino County and the residents surrounding the former Norton Air Force Base. Enrollment is based on a random public drawing (lottery) that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards.

The reflection on the mission, vision and Schoolwide Learner Outcomes has been somewhat over-looked during these past three years and the school will need to direct energy to the on-going evaluation of these guiding principles.

Later in the fall of 2014, NSAA faculty developed the SMART goal of “100% of students will meet 70% of their grade level benchmarks by the end of every trimester through the use of whole group and small group instruction.”

Goals are also aligned to those reflected in the current LCAP and revised action plan tasks:

1. Reach 99% of proper assignment of highly-qualified teachers.
Metric: Human Resources records
2. Increase student achievement in all subject areas with the full implementation of CCSS.
Metric: CAASPP Data, teacher benchmarks, Illuminate
3. Increase student engagement by providing a safe learning environment conducive to learning.
Metric: Attendance and suspension rates
4. Incorporate the use of technology and technological advances into its core curriculum.
Metric: Not stated, observed by VC.

5. Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students’ educational program at NSAA.
Metric: Parent meetings and workshops attendance records
6. Increase English Learners academic achievement in all subject areas.
Metric: EL levels within CAASPP, CELDT

The school’s educational philosophy is that students graduating from the NSAA will be effective bilingual communicators, with the ability to analyze and use critical thinking skills, and be responsible global citizens in the school and community.

CST Data	2012	2013	GROWTH
SCHOOLWIDE	675	676	1
African American	642	675	33
Hispanic	665	653	-12
White	796	818	22
Socioeconomically Disadvantaged	630	640	10
English Learners	570	567	-3
Students with Disabilities	443	481	38

NSAA began the California-required implementation of the Common Core Standards (CCSS) during the 2014-2015 school year, and continues its refinement, along with the implementation of the Next Generation Science Standards, and the English Language Development (ELD) standards, which are now closely aligned to the English/Language Arts standards.

Third grade students have access to a Mac Laptop cart, which they share between the four classes allowing each class weekly access. Students in grades 4-8th participate in a One-to-One Laptop program (with MacBook Air laptops), in which students lease-to-own the laptops, and use them daily at school and for homework assignments and projects.

Academic Performance Index (API) School Report

2012 API Base	2013 API Growth	Growth in API 2012-2013
675	676	+1

By Subgroups:
Reported by school but not included in their report
Reported by VC chair

	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	169	648	268	675	341	677	667	670
Black or African American	33	596	51	640	52	675	637	643
American Indian or Alaska Native	1		1		1			
Asian	8		9		10			
Filipino	1		1		1			
Hispanic or Latino	103	632	178	664	240	654	650	653
Native Hawaiian or Pacific Islander	0		1		1			
White	17	796	25	796	30	820	804	806
Two or More Races	0		2		6			
Socioeconomically Disadvantaged	113	597	187	629	229	628	618	622
English Learners	52	562	104	569	126	569	567	568
Students with Disabilities	15	401	31	443	40	486	443	456

School STAR Results for 2012, 2013, 2014, 2015 (Science)

Percentage of Students Scoring Proficient or Above in California Standards Tests (CSTs) by Grade Level and Subject.

GRADE	English Lang. Arts		Math		Science			
	2012	2013	2012	2013	2012	2013	2014	2015
Grade 2	28	32.3	35	44.1	--	--	--	--
Grade 3	29	24.1	48	45.6	--	--	--	--
Grade 4	40	38.5	52	41.8	--	--	--	--
Grade 5	53	34.8	21	39.1	49	39.1	43	34
Grade 6	--	42.2	--	40	--	--	--	--
Grade 7	--	--	--	--	--	--	--	--
Grade 8	--	--	--	--	--	--	--	31%

NSAA 2014-2015

The school added some comparable scores at the visit (p. 19 of Norton's report)
CAASPP RESULTS with San Bernardino County Comparison

MATH by Grade	NSAA	SBCO
3rd	23	31
4th	9	25
5th	8	21
6th	10	24
7th	5	24
8th	10	25
11th	NA	23
All	12	25

ELA by Grade	NSAA	SBCO
3rd	23	31
4th	20	32
5th	24	38
6th	20	36
7th	10	36
8th	23	38
11th	NA	52
All	21	37

VC added 2014-2015 CELDT

Performance Level	K	1	2	3	4	5	6	7	8	Total
Advanced	1 (2.0%)	2 (6.0%)	1 (2.0%)	1 (3.0%)	3 (10.0%)	(0.0%)	2 (10.0%)	1 (11.0%)	1 (20.0%)	12 (5.0%)
Early Advanced	6 (13.0%)	14 (41.0%)	14 (31.0%)	8 (21.0%)	7 (23.0%)	12 (38.0%)	9 (43.0%)	4 (44.0%)	1 (20.0%)	75 (29.0%)
Intermediate	17 (38.0%)	12 (35.0%)	12 (27.0%)	13 (33.0%)	12 (40.0%)	14 (44.0%)	6 (29.0%)	4 (44.0%)	3 (60.0%)	93 (36.0%)
Early Intermediate	10 (22.0%)	2 (6.0%)	13 (29.0%)	15 (38.0%)	1 (3.0%)	3 (9.0%)	4 (19.0%)	(0.0%)	(0.0%)	48 (18.0%)
Beginning	11 (24.0%)	4 (12.0%)	5 (11.0%)	2 (5.0%)	7 (23.0%)	3 (9.0%)	(0.0%)	(0.0%)	(0.0%)	32 (12.0%)
Number Tested	45 (100.0%)	34 (100.0%)	45 (100.0%)	39 (100.0%)	30 (100.0%)	32 (100.0%)	21 (100.0%)	9 (100.0%)	5 (100.0%)	260 (100.0%)

VC added 2014-2015 Physical Fitness Reports

Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - Health Risk
Aerobic Capacity	82	45	54.9	40.2	4.9	20	8	40.0	45.0	15.0
Body Composition	82	49	59.8	22.0	18.2	20	9	45.0	15.0	40.0
Abdominal Strength	82	47	57.3	42.7	N/A	20	12	60.0	40.0	N/A
Trunk Extension Strength	82	55	67.1	32.9	N/A	20	16	80.0	20.0	N/A
Upper Body Strength	82	40	48.8	51.2	N/A	20	14	70.0	30.0	N/A
Flexibility	82	42	51.2	48.8	N/A	20	11	55.0	45.0	N/A

The following data was archived in administrative notebooks and made available at the visit:

Grades

AYP

API by subgroups is not shown (just full API)

CSAs

Reading Scores

Writing Scores

AMAOs

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

NSAA changes include six areas:

The *Visiting Committee would like the school to reflect further on the degree to which these changes affected student performance* in search of those key components to further improve student performance.

1) PLCs

Activities undertaken:

NSAA began implementing a Professional Learning Community (PLC) in the fall of 2013 where staff revised its mission and vision.

Guided planning

Beginning steps to analyze student data

Implementation of math program

EngageNY

Alignment of ELA to CCSS-GLAD units

K-5 CCSS aligned report cards

CSA and CFA Math and ELA aligned CCSS

Differentiation and Interventions

Universal Access and Rocket Lab

2) New Data System

Illuminate

Training

Align student assessments

3) Middle Grades Added

Students move period to period

0 Period-technology, Student Council, ELD, journalism/yearbook

Athletic season

Drama

4) Enrichment Classes

Students at NSAA receive half hour weekly lessons in music, art, PE, and Chinese, allowing for teachers to collaborate in their grade levels.

5) Interventions

Intervention teacher

Rocket Lab

SST

Universal Access time-45 minutes daily to work with/tutor students (not direct instruction)

6) Staff/additional staff

Bilingual administrative staff-a principal, a vice-principal, a Dean of Students

Interventions coach

Interventions teacher

Bilingual full time school psychologist

Bilingual full time school counselor

38 teachers total

Appropriate multi-subject credentials with a BCLAD for K-5

Middle school teachers hold clear Single-Subject Credentials

3 Educational Specialists

Bilingual Speech and Language Pathologist

Full time librarian assistant.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Point 1-PLCs

Prompted school to review mission and vision

Guided the development of instructional interventions and enrichment opportunities

Formed CCSS formative and summative assessments

Point 2-Data System

Began evaluation to a deeper level to identify areas of need within student performance

Point 3 and 4-Middle Grades and Enrichment Classes

Created zero period classes in technology, Student Council, ELD, and journalism/yearbook, athletics and drama

Point 5-Interventions

Resulted in adjustment for improvements in student learning outcomes

Universal Access is dedicated tutoring time to individual or small group needs of students

Point 6-Staffing

Ensured appropriate credentials. Recognition of need to examine ways to attract and maintain a consistent staff for consistency and relationships

New teacher staff development

- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**

The Visiting Committee believes that the school follows state and charter protocol to meet the needs of accountability. As it relates to the WASC process, *there are concerns by the Visiting Committee that a more thorough understanding to the Self-Study process is very much needed.* Data is reviewed as it becomes available and therefor the *VC will be recommending that a formal system of data evaluation be set.*

Ultimately, it is the Academic Leadership Team (ALT) that is responsible for the implementation of the school's Action Plan. This team encompasses lead teachers for each grade level and a variety of key administrators, namely, the principal, vice principal, dean of students, school psychologist, school counselor, intervention coach and intervention teacher.

- **Describe the process used to prepare the progress report.**

The Norton Space & Aeronautics Academy's first accreditation was in September 2013. To prepare this mid-cycle report the ALT reviewed the Action Plan progress and discussed the timeline. Staff members were notified of the visit and they were informed of when each Professional Learning Community (PLCs) would be allotted time to address the Action Plans and the 10 critical areas for follow-up during their weekly PLC collaborations. Information and data obtained from the PLCs and that from the Response to Intervention Team was assimilated by the ALT to compile the Progress Report. The ALT ensured the school's governing board was updated as to Action Plan progress since the last visit in 2013; the mid-cycle progress report was presented to the board in December 2015.

The prior Visiting Committee's Critical Areas of Follow-up were not completed nor implemented into their schoolwide Action Plan nor their LCAP (salaries, long-range professional development plan, and a permanent site). Since salaries and a permanent site have heavy financial implications the VC understands why these have not been acted upon and in lieu of the school (most likely) remaining K-8, a new site is not warranted at this time.

The professional development plan will be a recommendation of this VC.

The other areas of assessment, ELD, and professional development activities were included in their Action Plan; however not exactly as the committee left but close enough for this Visiting Committee to concur that actions have been taken.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
- Note the evidence supporting the progress made and the impact made on student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.

Below are Norton's Schoolwide Goals:

SECTION V: Schoolwide Action Plan Refinements

Below lists a series of changes to specific programs and content that have been deemed obsolete.

Improvement Goal #1: Maximize Student Learning through using data collection and analysis.

Activity #1-Describes using Data Director, change to say, "Illuminate."

Activity #5- NSAA no longer offers afterschool intervention classes.

Improvement Goal #2: Standards-based Student Learning – Smarter Balanced Assessment Consortium (SBAC) Assessments

In alignment to the CDE, removing the "C" in SBAC, and will continue to refer to the standardized assessments at "SBA" from the California Assessment of Student Performance and Progress (CAASPP).

Activity #4-Included Kagan strategies, not included in recent plan, as the focus at this point needs to be CCSS, NGSS, GLAD, and Write Institute.

Activity #7-Refers to NSAA using No Excuses University's principles. NSAA will continue to establish and foster a College-minded school culture through college walls, and "On Course" curriculum in the Middle Grades.

Improvement Goal #3: Standards-based Student Learning – ENGLISH LANGUAGE DEVELOPMENT (ELD)/CELDT

The action plan refers to the use of Santillana as the main curriculum, but because it is outdated, other resources are being considered, including the supplemental materials from *Words Their Way*.

The VC encountered many areas that state that the school is evaluating or looking into. While the VC recognizes that the entire state is in flux...the question arises as to "then what will our school use for progress?"

One additional goal was added as a result of the Local Control Accountability Plan (LCAP). Since the last self-study, there has been a concentrated effort to streamline all schoolwide plans to reflect common goals. The PLC structure has supported this effort by aligning the work of teacher and schoolwide teams with NSAA's mission, vision and goals. Through this collaboration, Norton added the following goal to reflect the current needs of students:

Improvement Goal #4: The number of students, including all focus groups, scoring at or above proficient will increase by 6 percentage points annually on trimester writing benchmarks.

This goal continues to be a focus, and NSAA continues to use Write Institute curriculum, assessments, and resources to implement this goal. This school year, the Vice Principal, and three grade level representatives have become Certified Write Institute trainers, and are providing support to the rest of the school, especially new teachers.

Improvement Goal #5: Incorporate the use of technology and technological advances into its core curriculum.

Implementation and monitoring of the NSAA schoolwide action plan will be through the school's PLC. Creating assessments, analyzing data, sharing best practices and instructional strategies will take place in this forum to be overseen by ALT.

- **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

VC Comments:

See above

Action Plan is all for adults...what the adults will do...what about the learner

Wording is such as meet, analyze, provide, develop, establish, adopt, engage in...

It is necessary that the school clearly state in their next Action Plan what has taken place when and what ACTION will be concrete going forward

- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**

Not included in the school's Action Plan nor LCAP: Salaries, a new site, and a professional development plan. Since salaries and a permanent site have heavy financial implications the VC understands why these have not been acted upon and in lieu of the school (most likely) remaining K-8, a new site is not warranted at this time.

The professional development plan will be a recommendation of this VC.

The other areas of assessment, ELD, and professional development activities were included in their Action Plan; however not exactly as the committee left but close enough for this Visiting Committee to concur that actions have been taken.

Below are the actual Critical Areas of Follow-up from the prior Visiting Committee

1. Find the resources to bring the staff salaries and compensation package in line with local school districts to maintain the quality of staff and instruction. (Organization - NSAA)

LCER has made steps towards bringing up staff compensation. They increased salaries for all staff in both 2014-2015 and 2015-2016 by 2.5% and 5%, respectively. The total compensation package includes multiple administrative and instructional supports. In addition, the school increased its substitute daily rate in order to attract qualified substitutes and improve its potential hiring pool. The LCER Executive team is aware that these increases may not be perceived as sufficient by teaching staff, and fall short of local school district comparables. The school has made efforts to recruit and retain new teachers via partnerships with colleges and offering total compensation package including benefits.

2. Develop a strategic long-range professional growth plan that will anticipate and accommodate student needs and will provide the school the ability to plan for the future. (Organization - NSAA)

At this time there are multiple opportunities for professional development however *there is not a long-range (three year) strategic plan in place.* Access to the PD is commendable. The prior VC requested a plan and this Mid-Visit VC will be recommending same.

3. Use the data management system to monitor benchmark data and to use that to make curricular decisions. (Assessment and Accountability, Organization) Action Plan – Goal #1

The school uses Illuminate as their DAS. This adoption occurred in the fall of 2014, and staff is building proficiency with the new system. Benchmark data is uploaded three times per year. Illuminate is then able to generate reports to help teachers and administrators monitor student progress. These assessment reports inform interventions and curricular decisions. Benchmark assessments are evolving as the school becomes more familiar with Illuminate, the CCSS and the SBAC question format. *More work is needed in this area.*

4. Develop a schoolwide process for data collection and analysis in order to provide and implement curriculum that will maximize student learning. (Curriculum - NSAA) Action Plan – Goal #1

Teachers regularly pull reports for Norton school benchmarks from Illuminate, the school's DAS. They analyze the results during their PLCs in order to inform instruction, set student goals, and inform student interventions.

The schoolwide process from using results from other local and state assessments to maximize student learning is less defined and will need further development.

5. Secure external expertise for strategic and data driven professional development for teachers and administrators especially in the area of the Common Core State Standards, including rigor, assessment, and differentiation. (Curriculum)

The school has partnered with outside agencies, notably the San Bernardino County Department of Education, to address professional development needs for both teachers and administrators. Trainings addressed the CCSS, and touched on rigor, assessment, and differentiation. The school often uses a “train the trainer” approach to leveraging and disseminating external expertise. Administration has also set expectations for follow through and implementation. The Mid-Term Visiting Committee observed consistent implementation of strategies informed by professional development across multiple classrooms. In conjunction with Critical Area of need #2 (long-range plan) will further maximize the benefits of the PD.

6. Develop a more structured program for ELD support by implementing and closely monitoring ELD instruction to maximize student learning. (Curriculum, Instruction) Action Plan – Goal #3

NSAA implements a dual immersion program. While ELD instruction is implemented differently depending on the grade level, there are schoolwide structures in place. Teachers employ GLAD strategies supported by professional development. They monitor student learning via the ELD Progress Report that is updated throughout the year, and administrators review these reports twice a year. Teachers are aware of their ELs’ proficiency, and differentiate instruction accordingly. Teachers also have specific target EL groups. NSAA is currently investigating curriculum and tools to support the new ELD standards.

7. Use data to systematically analyze, evaluate and change instructional practices in English/Spanish language arts, English language development, math, and writing strategies to increase proficiency rates. (Instruction - NSAA) Action Plan – Goal #3, Goal #4

Benchmarks are administered across all grades three times per year, with a focus on language arts (in both English and Spanish, depending on the grade level) and mathematics. These school-created tests are supplemented by other assessments including the DRA, EDL, WRITE, and STAR Renaissance products.

The school’s administrative team has organized the master schedule in order to set aside regular time for PLCs to review student data from local benchmarks. This data is used to analyze, evaluate and change instructional practices in the above subjects. The school is still exploring effective processes to examine, analyze, and monitor student progress from other local and state assessments.

Teachers are at different stages in the understanding of and the integration of multiple data points and assessments in their instructional practices.

8. Continue to evaluate and use data to differentiate instruction for enrichment and remediation and to plan and implement professional development in the support of student learning and success. (Assessment and Accountability - NSAA) Action Plan – Goal #1

NSAA has implemented dedicated time for academic interventions through “Rocket Lab” and “Universal Access” time in order to provide students with leveled instruction based on data. The Universal Access is a daily 45-minute block for teachers to work with all students in small groups on goals aligned to the grade level SMART goal (Tier 1 RtI). Universal Access is facilitated by the classroom teacher. The Rocket Lab supports students who need additional focused remediation (RtI 2). This lab is staffed by one Intervention Teacher supported by instructional aides. The Intervention Teacher also provides individualized RtI 3 support as needed.

All instructional staff members involved in interventions receive professional development. This training includes S’Cool Moves, Love and Logic, and information about the SBAC assessment. Future training includes exploring questioning strategies and other tools to promote rigor.

9. Utilize standardized assessments to measure student progress and help drive instruction. (Assessment and Accountability – VC Team) Action Plan – Goal #2

NSAA makes an effort to prepare staff and students for standardized assessments. Schoolwide measures include the use of Interim Assessment blocks and the development of a vertically aligned technology scope and sequence to familiarize students with the testing interface.

The school has stated that it uses standardized testing (including Renaissance STAR and the Science CST) to drive instruction. However, the Mid-Term Visiting Committee observed that the Renaissance STAR tests were primarily used for reporting student progress to parents and students.

In summary, progress towards Critical Areas for follow-up 3,4,7,8, and 9 which deal with assessment and data was insufficient. These areas were touched on but now need to be addressed with vigor. The VC recognizes that state assessments are currently in flux.

It is imperative that the school consistently use reliable site and state data to accurately measure academic progress and provide students with targeted and rigorous instruction in order to increase proficiency rates.

10. Identify a permanent site in the next year to accommodate the Kindergarten through 8th grade program and initiate facility development for the school's intended expansion. (School Culture – NSAA, VC Team)

The school states that their current facility is adequate for their K-8 program. It houses all classrooms, as well as a computer lab and intervention spaces. Since the last WASC visit, the school has expanded the parking lot and added sports fields.

At this time, the school is reevaluating the need for a more ample facility. Due to low student enrollment at the 8th grade level, as well as declining enrollment, there is discussion as to further development or need for expansion for grade levels 9-12.

III. Commendations and Recommendations

Program, PD, Assessment, Interventions

A. Commendations:

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

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

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

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

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

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

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

[Norton Space and Aeronautics Academy](#) is to be commended for using Illuminate to better inform instruction.

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

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

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

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

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

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

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

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

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

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

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

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

B. Recommendations:

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

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

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

Continue to address area 2-See below

Continue to address area 5-PD

Continue to address area 6-ELD

Continue to address area 10-facilities as needed

Recommendation 1: Comprehensive Plan

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

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

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

Recommendation 2: Professional Development

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

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

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

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

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

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

2013-2016 PROFESSIONAL DEVELOPMENT SUMMARY

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

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

Recommendation 3: Assessments

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

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

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

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

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

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

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

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

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

2016 Visiting Committee recommendation #1

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

2016 Visiting Committee recommendation #3

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

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

2016 Visiting Committee recommendation #2

Continue to address area 5-PD

Continue to address area 6-ELD

Continue to address area 10-facilities as needed

Norton Space and Aeronautics Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Guadalupe Girard

Principal, Norton Space and Aeronautics Academy

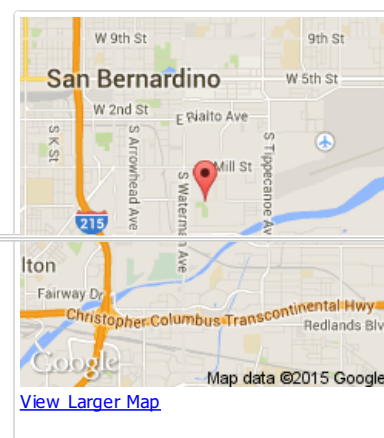
About Our School

It is a great honor to be Norton Space and Aeronautics Academy's principal! NSAA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment seven years ago. At NSAA student academic achievement, health and safety, combined with character development, and a strong sense of responsibility, are the first priorities. NSAA is an amazing school with a very rich culture of collaboration. Our academic growth was amazing this past year as its dual language program becomes stronger, and I look forward to ensuring learning for all students as we implement the Common Core State Standards. We have fantastic students, staff, and parents at NSAA!

Contact

503 East Central Ave.
San Bernardino, CA 92408-2313

Phone: 909-386-2300
E-mail: ggirard@kcer.org



About This School

Contact Information - Most Recent Year

School	
School Name	Norton Space and Aeronautics Academy
Street	503 East Central Ave.
City, State, Zip	San Bernardino, Ca, 92408-2313
Phone Number	909-386-2300
Principal	Guadalupe Girard
E-mail Address	ggirard@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36103630115808

District	
District Name	San Bernardino County Office of Education
Phone Number	(909) 386-2704
Web Site	http://www.sbcss.k12.ca.us
Superintendent First Name	Ted
Superintendent Last Name	Alejandro
E-mail Address	ted_alejandro@sbcss.k12.ca.us

Last updated: 1/29/2015

School Description and Mission Statement (Most Recent Year)

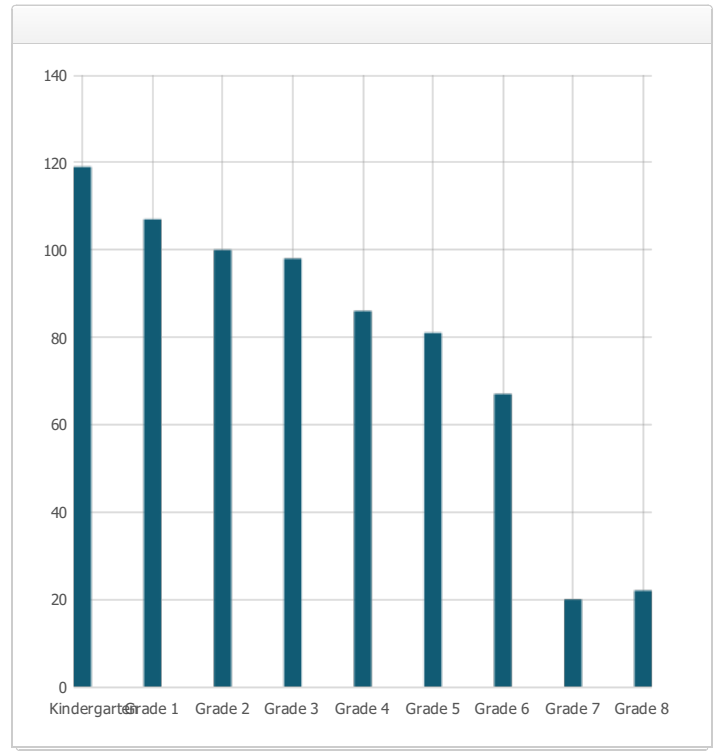
The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012, as a countywide benefit charter school by the San Bernardino County Board of Education, to serve students and families within San Bernardino County, and its surrounding cities. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. Technology is another important focus at NSAA. All classrooms have a minimum of two computers, while students in Kinder to 2nd grade have access to iPod Touch devices. Third grade students have access to a laptop cart to address their technology access needs. NSAA students in grades 4th-7th participate in a One-to-One Laptop program, in which parents agree to lease-to-own Mac computers. Eighth grade students have access during school hours to a laptop cart. Currently the staff is implementing the Common Core State Standards (CCSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of main focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

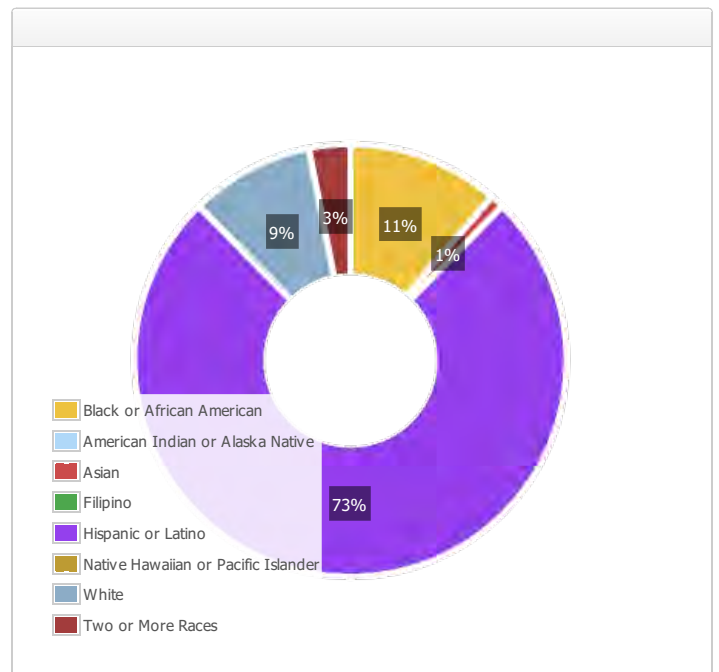
Grade Level	Number of Students
Kindergarten	119
Grade 1	107
Grade 2	100
Grade 3	98
Grade 4	86
Grade 5	81
Grade 6	67
Grade 7	20
Grade 8	22
Total Enrollment	700



Last updated: 1/29/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.3
Asian	1.9
Filipino	0.1
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.1
White	9.3
Two or More Races	3.7
Socioeconomically Disadvantaged	65.2
English Learners	34.3
Students with Disabilities	7.6



Last updated: 1/29/2015

A. Conditions of Learning

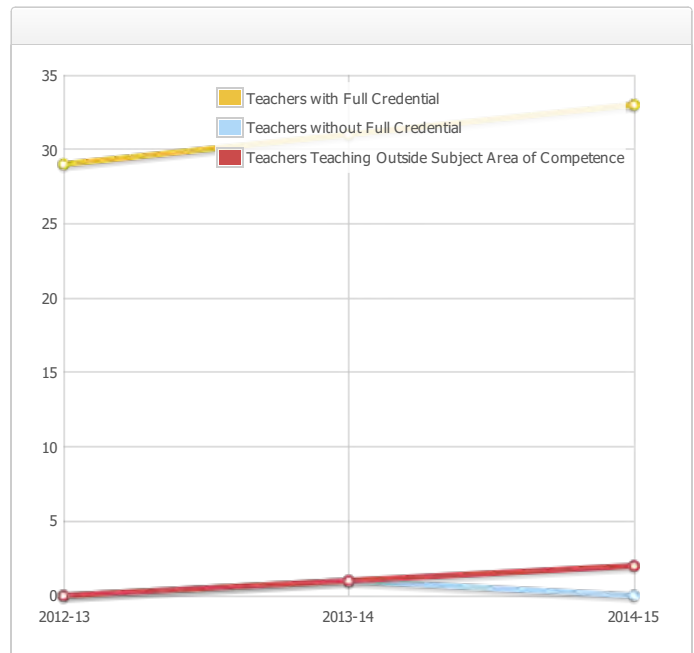
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

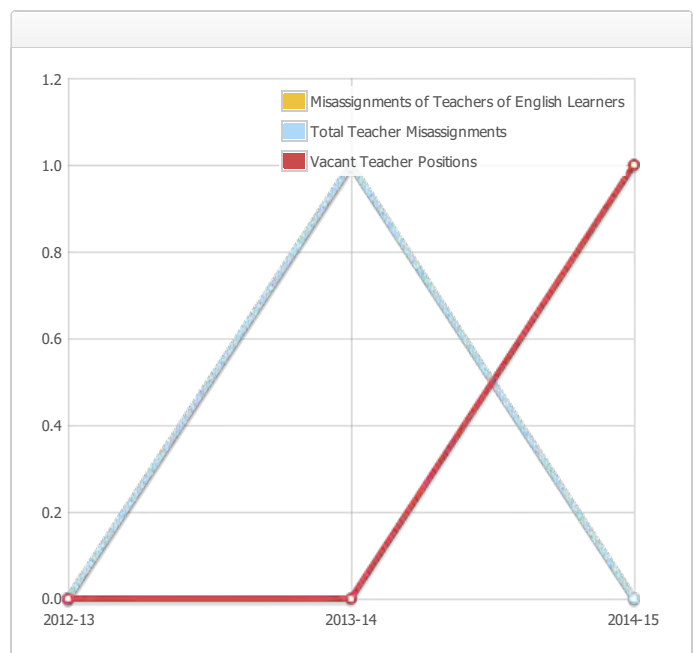
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	31	33	33
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	2



Last updated: 2/2/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	31	70
High-Poverty Schools in District	31	70
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	NSAA is currently implementing the Common Core State Standards through the development of units for language arts using leveled readers, grade appropriate novels, and Houghton Mifflin – Lectura, and Houghton Mifflin-Literature-as resources. These units are also integrated with Guided Language Acquisition Design (GLAD) Social Studies units per grade level.	Yes	0.0
Mathematics	NSAA is currently implementing the Common Core State Standards using the Engage NY mathematics modules. Students also have access to IXL Math, Khan Academy and other applications.	Yes	0.0
Science	NSAA is implementing the Next Generation Science Standards at all grade levels. For grades kinder to 6th grade, NSAA is using Guided Language Acquisition Design units with Macmillan/McGraw Hill Science supplemented by leveled readers. In grade 7th NSAA is using Life iScience curriculum from Macmillan/McGraw Hill. In 8th grade NSAA is using Physical iScience from Macmillan/McGraw Hill as well.	Yes	0.0
History-Social Science	NSAA is implementing History-Social Studies standards integrating language arts Common Core State Standards using Guided Language Acquisition Design units, leveled readers, grade appropriate novel sets, and Harcourt Social Studies textbooks (K-6th grade); and Holt World History in grade 7th and 8th.	Yes	0.0
Foreign Language	NSAA is a dual language school using materials in Spanish language arts at all grade levels, along with materials for English language arts in grades 3rd and higher. However, there are not separate Foreign Language courses.	Yes	0.0
Health	Health education is integrated through the Science and Social Studies units.	Yes	0.0
Visual and Performing Arts	Students at NSAA have weekly art, music and Fine Arts (6-8th grade) as enrichment using supplemental materials.	Yes	0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 2/2/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The safety, cleanliness, and adequacy of the school facility are all appropriate. Cleanliness is adequate, and it is an area of continuous growth. Everyday issues are handled in a timely manner as needed, and monitoring is ensured by supervisors. Some facilities improvements during the summer of 2014 included the expansion of the campus by adding three portables, and expanding the parking lot to allow for a different dismissal configuration. Substantial work was done in the adjacent baseball/softball field including critter clean-up, lighting room clean up/reroofing, reseeding, and watering system installation. Final access points and fencing are

planned for Winter 2015 for the field. Other fields on campus will be reseeded Spring 2015. Extensive roofing repairs were done in the main offices building and cafeteria. Front glass door and windows were replaced November 2014. A changing table was installed in the main office women's bathroom.

A full-time Maintenance Department ensures grounds, buildings, and restrooms are kept clean and in good repair. Most repairs are made this department, or contracted out if needed. Maintenance and repairs are up to date for offices and classrooms.

Last updated: 2/2/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Paint is maintained during breaks as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Spray for insects and traps for critters are used during breaks.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Painting of bathroom stalls paint is part of the ongoing maintenance. Water fountain in the main building will be repaired Winter 2015. Student bathroom floors were replaced.
Safety: Fire Safety, Hazardous Materials	Good	The facility is up to code. Annual County Fire inspections are done punctually.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fields will be reseeded Spring 2015. Baseball/softball field fence will be installed Winter 2015.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 2/2/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	49	36	39	28	25	32	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32
All Students at the School	39
Male	38
Female	39
Black or African American	55
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	14
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31%	31%	30%	35%	35%	34%	54%	56%	55%
Mathematics	41%	37%	39%	31%	31%	30%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	3%	4%	3%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/2/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	41	25	1
Black or African American			33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		34	-11
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	36	30	-2
English Learners		7	-1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/2/2015

Career Technical Education Programs (School Year 2013-14)

Norton Space and Aeronautics Academy is a dual language charter school that is served students in K-7th grade for the 2013-2014 school year. At this point in its development, there is no Career Technical Educational Programs.

Last updated: 2/2/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

State Priority: Other Pupil Outcomes

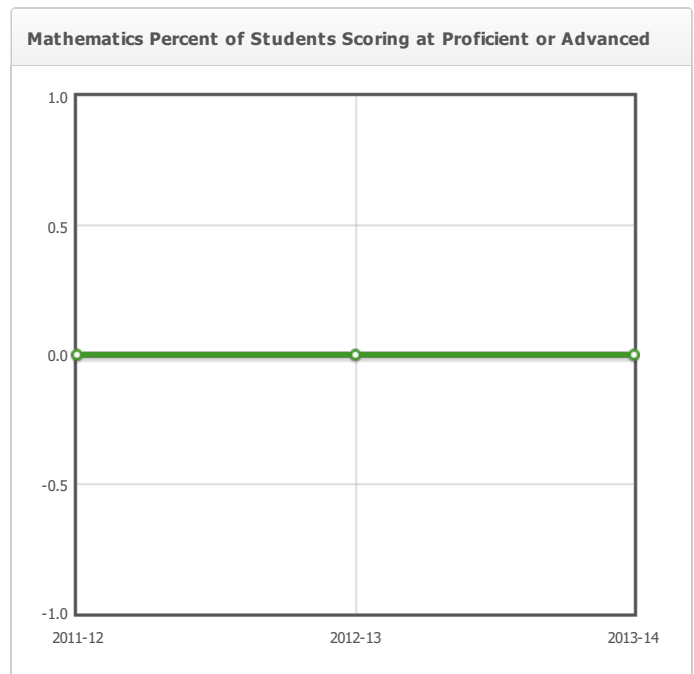
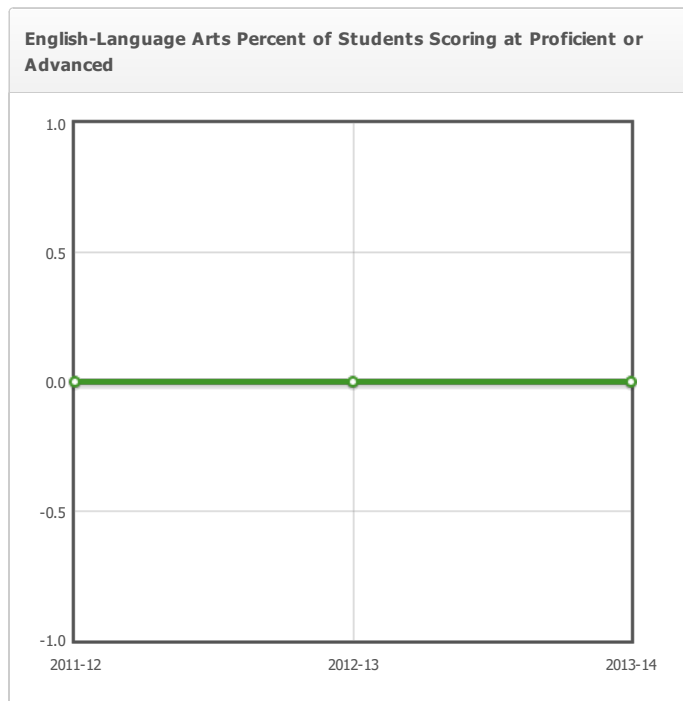
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	15%	14%	11%	56%	57%	56%
Mathematics	N/A	N/A	N/A	14%	12%	17%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 2/2/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.9%	22.5%	26.8%
7	4.2%	41.7%	29.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer about 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Important school information, including Principal's and grade levels newsletters, is systematically sent home through the use of the "Wednesday Folders." NSAA's principal also sends home weekly emails with important reminders. These emails also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Finally, automated home phone calls are sent as needed.

Dawn Morris, PTO President

Diana Zarate, ELAC President

Vivian Llaneras, SSC Chair

Please email norton@lcer.org for further details.

State Priority: Pupil Engagement

Last updated: 2/2/2015

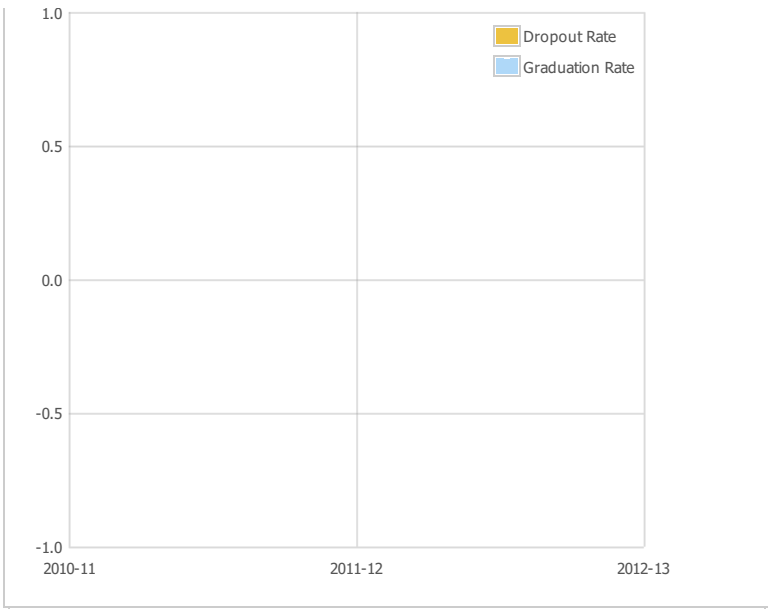
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				74.31	77.21	78.61	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



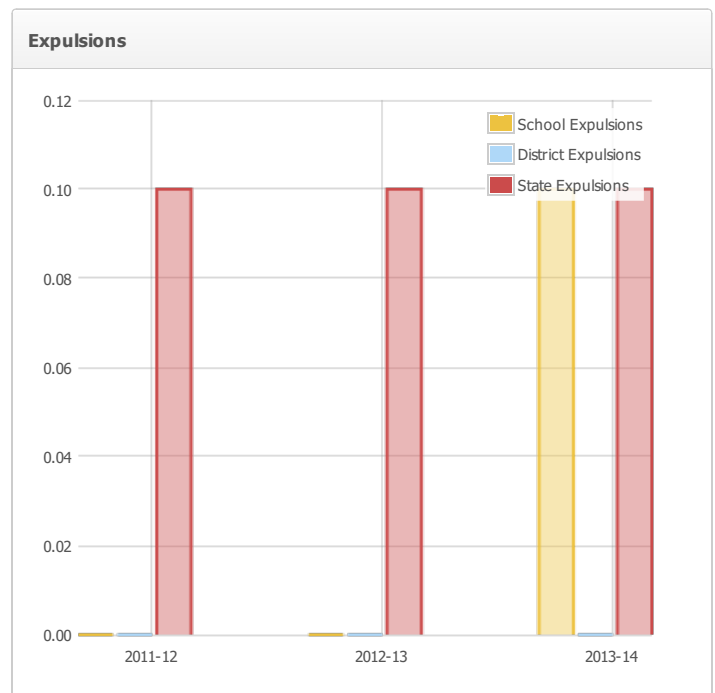
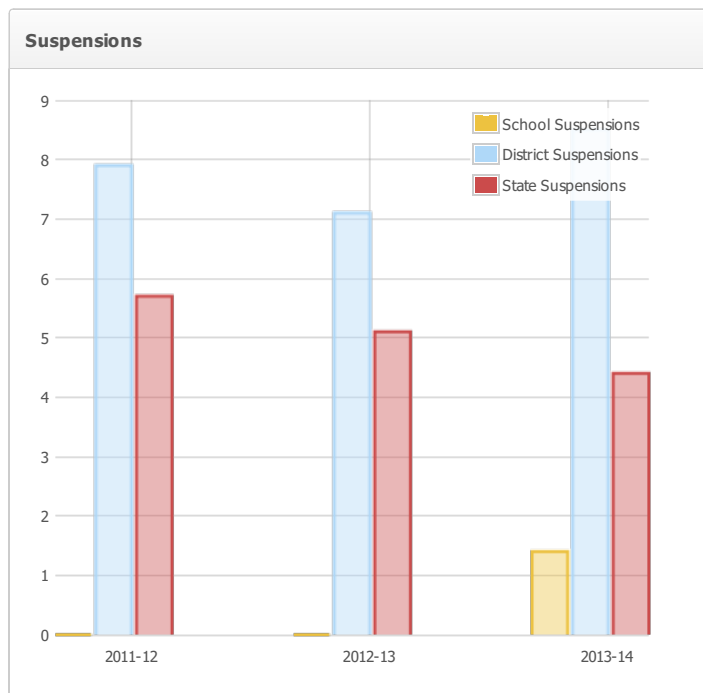
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	1.40	7.90	7.10	8.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.10	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/2/2015

School Safety Plan - Most Recent Year

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parent/guardians, of the Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site shall have a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current. NSAA's safety plan was reviewed in the 2012-2013 school year, and will be revised again in the Winter of 2015.

Last updated: 2/2/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate - English-Language Arts	N/A	
Met Participation Rate - Mathematics	YMA	
Met Percent Proficient - English-Language Arts	N/A	
Met Percent Proficient - Mathematics	N/A	
Met Graduation Rate	N/A	

Last updated: 2/2/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.4	0	5	0	24.0	5	0	0	24.0	0	5	0
1	24.8	0	5	0	20.0	5	0	0	20.0	5	0	0
2	24.2	0	5	0	20.0	5	0	0	22.0	0	5	0
3	29.0	0	3	0	24.0	0	4	0	26.0	0	4	0
4	29.0	0	2	0	26.0	0	3	0	27.0	0	3	0
5	21.5	2	0	0	30.0	0	1	0	27.0	0	3	0
6	0.0				34.0	0	0	1	30.0	0	1	0
Other	0.0						0	0	26.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									27.0	0	1	0
Mathematics									27.0	0	1	0
Science									27.0	0	1	0
Social Science									27.0	0	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,501	\$1,294	\$6,207	\$44,800
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	32.00%	-35.00%

Note: Cells with N/A values do not require data.

Last updated: 2/4/2015

Types of Services Funded (Fiscal Year 2013-14)

Norton Space and Aeronautics Academy offers small group instruction by trained instructional aides in grades K-2. The two Special Needs classrooms also have an instructional aide. There is a total of 5 instructional aides at NSAA. These instructional aides provide targeted instruction for groups of 4-5 students depending on their need. These groups also include students who need an extra challenge.

As a dual immersion school, the support instruction for students with Individualized Educational Plans, and Speech and Language services at NSAA are provided by bilingual education specialists. Other supports include the bilingual socio/emotional counselor and the school psychologist.

In the school year 2013-2014 Norton Space and Aeronautics Academy continued an after school interventions program. The students are selected by their teachers to receive specific interventions depending on their specific needs. The teachers for this program are NSAA's teachers, who teach on Tuesdays and Thursdays after school. The after school intervention was held during the first and second trimester for 6 week-sessions. An average of 60 students participated in the program for both trimesters. This school year NSAA Interventions Coach has continued to provide professional development and coaching for teachers on campus.

Also, based on NSAA's PI requirements for Year 3, 20% of Title I funds were allocated to provide supplemental educational services. An SES provider fair was held in December, and students are schedule to begin their SES services in February.

Last updated: 1/31/2015

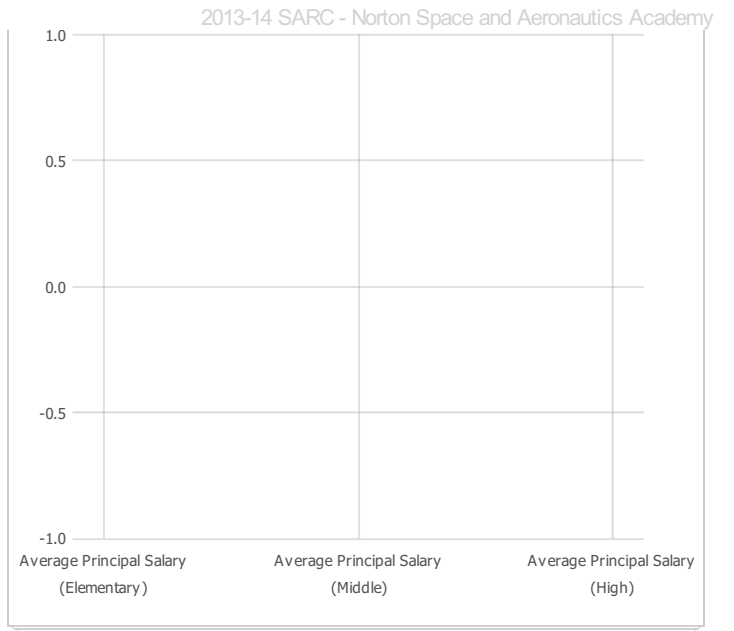
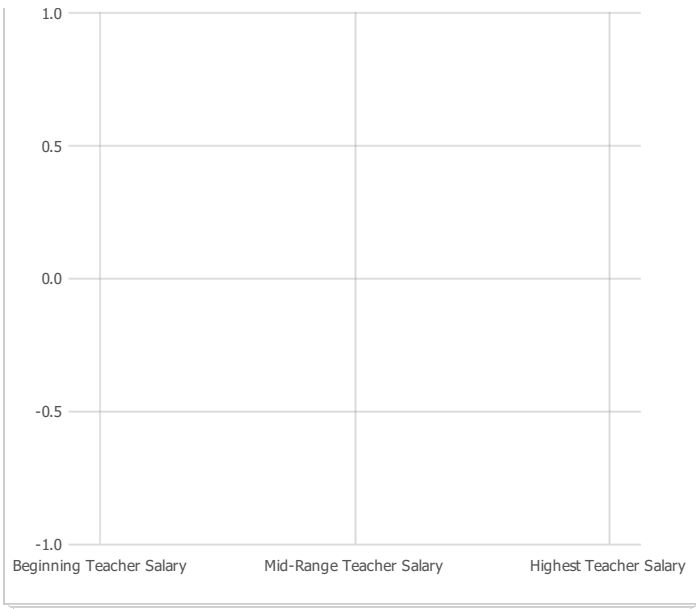
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$41,318
Mid-Range Teacher Salary	N/A	\$65,615
Highest Teacher Salary	N/A	\$84,981
Average Principal Salary (Elementary)	N/A	\$107,624
Average Principal Salary (Middle)	N/A	\$112,817
Average Principal Salary (High)	N/A	\$121,455
Superintendent Salary	N/A	\$206,292
Percent of Budget for Teacher Salaries	%	40.0%
Percent of Budget for Administrative Salaries	%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/2/2015

Professional Development – Most Recent Three Years

The focus for staff development and continuous professional growth in the most recent three years, include training teachers in GLAD strategies (Guided Language Acquisition Design); English Language Development; Writing; and Common Core State Standards implementation. These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the school's CST scores. NSAA continues to participate in CCSS Professional Development to ensure implementation of these standards to all Depth of Knowledge levels.

On Wednesdays students at NSAA have early release days that are used alternatively in a 4 week rotation, to provide staff/professional development; grade level meetings, and teacher work days. There are also two days during the school year that are established for professional development, as students do not come to school. At the end of the year, teachers per grade level participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

In the 2012-2013 school year, there were also two Saturdays in which teachers participated in professional development opportunities. Also, teachers participated in a two-day summer session of math and ELA CCSS implementation. During the 2013-2014 school year, grade level representatives participated in CCSS Professional Development provided by the San Bernardino County Department of Education for math and language arts. Curriculum consultants from the county have also participated in walkthroughs and professional development sessions.

Other opportunities for professional development included attending conferences, and workshops provided by the county and other presenters, such as CAFE, and No Excuses University, Love and Logic, and Capturing Kids Hearts.

NSAA also offers Induction providers who assist new teachers. Coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice principal, intervention teacher, and school psychologist, with the use of a feedback application.

Last updated: 2/4/2015

Norton Space and Aeronautics Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Guadalupe Girard, Principal

Principal, Norton Space and Aeronautics Academy

About Our School

It is a great honor to be Norton Space and Aeronautics Academy's principal! NSAA is a dynamic, dual immersion charter school that has been in continuous growth since its establishment seven years ago. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. NSAA began the required implementation of Common Core State Standards (CCSS) in the year 2014-2015, and its staff has continued to participate in professional development to assist them. NSAA has also begun its implementation of Next Generation Science Standards (NGSS) at all grade levels.

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to participate in 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Parents can participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Finally, at NSAA student health and safety, combined with character development, with a strong sense of responsibility are the first priorities.

Mrs. Girard, Principal

Contact

Norton Space and Aeronautics Academy
503 East Central Ave.
San Bernardino, CA 92408-2313

Phone: 909-386-2300
E-mail: ggirard@ker.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Bernardino County Office of Education
Phone Number	(909) 386-2704
Superintendent	Ted Alejandre
E-mail Address	ted_alejandre@sbcss.k12.ca.us
Web Site	http://www.sbcss.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Norton Space and Aeronautics Academy
Street	503 East Central Ave.
City, State, Zip	San Bernardino, Ca, 92408-2313
Phone Number	909-386-2300
Principal	Guadalupe Girard, Principal
E-mail Address	ggirard@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36103630115808

Last updated: 1/26/2016

School Description and Mission Statement - Most Recent Year

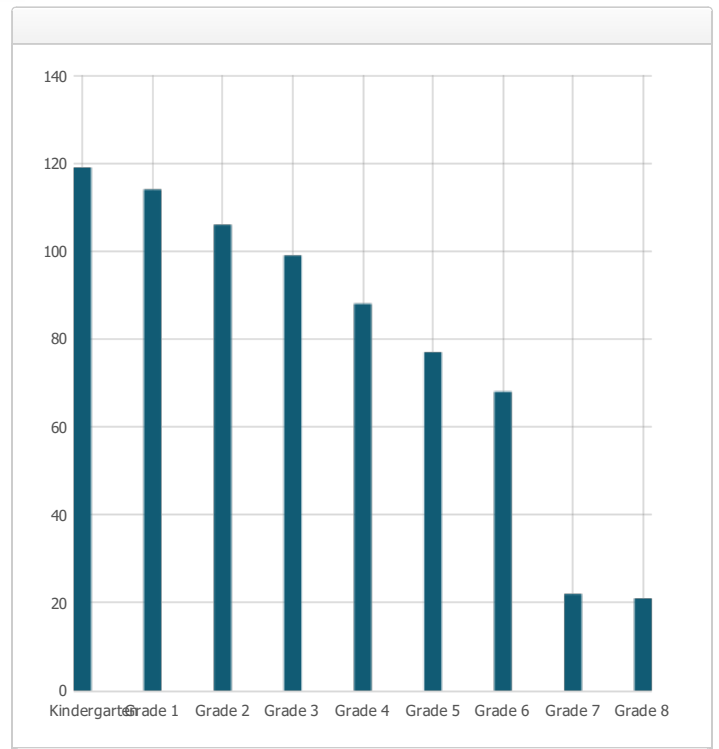
The Norton Space and Aeronautics Academy (NSAA) was approved in 2007 and 2012, as a countywide benefit charter school by the San Bernardino County Board of Education, to serve students and families within San Bernardino County, and its surrounding cities. NSAA focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and biliterate. Students also participate in P.E., music, art, and Chinese (Mandarin) enrichment classes. Currently, NSAA enrolls students in grades K-8. In order to provide a program with high academic rigor it is important that we maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices and assessment data analysis to guide instruction. Teachers are trained in Guided Language Acquisition Design (GLAD) strategies, and these are used in their daily practice. Technology is another important focus at NSAA. All classrooms have a minimum of two computers, while students in Kinder to 2nd grade have access to iPod Touch devices. A computer lab is also available for students in grades K-3rd. Third grade students also have access to a laptop cart to address their technology access needs. NSAA students in grades 4th-8th participate in a One-to-One Laptop program. Currently the staff is implementing the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of main focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, which will allow them to apply their knowledge across curricular areas and solve real-world problems.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. The vision of NSAA is for all students to be bilingual and biliterate in English and Spanish in order to attain college-readiness skills. We are additionally committed to reach the underserved population.

Last updated: 1/26/2016

Student Enrollment by Grade Level (School Year 2014-15)

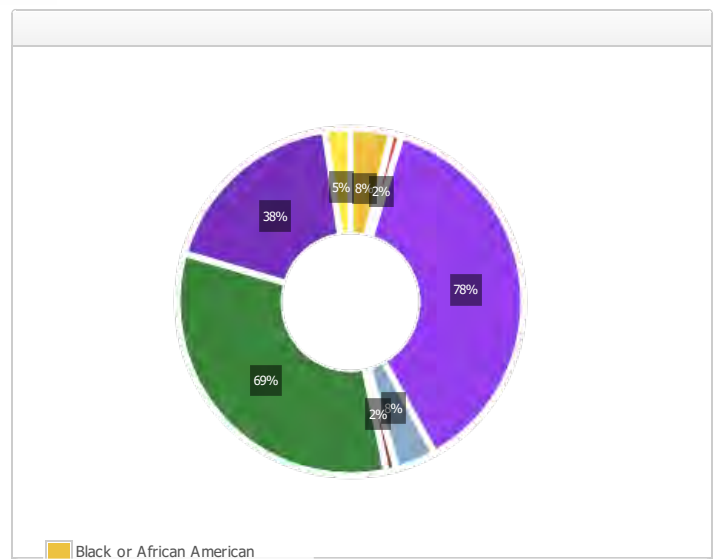
Grade Level	Number of Students
Kindergarten	119
Grade 1	114
Grade 2	106
Grade 3	99
Grade 4	88
Grade 5	77
Grade 6	68
Grade 7	22
Grade 8	21
Total Enrollment	714



Last updated: 1/26/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.1 %
American Indian or Alaska Native	0.0 %
Asian	2.0 %
Filipino	0.0 %
Hispanic or Latino	78.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	8.5 %
Two or More Races	2.8 %
Socioeconomically Disadvantaged	69.6 %
English Learners	38.2 %
Students with Disabilities	5.7 %
Foster Youth	0.0 %



Last updated: 1/26/2016

A. Conditions of Learning

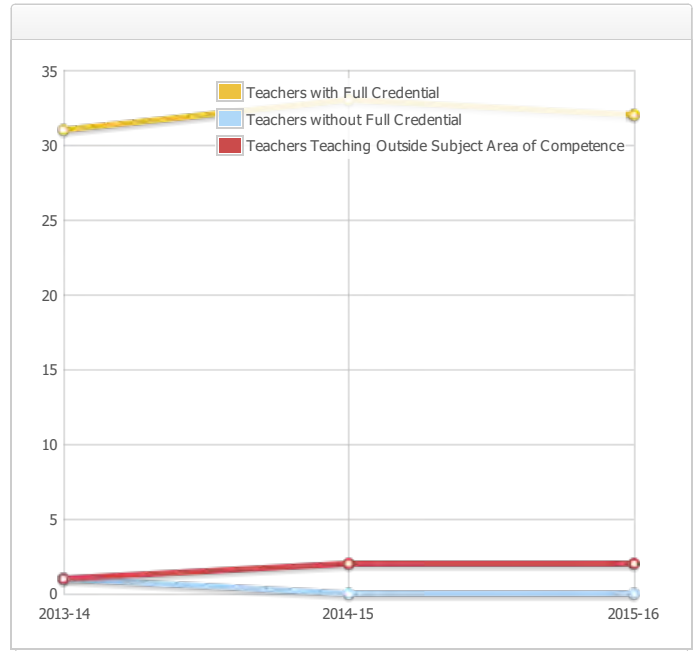
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

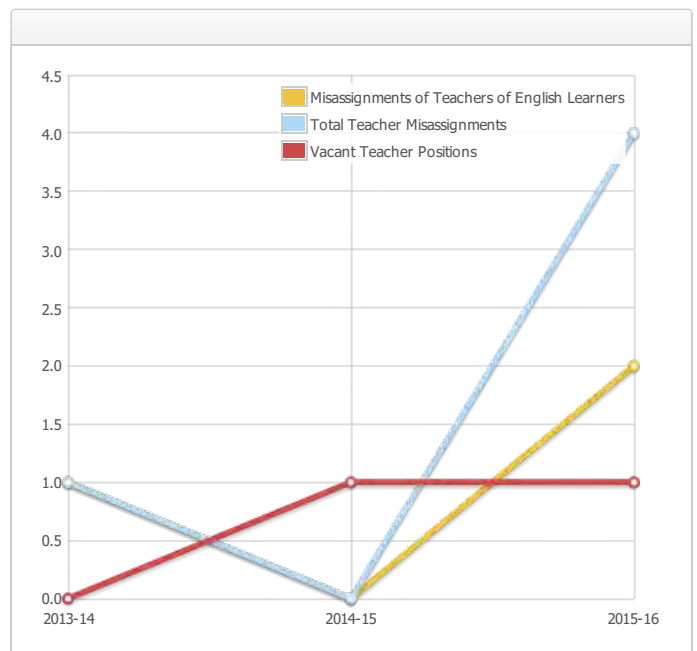
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	33	32	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	2	



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	2
Total Teacher Misassignments*	1	0	4
Vacant Teacher Positions	0	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	88.0%	12.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	NSAA is currently implementing the Common Core State Standards through the development of units for language arts using leveled readers, grade appropriate novels, and Houghton Mifflin – Lectura, and Houghton Mifflin-Literature-as resources. These units are also integrated with Guided Language Acquisition Design (GLAD) Social Studies units per grade level. NSAA will undergo a process a curriculum selection by the end of the 2015-2016 school year.	Yes	0.0 %
Mathematics	NSAA is currently implementing the Common Core State Standards using the Engage NY mathematics modules. Students also have access to IXL Math, Renaissance Math Facts in a Flash, Khan Academy, and other applications.	Yes	0.0 %
Science	NSAA is implementing the Next Generation Science Standards at all grade levels. For students in grades kinder through 5th, NSAA is using Guided Language Acquisition Design units with McMillan/McGrawHill and leveled readers to support units implementation. In grade 6th through 8th, NSAA is using Life iScience curriculum from Macmillan/McGraw Hill. NSAA is using Physical iScice from MacMillan/McGrawHill as well.	Yes	0.0 %
History-Social Science	NSAA is implementing History-Social Studies standards integrating language arts Common Core State Standards using Guided Language Acquisition Design units, leveled readers, grade appropriate novel sets, and Harcourt Social Studies textbooks (K-6th grade); and Holt World History in grade 7th and 8th.	Yes	0.0 %
Foreign Language	NSAA is a dual language school using materials in Spanish language arts at all grade levels, along with materials for English language arts in grades 3rd and higher. However, there are not separate Foreign Language courses	Yes	0.0 %
Health	Health education is integrated through the Science and Social Studies units	Yes	0.0 %
Visual and Performing Arts	Students at NSAA have weekly art, music and Fine Arts (6-8th grade) as enrichment using supplemental materials.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The safety, cleanliness, and adequacy of the school facility are all appropriate. Cleanliness is adequate, and it is an area of continuous growth. Everyday issues are handled in a timely manner as needed, and monitoring is ensured by supervisors. Some facilities improvements during the summer of 2014 included the expansion of the campus by adding three portables, and expanding the parking lot to allow for a different dismissal configuration. Substantial work was done in the adjacent baseball/softball field including critter clean-up, lighting room clean up/reroofing, reseeding, and watering system installation. Final access points and fencing are have been completed for the field.

A full-time Maintenance Department ensures grounds, buildings, and restrooms are kept clean and in good repair. Most repairs are made this department, or contracted out if needed. Maintenance and repairs are up to date for offices and classrooms.

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	Front office carpets need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Our facilities department continues to work on ensuring critters are off the fields.
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Some of the bathroom floors need to be repaired.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 2/1/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	6.0%	44.0%
Mathematics (grades 3-8 and 11)	12.0%	2.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	95	97.0%	51.0%	26.0%	19.0%	4.0%
Male	50	50	100.0%	40.0%	38.0%	18.0%	4.0%
Female	47	47	100.0%	38.0%	28.0%	30.0%	4.0%
Black or African American	11	11	100.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	1	100.0%	--	--	--	--
Asian	3	3	3.0%	--	--	--	--
Filipino	1	1	1.0%	--	--	--	--
Hispanic or Latino	67	67	100.0%	54.0%	30.0%	15.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	13	100.0%	55.0%	0.0%	38.0%	8.0%
Two or More Races	100	5	5.0%	--	--	--	--
Socioeconomically Disadvantaged	100	68	68.0%	65.0%	25.0%	10.0%	0.0%
English Learners	100	45	45.0%	71.0%	22.0%	7.0%	0.0%
Students with Disabilities	100	8	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	83	97.6%	60.0%	19.0%	13.0%	7.0%
Male	85	40	47.1%	65.0%	20.0%	13.0%	3.0%
Female	85	43	50.6%	56.0%	19.0%	14.0%	12.0%
Black or African American	85	11	12.9%	64.0%	18.0%	18.0%	0.0%
American Indian or Alaska Native	85	4	4.7%	--	--	--	--
Asian	85	3	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	59	69.4%	64.0%	15.0%	12.0%	8.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	60	70.6%	67.0%	22.0%	8.0%	3.0%
English Learners	85	33	38.8%	67.0%	27.0%	3.0%	3.0%
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	45.0%	30.0%	17.0%	7.0%
Male	83	40	48.2%	63.0%	25.0%	8.0%	5.0%
Female	83	42	50.6%	29.0%	36.0%	26.0%	10.0%
Black or African American	83	6	7.2%	--	--	--	--
American Indian or Alaska Native	83	2	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	4	4.8%	--	--	--	--
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	64	77.1%	48.0%	30.0%	16.0%	6.0%
Two or More Races	83	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	83	56	67.5%	61.0%	23.0%	14.0%	2.0%
English Learners	83	32	38.6%	84.0%	16.0%	0.0%	0.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	42.0%	38.0%	17.0%	3.0%
Male	67	32	47.8%	63.0%	25.0%	9.0%	3.0%
Female	67	34	50.7%	24.0%	50.0%	24.0%	3.0%
Black or African American	67	12	17.9%	33.0%	42.0%	25.0%	0.0%
American Indian or Alaska Native	67	1	1.5%	--	--	--	--
Asian	67	2	3.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	67	1	1.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	50	74.6%	44.0%	36.0%	16.0%	4.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	67	55	82.1%	45.0%	44.0%	11.0%	0.0%
English Learners	67	24	35.8%	50.0%	42.0%	8.0%	0.0%
Students with Disabilities	67	8	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	55.0%	35.0%	10.0%	0.0%
Male	20	12	60.0%	58.0%	33.0%	8.0%	0.0%
Female	20	8	40.0%	--	--	--	--
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	53.0%	35.0%	12.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	20	12	60.0%	58.0%	42.0%	0.0%	0.0%
English Learners	20	7	35.0%	--	--	--	--
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	50.0%	27.0%	18.0%	5.0%
Male	22	11	50.0%	82.0%	18.0%	0.0%	0.0%
Female	22	11	50.0%	18.0%	36.0%	36.0%	9.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	2	9.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	19	86.4%	53.0%	21.0%	21.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	15	68.2%	40.0%	33.0%	27.0%	0.0%
English Learners	22	7	31.8%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	98	98.0%	44.0%	33.0%	19.0%	4.0%
Male	100	50	50.0%	40.0%	38.0%	18.0%	4.0%
Female	100	48	48.0%	48.0%	27.0%	21.0%	4.0%
Black or African American	100	11	11.0%	36.0%	45.0%	18.0%	0.0%
American Indian or Alaska Native	100	1	1.0%	--	--	--	--
Asian	100	3	3.0%	--	--	--	--
Filipino	100	1	1.0%	--	--	--	--
Hispanic or Latino	100	2	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	100	75	75.0%	47.0%	33.0%	17.0%	3.0%
Two or More Races	100	5	5.0%	--	--	--	--
Socioeconomically Disadvantaged	100	69	69.0%	52.0%	33.0%	14.0%	0.0%
English Learners	100	45	45.0%	53.0%	40.0%	7.0%	0.0%
Students with Disabilities	100	8	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	83	97.6%	55.0%	36.0%	5.0%	4.0%
Male	85	40	47.1%	55.0%	35.0%	8.0%	3.0%
Female	85	43	50.6%	56.0%	37.0%	2.0%	5.0%
Black or African American	85	11	12.9%	73.0%	27.0%	0.0%	0.0%
American Indian or Alaska Native	85	4	4.7%	--	--	--	--
Asian	85	3	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	59	69.4%	56.0%	34.0%	5.0%	5.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	60	70.6%	67.0%	30.0%	3.0%	0.0%
English Learners	85	33	38.8%	76.0%	21.0%	3.0%	0.0%
Students with Disabilities	85	4	4.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	68.0%	23.0%	6.0%	2.0%
Male	83	40	48.2%	70.0%	20.0%	8.0%	3.0%
Female	83	41	49.4%	66.0%	27.0%	5.0%	2.0%
Black or African American	83	6	7.2%	--	--	--	--
American Indian or Alaska Native	83	2	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	4	4.8%	--	--	--	--
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	63	75.9%	68.0%	25.0%	5.0%	2.0%
Two or More Races	83	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	83	56	67.5%	80.0%	18.0%	2.0%	0.0%
English Learners	83	32	38.6%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	71.0%	20.0%	8.0%	2.0%
Male	67	32	47.8%	66.0%	25.0%	9.0%	0.0%
Female	67	34	50.7%	76.0%	15.0%	6.0%	3.0%
Black or African American	67	12	17.9%	92.0%	0.0%	8.0%	0.0%
American Indian or Alaska Native	67	1	1.5%	--	--	--	--
Asian	67	2	3.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	67	1	1.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	50	74.6%	68.0%	22.0%	8.0%	2.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	67	55	82.1%	76.0%	20.0%	4.0%	0.0%
English Learners	67	24	35.8%	92.0%	8.0%	0.0%	0.0%
Students with Disabilities	67	8	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	60.0%	35.0%	5.0%	0.0%
Male	20	12	60.0%	58.0%	33.0%	8.0%	0.0%
Female	20	8	40.0%	--	--	--	--
Black or African American	20	2	10.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	20	1	5.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	53.0%	41.0%	6.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	20	12	60.0%	75.0%	25.0%	0.0%	0.0%
English Learners	20	7	35.0%	--	--	--	--
Students with Disabilities	20	2	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	77.0%	9.0%	0.0%	9.0%
Male	22	11	50.0%	100.0%	0.0%	0.0%	0.0%
Female	22	11	50.0%	55.0%	18.0%	0.0%	18.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	22	2	9.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	19	86.4%	74.0%	11.0%	0.0%	11.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	15	68.2%	73.0%	13.0%	0.0%	7.0%
English Learners	22	7	31.8%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	36.0%	38.0%	35.0%	6.0%	12.0%	9.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	9.0%
All Students at the School	35.0%
Male	26.0%
Female	42.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	32.0%
Two or More Races	--
Socioeconomically Disadvantaged	21.0%
English Learners	0.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

Career Technical Education Programs (School Year 2014-15)

Norton Space and Aeronautics Academy is a dual language charter school that served students in K-8th grade for the 2014-2015 school year. Although there is a strong emphasis on exposing our students to colleges and universities, including college walls, lessons, and fieldtrips. Our students in 6-8th grade participated in an annual fieldtrip to a local university, and have a College readiness class. At this point in its development, there is no Career Technical Educational Programs.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1%	12.2%	15.9%
7	30.0%	15.0%	10.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

At NSAA, family involvement is a key component for the success of the school program, and parents are encouraged to volunteer about 30 volunteer hours annually per family. This could be easily accomplished through parent participation in events such as Back to School Night, Open House, and Parent-Teacher conferences. Also, parents can provide their feedback, and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Parents and Pastries, and the NSAA Board meetings. Other options include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, Art Show, Recycle Drives, the Read-A-Thon, and the End of the Year Carnival. We encourage our parents to become members of the Parent Teacher Organization. Our PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at our school.

Important school information, including Principal's and grade levels newsletters, is systematically sent home through the use of the "Wednesday Folders." NSAA's principal also sends home weekly emails with important reminders. These emails also provide an opportunity for parents to ask questions or voice their concerns. Social media is also used to share updates to families. Finally, automated home phone calls are sent as needed.

Dawn Morris, PTO President

Alma Inzunza, ELAC President

Richard Villanueva, SSC Chair

Please email norton@lcer.org for further details.

State Priority: Pupil Engagement

Last updated: 1/26/2016

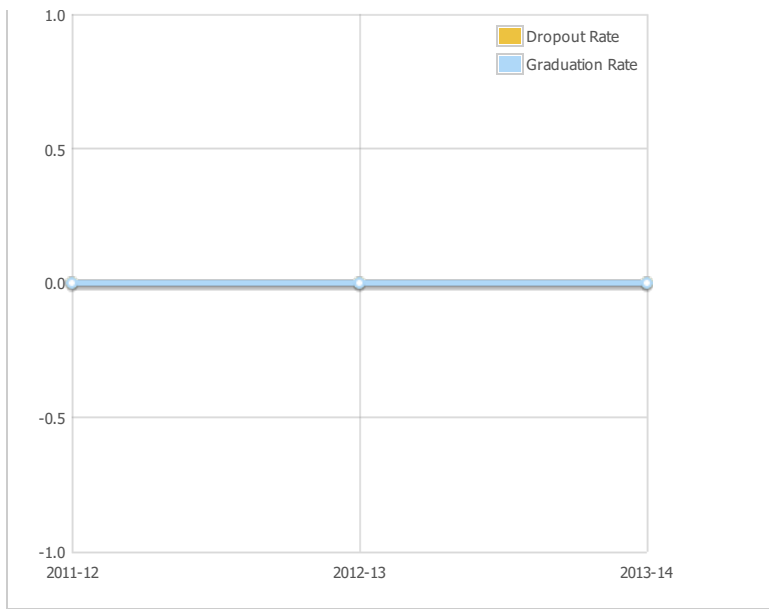
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	77.20	78.60	78.70	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



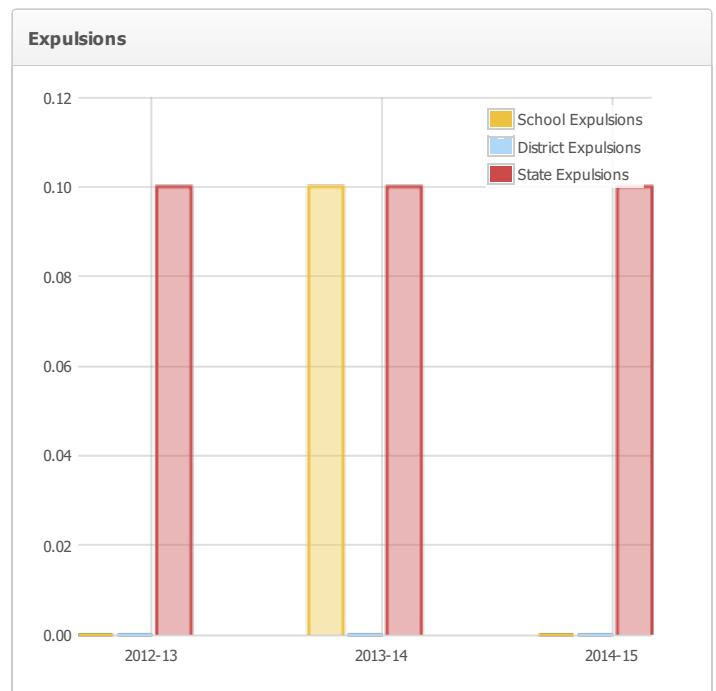
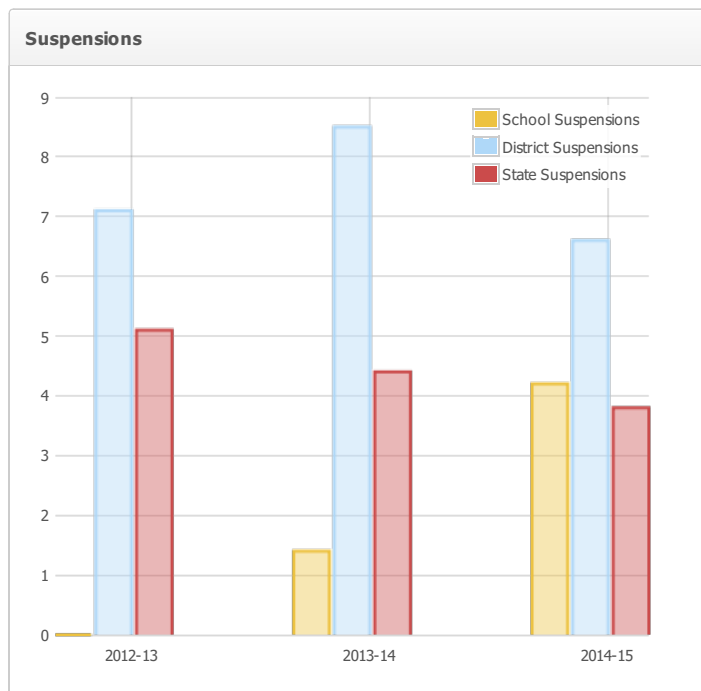
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	1.4	4.2	7.1	8.5	6.6	5.1	4.4	3.8
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2016

School Safety Plan - Most Recent Year

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parent/guardians, of the Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site has a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current. NSAA's safety plan was reviewed in the 2014-2015 school year, and is currently being reviewed by local authorities. It will be approved by the Board on June 2016.

Last updated: 1/26/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	5	0	24.0	0	5	0	24.0	0	5	0
1	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
2	22.0	0	5	0	21.0	1	4	0	24.0	0	4	0
3	25.0	0	4	0	38.0	0	4	0	22.0	0	4	0
4	26.0	0	3	0	61.0	0	3	0	22.0	0	3	0
5	30.0	0	1	0	25.0	0	3	0	23.0	0	6	0
6	34.0	0	1	1	29.0	0	1	0	21.0	0	3	0
Other	21.0	0	0	0	0.0	0	1	0	7.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0				1	1	0	22.0	22	0	0	
Mathematics	25.0				1	1	0	22.0	22	0	0	
Science	25.0				1	1	0	22.0	2	0	0	
Social Science	25.0				1	1	0	22.0	2	0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.5	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7820.0	\$1058.0	\$6761.0	\$45964.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

Norton Space and Aeronautics Academy offers small group instruction by trained instructional aides in grades K-5. The two Special Needs classrooms also have an instructional aide. There is a total of 7 instructional aides at NSAA. These instructional aides provide targeted instruction for groups of 4-5 students depending on their need. Grade level teachers develop smart goals based on the pre-requisite skills needed for these students to be successful in their grade levels. Students progress is monitored through pre and post tests. The students are selected by their teachers to receive specific interventions depending on their specific needs. English Learners in grades 6-8th receive support services from a bilingual instructional aide.

As a dual immersion school, the support instruction for students with Individualized Educational Plans, and Speech and Language services at NSAA are provided by bilingual education specialists. Other supports include the bilingual socio/emotional counselor and the school psychologist.

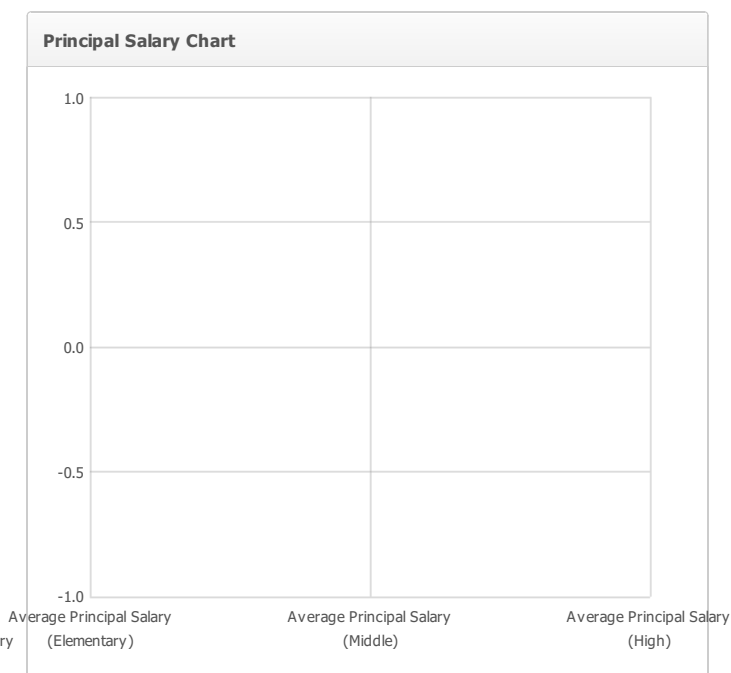
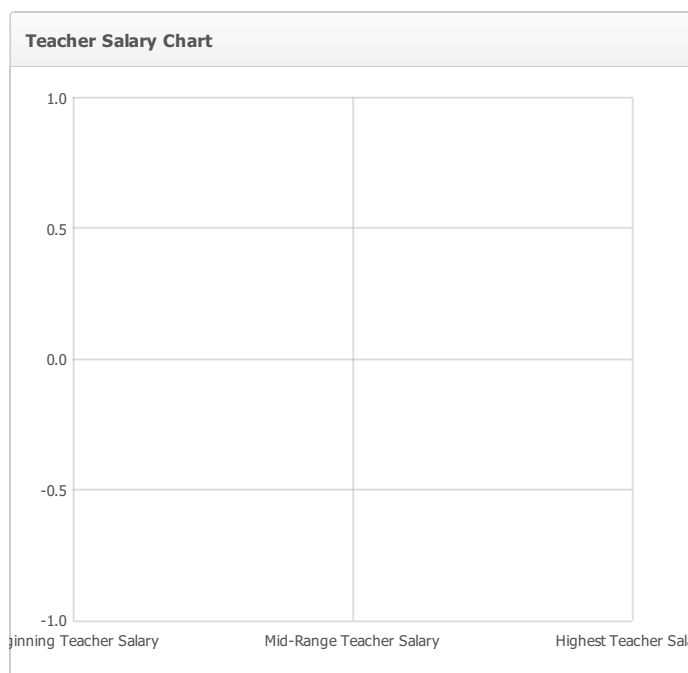
Also, based on NSAA's PI requirements for Year 3, 20% of Title I funds were allocated to provide supplemental educational services. An SES provider fair was held in December, and students are schedule to begin their SES services in February.

Last updated: 1/26/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/2016

Professional Development – Most Recent Three Years

The focus for staff development and continuous professional growth in the most recent three years, include training teachers in GLAD strategies (Guided Language Acquisition Design); English Language Development; Writing; Common Core State Standards implementation, and Next Generation Science Standards (NGSS). These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the student data. NSAA continues to participate in CCSS & NGSS Professional Development to ensure implementation of these standards to all Depth of Knowledge levels.

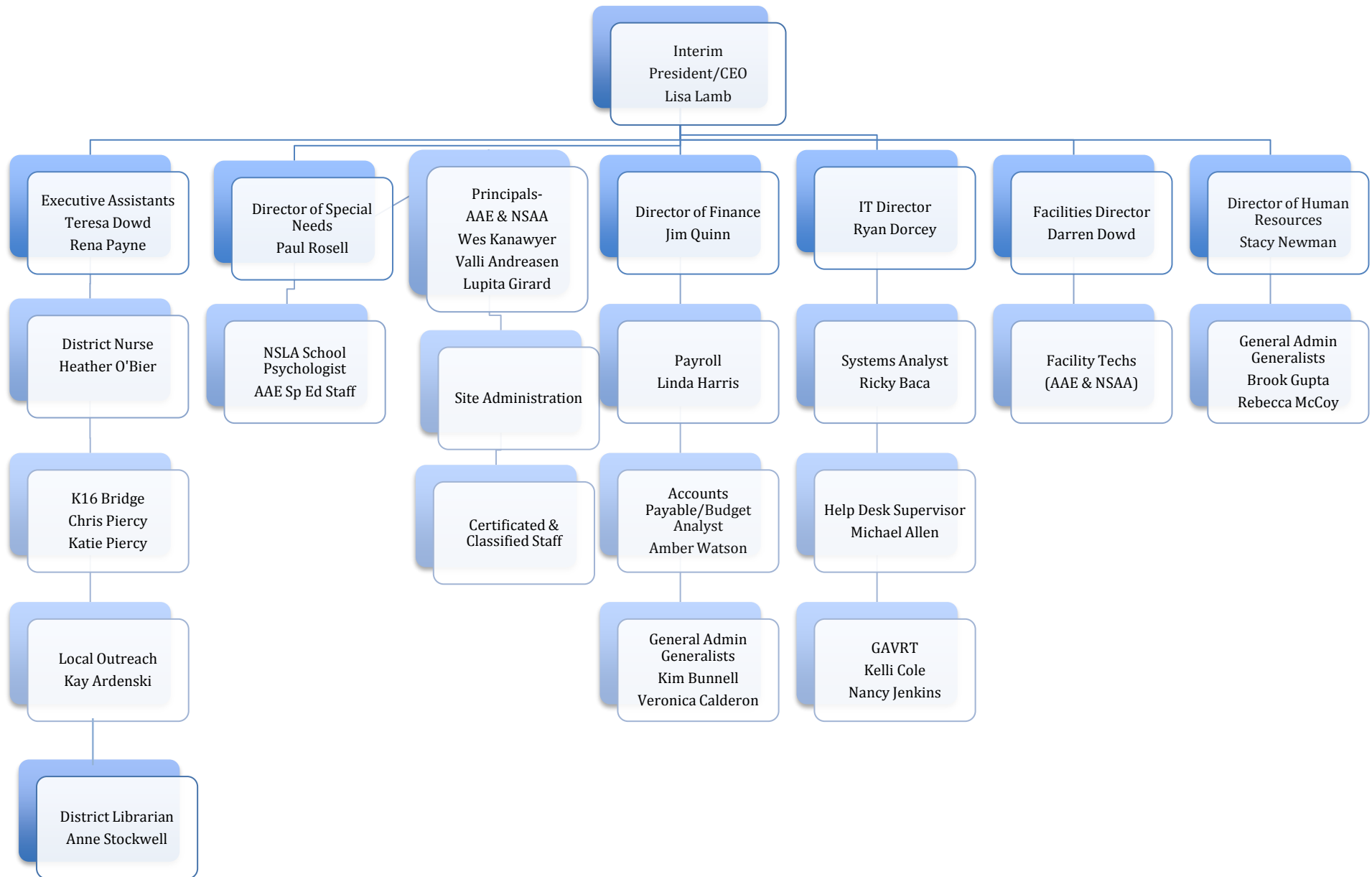
On Wednesdays students at NSAA have early release days that are used alternatively in a 4 week rotation, to provide staff/professional development; grade level meetings, and teacher work days. There are also two days during the school year that are established for professional development, as students do not come to school. At the end of the year, teachers per grade level participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

NSAA also offers Induction providers who assist new teachers. Coaching is provided through walkthrough feedback and one-on-one meetings with the principal, vice principal, intervention teacher, and school psychologist, with the use of a feedback application.

Last updated: 2/1/2016

APPENDIX C

Organization Chart
Executive Team
Board Members
Founding Group



Executive Team Bios

Lisa Lamb

Lisa Lamb is currently serving as the Interim President/CEO of the Lewis Center for Educational Research. Prior to this position she was the Chief Academic Officer. Her tenure at the LCER/Academy for Academic Excellence (AAE) began in July 2008. During this time, she has served in the roles of AAE Teacher, AAE Middle School Vice Principal and AAE K-12 Principal. Lisa began her career in Barstow Unified School District as a teacher, and then administrator, working with a largely underserved student population. In 2005, she was honored as the WalMart Teacher of the Year and also the Teacher of the Year for Barstow Junior High School. Currently, she is an active member of the California Charter School Association (CCSA), CCSA Capitol Advocacy Leaders Liaison, CAHELP Governance Council, Apple Valley Chamber of Commerce, and the Victor Valley Chamber of Commerce. Lisa holds a MA in Educational Administration from California State University San Bernardino, a MA in Curriculum and Instruction from Chapman University and a BA in Liberal Studies from California Baptist University.

Ryan Dorcey

Ryan Dorcey has worked at the Lewis Center for Educational Research since 2002. Throughout his tenure, he has held various roles including Systems Programmer and Manager of Global Operations. He is currently serving as the Director of Information Technology. In his role, he is responsible for all educational technology initiatives at the Academy for Academic Excellence and Norton Science and Language Academy, as well as the Goldstone Apple Valley Radio Telescope (GAVRT) partnership with the LCER and JPL/NASA. He actively supports NASA/JPL missions such as LCROSS, Juno and GAVRT campaigns including: Black Hole Patrol, Search for Extraterrestrial Intelligence (SETI), Jupiter Quest and Solar Patrol. Ryan is a Microsoft Certified Systems Engineer and a Red Hat Certified Engineer.

Stacy Newman

Stacy Newman serves as the Director of Human Resources at the Lewis Center for Educational Research. Working closely with the Lewis Center's executive team and board of directors, Stacy is responsible for planning, organizing, directing, evaluating and implementing all human resources management issues and employer/employee relations in relation to the LCER. Stacy began her career with the LCER in 2002 as a certificated substitute teacher while earning a Master of Arts Degree in Organizational Leadership and a Certificate in Human Resources Management from Chapman University. From 2007 to 2013, Stacy served as the Human Resources Manager for the Lewis Center before being promoted to the Human Resources Director in 2013. Before joining the LCER, Stacy began her career in public service while working for the Barstow Fire Protection District in 1998 where she served as the Professional Assistant to the Fire Chief. Stacy was responsible for fire prevention education in the community and coordinated District events acting as the public information liaison between the District and the community. As part of the management and confidential unit, her human resource/administrative responsibilities included but were not limited to payroll & benefits, accounts receivable, hiring procedures, health benefits management, record keeping, etc.

Jim Quinn

Jim Quinn is a native Californian and has been in the Victor Valley for almost fifty years. He earned his Bachelor's Degree in Business Administration from Woodbury University in 1965. Shortly thereafter he became a Certified Public Accountant. He is the Director of Finance with the Lewis Center for Educational Research. As such he heads our Finance group, including Accounts Payable and Receivable, Purchasing, Payroll and compliance with reporting requirements. Jim has earned a Limited Lifetime Community College Teaching Credential, is a Certified Fraud Examiner and a Certified Government Financial Manager. He is a life member of the American Institute of Certified Public Accountants, and the California Society of CPAs.

Paul Rosell

Mr. Rosell has served as school psychologist for the Lewis Center for Educational Research (LCER) since July 2001 and assumed additional duties as Director of the Special Needs Department in July 2003. Prior to working for the LCER, Mr. Rosell worked for the La Habra City School District and then for the Apple Valley Unified School District. In his role as school psychologist he conducts assessments for students with suspected learning disabilities, administrator at IEP meetings, counseling, behavior intervention and consultation with parents and staff. In capacity as Director, he is a member of the Executive Team and is responsible for the special needs programs at both the Academy for Academic Excellence and Norton Science and Language Academy. He ensures compliance of all Federal and State laws by submitting all required documentation and oversees the department budget.

Mr. Rosell earned a Bachelor's Degree in psychology with a minor in Spanish from California State University, Fullerton. He continued his studies there earning a Master's Degree in Counseling Psychology. After completing all course requirements, he was awarded a credential as a school psychologist, later receiving his license as an Educational Psychologist in 1992. Mr. Rosell is also a nationally certified cognitive behavior therapist. He has maintained a private practice in the High Desert Area since 1998 working with students and families in addressing learning, behavior and emotional challenges. He is bilingual in Spanish and English.

Lewis Center Board Bios

David Bains

David Bains has spent over thirty years in Aerospace as Engineer and Program Manager, with Mechanical and Electrical Engineering responsibilities. Management experience includes managing People, Budgets, Programs and Workloads. Engineering experience includes Systems, Design, Certification, Analysis, 6 Sigma Quality, Test and Product Support. He currently is employed by General Atomics Aeronautical Systems, and has also worked for General Electric Aircraft Engines, Douglas Aircraft Co., Garrett Airesearch Manufacturing Co. and Hughes Aircraft Co. Mr. Bains received his Bachelor of Science in Mechanical Engineering from California State University, Long Beach in May 1983. Mr. Bains joined the Lewis Center Board in 2004.

Duberly Beck

Duberly is the owner of Beck's Tax & Business Services, LLC, in Fontana, CA. and has been in the tax and financial business for over 16 years. Duberly graduated from California State University San Bernardino with a Bachelor of Science in International Business with a minor in Accounting and received her M.B.A from Cal State San Bernardino as well. Duberly has also dedicated the last 12 years advocating for youth and family programs, most importantly foster children. Three words that describe Duberly are: Knowledgeable, Experienced and Dedicated! Duberly Beck joined the Lewis Center Board and the Norton School Board Committee in 2013.

Bud Biggs

H.O. "Bud" Biggs has been in the cement business since 1962. He started his career with Kaiser Cement in Cupertino, California and worked through various jobs in quality control and concrete research labs until 1980. He graduated in 1980 from San Jose State University with a Bachelor of Arts in Chemistry. He held various management jobs with Kaiser and Hanson Cement through 1988 when Mitsubishi Cement purchased the Cushenbury CA plant. He was production manager and plant manager through 2006 and is presently VP of Operations, responsible for the Cushenbury plant and Long Beach import facility. Mr. Biggs joined the Lewis Center Board in 1994 and has been Chairman of the Board since 1995.

Buck Goodspeed

Buck Goodspeed, after more than 30 years in petroleum distribution and services, has transitioned to property management, consulting and sales with Give-A LLC and the Goodspeed Group based in Hesperia. He is looking forward to the next 30 years of supporting the educational community of the High Desert and Inland Empire. Mr. Goodspeed was honored to join the Lewis Center Board in 2008.

Andrew Jaramillo

Andrew Jaramillo is President of Andrew J. Jaramillo Insurance and Financial Services, Inc. in Victorville, CA. Mr. Jaramillo has been in the insurance and financial planning business since 1964 and most of his clientele are educators. His dedication to the improvement of education is so significant that he serves on many boards, such as the Alliance for Education for San Bernardino County. He conducts seminars throughout the state of California and is now expanding to cover nationwide seminars. Mr. Jaramillo joined the Lewis Center Board in 2005.

Scott Johnson

Scott Johnson is a member of the Army National Guard and a Public Affairs Officer for Metrolink. Mr. Johnson received a Bachelor of Arts in Journalism and Mass Communication from Iowa State University in 1999 and completed a Masters in Public Administration at California State University, San Bernardino in 2010. He has served as the Public Information Officer for the Moreno Valley Unified School District and Publications Director for the Mighty Ducks of Anaheim. Mr. Johnson joined the Lewis Center Board in 2011.

Robert Lovingood

Robert Lovingood is Chairman of ICR Staffing and Industrial Commodity Recruiters in Victorville, CA. He founded Hi Desert Personnel Service in 1989, which was purchased in 1996 by Comarco, Inc. Mr. Lovingood continued to serve there as President until 2000. In 2001, he started an engineering contract and recruitment service, Industrial Commodity Recruiters, and an interactive web posting site, DegreedJobs.com. ICR Staffing added temporary staffing services to the professional recruitment in 2004. Mr. Lovingood was elected in 2012 as the First District County Supervisor, serving as an advocate for San Bernardino County constituents, encouraging business growth to create jobs, and focusing on public safety. Since being appointed as Vice Chair of the Board of Supervisors in 2015, he continues to offer valuable leadership and governance within the County. Mr. Lovingood is also actively focused on the region's transportation needs as current President of San Bernardino Associated Governments (SANBAG). Mr. Lovingood joined the Lewis Center Board in 1996 and continues to serve the organization well, offering valuable insight and leadership.

Kirt Mahlum

Kirt Mahlum is a retired court commissioner and was with the San Bernardino Superior Court since 1997. Prior to that he was a practicing attorney in the high desert since 1972. Mr. Mahlum received his Juris Doctor degree in 1969 from California Western University School of Law and his Bachelors in Economics from the University of California at Davis in 1966. He is a past president of the Barstow Unified School District Board of Trustees and is currently the President of the Spring Valley Lake Home Owners Association Board of Directors. Mr. Mahlum joined the Lewis Center Board in 2009.

Jose Palafox

Jose is the owner/managing member of Starfox Financial Services, LLC of Apple Valley, a fee based financial group, serving the unique needs of the high net worth investor. Jose was born in Mexico, but was raised in Southern California, where he graduated high school and then joined the Air Force for 8 years as a weather specialist. He operated several different businesses in the High Desert, but has spent the last twenty years in the financial arena. His faith, his family and finance is what makes Jose passionate about what he does. His experience and aptitude for finance allows him to assist others build

wealth, while allowing him to personally give back to the community. Jose serves in several community organizations and on non-profit Boards, including Rotary International of Apple Valley, Southern California Rush Club Soccer, and joined the Lewis Center Board in 2008.

Kevin Porter

Kevin Porter is a partner in the firm Caldwell, Kennedy and Porter in Victorville, CA. Mr. Porter graduated from San Diego State University with a Bachelor of Science in Business Administration in 1982, and from Citrus Belt Law School with a Juris Doctorate in 1992. He was admitted to the California State Bar in 1992. Mr. Porter joined the Lewis Center Board in 1997.

Tom Rosenbaum

Tom Rosenbaum is a Certified Financial Planner with VALIC, a member of American International Group. He has his series 7, 66 and life agent licenses and is a registered Principle as well. He helps business and individuals plan for retirement as well as takes care of needs involving insurance, investing and financial planning. Mr. Rosenbaum graduated from Westmont College with a Bachelor of Arts in Religious Studies in 1993, and from CSU San Bernardino with a Master of Science in Counseling and Guidance in 2001. Tom is married and he and Nicole have three kids attending NSLA. Mr. Rosenbaum joined the Lewis Center Board in 2014.

Donna Siegel

Donna Siegel is retired from the Southern California Chapter of March of Dimes National Birth Defects Foundation. During her 23 year tenure with the March of Dimes, she held the positions of: Inland Empire Chapter Director, High Desert Division Director, and Southern California Chapter/National Office Field Service Asst. Mrs. Siegel graduated from the University of Texas in 1962 with a Bachelor of Arts in Liberal Arts. She has ardently supported and promoted S.T.E.M. (Science, Technology, Engineering and Math) educational programs over many years. Mrs. Siegel joined the Lewis Center Board in 2008.

Russell Stringham

Russell Stringham is founder and President of PrintMart in Victorville, CA, currently one of the leading printers in the Victor Valley that continually strives to grow and serve the community. He also founded Precision Data Products in 1992 which currently serves over 10,000 schools nationwide by providing them with optical mark reading forms used for data collection. Mr. Stringham graduated in 1976 from University of Southern Utah with a Bachelor of Science in Business. Mr. Stringham joined the Lewis Center Board in 2005.

Marcia Vargas

Marcia Vargas retired as the Executive Director of 2-Way CAFE and has been involved with two-way bilingual/dual immersion programs for over 20 years. Prior to her position with 2-Way CAFE, Ms. Vargas worked as Curriculum Coordinator for Dual (Two-Way) Immersion Programs for the San Bernardino County Superintendent of Schools office. During her educational career, she also worked as a bilingual classroom teacher, bilingual resource teacher and bilingual coordinator. She has taught classes at the university level for California State University, Los Angeles, California State University, Long Beach, Claremont Graduate University and most recently taught a class, *Foundations for Dual Language Education*, for the University of California at Riverside. Ms. Vargas has a B.S. from Cal Poly, Pomona, M.A. from California State University, San Bernardino and has completed class work toward a doctorate at the University of Southern California. Ms. Vargas joined the Lewis Center Board in 2013.

Regina Weatherspoon-Bell

Regina Weatherspoon-Bell works for the San Bernardino County Board of Supervisors. Mrs. Weatherspoon-Bell has accumulated over 18 years of parent volunteer service to the Apple Valley

Unified School District. She serves on the Board of Directors for some key Non-Profit organizations focused primarily on education, healthcare, women and children's whole health issues. Mrs. Weatherspoon-Bell joined the Lewis Center Board in 2007.

Rick Wolf

Mr. Rick Wolf retired from public school service in 2006 following thirty-seven (37) years experience as a regular classroom teacher, a Special Education instructor, elementary school principal, and District Director of Student Services. Currently Mr. Wolf serves the Apple Valley Unified School District on a part-time basis as the Expulsion Hearing Chairperson and the District representative on the Lewis Center/AAE Board of Directors. Mr. Wolf received his Masters Degree in Education from California State University, San Bernardino in 1981.

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Updated 1/19/07

APPENDIX D

Bylaws
Conflict of Interest Code
Form 700
Agendas and Minutes

**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

**CONFLICT OF INTEREST CODE
OF THE
LEWIS CENTER
FOR EDUCATIONAL RESEARCH**

CONFLICT OF INTEREST CODE FOR THE LEWIS CENTER FOR EDUCATIONAL RESEARCH

(Amended September 28, 2016)

The Political Reform Act (Gov. Code § 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This incorporation page, regulation and the attached Appendix designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Lewis Center For Educational Research** (the "**Center**").

All officials and designated positions required to submit a statement of economic interests shall file their statements with the **President/CEO Executive Assistant** as the Center's Filing Officer. The **President/CEO Executive Assistant** shall make and retain a copy of all statements filed by Members of the Board of Directors and the President, and forward the originals of such statements to the Clerk of the Board of Supervisors of the County of San Bernardino. The **President/CEO Executive Assistant** shall retain the originals of the statements filed by all other officials and designated positions and make all statements available for public inspection and reproduction during regular business hours. (Gov. Code § 81008.)

APPENDIX

CONFLICT OF INTEREST CODE OF THE LEWIS CENTER FOR EDUCATIONAL RESEARCH

(Amended September 28, 2016)

PART “A”

OFFICIALS WHO MANAGE PUBLIC INVESTMENTS

Center Officials who manage public investments, as defined by 2 Cal. Code of Regs. § 18700.3, are NOT subject to the Center’s Code but must file disclosure statements under Government Code Section 87200 et seq. [Regs. § 18730(b)(3)] These positions are listed here for informational purposes only.

It has been determined that the positions listed below are officials who manage public investments¹:

Members of the Board of Directors

President/CEO

Director, Financial Officer

Financial Consultants

¹ Individuals holding one of the above-listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by § 87200.

DESIGNATED POSITIONS

GOVERNED BY THE CONFLICT OF INTEREST CODE

<u>DESIGNATED POSITIONS'</u> <u>TITLE OR FUNCTION</u>	<u>DISCLOSURE CATEGORIES</u> <u>ASSIGNED</u>
Bridge Coordinator	5, 6
Director, Facilities	4
Director, Information Technology	5
General Counsel	1, 2
Athletics Director	5
Principal (ALL)	5
Psychologist, Director, Special Needs	5
Consultants and New Positions ²	

² Individuals providing services as a Consultant defined in Regulation 18700.3 or in a new position created since this Code was last approved that makes or participates in making decisions shall disclose pursuant to the broadest disclosure category in this Code subject to the following limitation:

The President may determine that due to the range of duties or contractual obligations, it is more appropriate to assign a limited disclosure requirement. A clear explanation of the duties and a statement of the extent of the disclosure requirements must be in a written document. (Gov. Code Sec. 82019; FPPC Regulations 18219 and 18734.). The President's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code. (Gov. Code Sec. 81008.)

PART "B"

DISCLOSURE CATEGORIES

The disclosure categories listed below identify the types of economic interests that the designated position must disclose for each disclosure category to which he or she is assigned.³ "Investment" means financial interest in any business entity (including a consulting business or other independent contracting business) and are reportable if they are either located in or doing business in the jurisdiction, are planning to do business in the jurisdiction, or have done business during the previous two years in the jurisdiction of the Center.

Category 1: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that are located in, do business in, or own real property within the jurisdiction of the Center.

Category 2: All interests in real property which is located in whole or in part within, or not more than two (2) miles outside, the jurisdiction of the Center.

Category 3: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the Center.

Category 4: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that provide services, products, materials, machinery, vehicles or equipment of a type purchased or leased by the Center.

Category 5: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that provide services, products, materials, machinery, vehicles or equipment of a type purchased or leased by the designated position's department, unit or division.

Category 6: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, or income from a nonprofit organization, if the source is of the type to receive grants or other monies from or through the Center or its subdivisions.

³ This Conflict of Interest Code does not require the reporting of gifts from outside this agency's jurisdiction if the source does not have some connection with or bearing upon the functions of the position. (Reg. 18730.1)

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Dowd Darren Eugene

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Admin

Your Position

Director, Facilities

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is ____/____/____, through December 31, 2015.
- Assuming Office:** Date assumed ____/____/____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left ____/____/____
 (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17500 Mana Rd. Apple Valley CA 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 403-5353 ddowd@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/22/2016
 (month, day, year)

Signature Darren Dowd
 (File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) Girard (FIRST) Guadalupe (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Your Position

Admin

Principal

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State, Multi-County, City of, Judge or Court Commissioner (Statewide Jurisdiction), County of, Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
Assuming Office: Date assumed
Candidate: Election year and office sought, if different than Part 1
Leaving Office: Date Left
The period covered is January 1, 2015, through the date of leaving office.

4. Schedule Summary (must complete) Total number of pages including this cover page: 1

- Schedules attached: Schedule A-1, A-2, B, C, D, E
None - No reportable interests on any schedule

5. Verification 1493 Moonlight Dr. Beaumont CA 92223
MAILING ADDRESS STREET CITY STATE ZIP CODE

DAYTIME TELEPHONE NUMBER (760) 218-7078 E-MAIL ADDRESS ggirard@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 2/22/2016 Signature [Handwritten Signature]

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Lamb Lisa Nichole

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
High Desert Partnership in Academic Excellence Foundation, Inc.
Division, Board, Department, District, if applicable Your Position
Admin Principal

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

State Judge or Court Commissioner (Statewide Jurisdiction)
 Multi-County _____ County of _____
 City of _____ Other San Bernardino

3. Type of Statement (Check at least one box)

Annual: The period covered is January 1, 2015, through December 31, 2015.
-or-
The period covered is _____, through December 31, 2015.
 Assuming Office: Date assumed _____
 Candidate: Election year _____ and office sought, if different than Part 1: _____
 Leaving Office: Date Left _____ (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
-or-
 The period covered is _____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

Schedule A-1 - Investments – schedule attached **Schedule C - Income, Loans, & Business Positions** – schedule attached
 Schedule A-2 - Investments – schedule attached **Schedule D - Income – Gifts** – schedule attached
 Schedule B - Real Property – schedule attached **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)
17500 Mana Rd Apple Valley CA 92307
DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 946-5414 ext 352 llamb@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 2/22/16 Signature [Signature]
(month, day, year) (File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Rosell Paul R.

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Admin Psychologist

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County San Bernardino - Adjacent Counties
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
- or-
- The period covered is ____/____/____, through December 31, 2015.
- Assuming Office: Date assumed ____/____/____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____ (Check one)
- The period covered is January 1, 2015, through the date of leaving office.
- or-
- The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 3

- Schedules attached**
- Schedule A-1 - Investments - schedule attached
 - Schedule A-2 - Investments - schedule attached
 - Schedule B - Real Property - schedule attached
 - Schedule C - Income, Loans, & Business Positions - schedule attached
 - Schedule D - Income - Gifts - schedule attached
 - Schedule E - Income - Gifts - Travel Payments - schedule attached
- or-
- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17500 Mana Rd Apple Valley CA 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 946-5414 prosell@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/29/16 Signature Paul R. Rosell
 (month, day, year) (File the originally signed statement with your filing official)

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
 Through the Eyes of the Child/Psychological Service

ADDRESS (Business Address Acceptable)
 19167 Hwy 18, Suite 2 Apple Valley, CA 92307

BUSINESS ACTIVITY, IF ANY, OF SOURCE
 Counseling/Assessment/Interventions

YOUR BUSINESS POSITION
 Psychologist

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN
 None Personal residence

Real Property _____

 Street address

 City

Guarantor _____

Other _____
 (Describe)

Comments: _____

STATEMENT OF ECONOMIC INTERESTS

Date Initial Filing Received
 Official Use Only

COVER PAGE

RECEIVED APR 01 2016

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Dorcey Ryan Daniel

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Admin Director, Information Technology

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

State Judge or Court Commissioner (Statewide Jurisdiction)
 Multi-County _____ County of _____
 City of _____ Other San Bernardino

3. Type of Statement (Check at least one box)

Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is _____ through December 31, 2015.
 Assuming Office: Date assumed _____
 Candidate: Election year _____ and office sought, if different than Part 1: _____
 Leaving Office: Date Left _____ (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: _____

Schedules attached

Schedule A-1 - Investments - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached
 Schedule A-2 - Investments - schedule attached Schedule D - Income - Gifts - schedule attached
 Schedule B - Real Property - schedule attached Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17500 Mana Road Apple Valley CA 92307
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 946-5414 rdorcey@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 03/30/2016
 (month, day, year)

Signature *Dorsey*
 (File the originally signed statement with your filing official.)

COVER PAGE

RECEIVED MAR 07 2016

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Gormley Scott Edward

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Admin Manager, Athletics

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
- or-
- The period covered is _____ through December 31, 2015.
- Assuming Office:** Date assumed _____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left _____ (Check one)
- The period covered is January 1, 2015, through the date of leaving office.
- or-
- The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or-

None - No reportable interests on any schedule

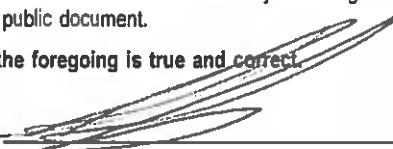
5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17500 Mana Rd Apple Valley CA 92307
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 946-5414 sgormley@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/11/16
 (month, day, year)

Signature 
 (File the originally signed statement with your filing official.)

STATEMENT OF ECONOMIC INTERESTS

Date Initial Filing Received
 Official Use Only

COVER PAGE

Received 9-12-16

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Piercy Christopher

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 Lewis Center for Educational Research
 Division, Board, Department, District, if applicable
 Admin
 Your Position
 Bridge Coordinator

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
- or-
- The period covered is _____ through December 31, 2015.
- Assuming Office: Date assumed 08 / 12 / 2016
- Leaving Office: Date Left _____ (Check one)
- The period covered is January 1, 2015, through the date of leaving office.
- or-
- The period covered is _____ through the date of leaving office.
- Candidate: Election year _____ and office sought, if different than Part 1: _____

4. Schedule Summary (must complete) ► Total number of pages including this cover page: _____

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 19314 Kinai Rd Apple Valley CA 92307
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 559-6991 c.piercy@lceer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 9/7/16 (month, day, year) Signature [Signature] (File the originally signed statement with your filing official.)

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Snowline School District

ADDRESS (Business Address Acceptable)
4075 Wilcox Rd Philton, Ca 92371

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION
Teacher

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Victor Valley College

ADDRESS (Business Address Acceptable)
18422 Bear Valley Rd, Ca 92385

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION
Adjunct Instructor

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*	INTEREST RATE	TERM (Months/Years)
_____	_____ % <input type="checkbox"/> None	_____
ADDRESS (Business Address Acceptable)		

BUSINESS ACTIVITY, IF ANY, OF LENDER	SECURITY FOR LOAN	
_____	<input type="checkbox"/> None <input type="checkbox"/> Personal residence	
HIGHEST BALANCE DURING REPORTING PERIOD	<input type="checkbox"/> Real Property _____	Street address
<input type="checkbox"/> \$500 - \$1,000		_____
<input type="checkbox"/> \$1,001 - \$10,000		City
<input type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> Guarantor _____	
<input type="checkbox"/> OVER \$100,000	<input type="checkbox"/> Other _____	(Describe)

Comments: _____

Please type or print in ink

NAME OF FILER (LAST) (FIRST) (MIDDLE)
BAINS DAVID MICHAEL

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Foundation Board

Your Position

Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____

Position: _____

2. Jurisdiction of Office (Check at least one box)

State

Multi-County _____

City of _____

Judge or Court Commissioner (Statewide Jurisdiction)

County of _____

Other San Bernardino

3. Type of Statement (Check at least one box)

Annual: The period covered is January 1, 2015, through December 31, 2015.

-or-

The period covered is _____, through December 31, 2015.

Leaving Office: Date Left _____ (Check one)

The period covered is January 1, 2015, through the date of leaving office.

-or-

The period covered is _____, through the date of leaving office.

Assuming Office: Date assumed _____

Candidate: Election year _____ and office sought, if different than Part 1: _____

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

Schedule A-1 - Investments - schedule attached

Schedule A-2 - Investments - schedule attached

Schedule B - Real Property - schedule attached

Schedule C - Income, Loans, & Business Positions - schedule attached

Schedule D - Income - Gifts - schedule attached

Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE

(Business or Agency Address Recommended - Public Document)

17500 MANA ROAD; APPLE VALLEY CA 92307

DAYTIME TELEPHONE NUMBER

(760) 388-8138

EMAIL ADDRESS

david.bains@yav.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 2/26/16
(month, day, year)

Signature David Bains
(File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Jaramillo Andrew Jude

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Foundation Board Secretary

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is ____/____/____, through December 31, 2015.
- Assuming Office: Date assumed ____/____/____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____ (Check one)
 ○ The period covered is January 1, 2015, through the date of leaving office.
 -or-
 ○ The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 15402 W. Sage St. #105 Victorville CA 92392
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 245-8638 andrew@jaramillofinancialservices.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/22/2016
 (month, day, year)

Signature 
 (File the originally signed statement with your filing official.)

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Initial Filing Received
 Official Use Only

4/8/16

Please type or print in ink.

NAME OF FILER (LAST) Stratman (FIRST) Russell (MIDDLE) S

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence, Foundation

Division, Board, Department, District, if applicable

Your Position

Foundation Board

Treasurer

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State Judge or Court Commissioner (Statewide Jurisdiction)
 Multi-County _____ County of _____
 City of _____ Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or-
 The period covered is _____ through December 31, 2015.
 Assuming Office: Date assumed _____
 Candidate: Election year _____ and office sought, if different than Part 1: _____
 Leaving Office: Date Left _____ (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete)

► Total number of pages including this cover page: 4

Schedules attached

- Schedule A-1 - Investments - schedule attached
 Schedule A-2 - Investments - schedule attached
 Schedule B - Real Property - schedule attached
 Schedule C - Income, Loans, & Business Positions - schedule attached
 Schedule D - Income - Gifts - schedule attached
 Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE

17500 Mana Rd Apple Valley CA 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS

(760) 245-1234 PRIMMATEC.ADL@COM

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 4/7/16
 (month, day, year)

Signature [Signature]
 (File the originally signed statement with your filing official.)

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests (Ownership Interest is Less Than 10%)

Do not attach brokerage or financial statements.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

RUSSELL STRINGHAM

▶ NAME OF BUSINESS ENTITY
Russell Stringham

GENERAL DESCRIPTION OF THIS BUSINESS
Stock

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

Comments: _____

SCHEDULE B
Interests in Real Property
(Including Rental Income)

Name
RUSSELL STRINGHAM

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
16785 Bear Valley Rd

CITY
Hesperia CA 92345

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED / / 15 DISPOSED / / 15

NATURE OF INTEREST
 Ownership/Deed of Trust Easement
 Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
 \$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.
 None
HD Speech

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED _____ / _____ / 15 DISPOSED _____ / _____ / 15

NATURE OF INTEREST
 Ownership/Deed of Trust Easement
 Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
 \$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.
 None

* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE _____ % None TERM (Months/Years) _____

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000
 Guarantor, if applicable

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE _____ % None TERM (Months/Years) _____

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000
 Guarantor, if applicable

Comments: _____

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Biggs Harley

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Foundation Board

Your Position

Chairman of the Board

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State, Multi-County, City of, Judge or Court Commissioner (Statewide Jurisdiction), County of, Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015. Leaving Office: Date Left, Assuming Office: Date assumed, Candidate: Election year

4. Schedule Summary (must complete) Total number of pages including this cover page: 2

Schedules attached

- Schedule A-1 - Investments, Schedule A-2 - Investments, Schedule B - Real Property, Schedule C - Income, Loans, & Business Positions, Schedule D - Income - Gifts, Schedule E - Income - Gifts - Travel Payments

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
5808 State Highway 18 Lucerne Valley CA 92356

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 248-5121 bbiggs@mitsubishicement.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/23/2016 (month, day, year)

Signature H. D. Biggs (File the originally signed statement with your filing official.)

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name
Harley Biggs

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Mitsubishi Cement Corporation

ADDRESS (Business Address Acceptable)
5808 State Highway 18, Lucerne Valley, CA 92356

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

INTEREST RATE TERM (Months/Years)
 _____% None _____

SECURITY FOR LOAN
 None Personal residence

Real Property _____
 Street address

 City

Guarantor _____

Other _____
 (Describe)

Comments: _____

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 SIEGEL DONNA SUE

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
High Desert Partnership
 Division, Board, Department, District, if applicable
Foundation Brd Your Position
Dir.

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
 -or-
 The period covered is ____/____/____ through December 31, 2015.
- Assuming Office:** Date assumed ____/____/____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left ____/____/____
 (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or-

None - No reportable interests on any schedule

5. Verification 14594 CHOCO RD. APPLE VALLEY CALIFORNIA 92307
 MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER (760) 242 2128 E-MAIL ADDRESS donnasiegel1@verizon.net

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed Feb 22, 2016 Signature Donna Siegel
 (month, day, year) (File the originally signed statement with your filing official)

-RECEIVED FEB 25 2016

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Beck Duberly Astrid

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Foundation Board Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is _____, through December 31, 2015.
- Assuming Office: Date assumed _____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____
 (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is _____, through the date of leaving office.

4. Schedule Summary (must complete)

► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17087 Orange Way Fontana CA 92335
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (909) 379-5649 duberly@beckstaxservice.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/24/2016
 (month, day, year)

Signature *Astrid Beck*
 (File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) Palafox (FIRST) Jose (MIDDLE) Eleazar

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Foundation Board

Your Position

Director

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State, Multi-County, City of, Judge or Court Commissioner, County of, Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015. Leaving Office: Date Left, The period covered is January 1, 2015, through the date of leaving office. Assuming Office: Date assumed, Candidate: Election year and office sought.

4. Schedule Summary (must complete)

Total number of pages including this cover page: 3

Schedules attached

- Schedule A-1 - Investments, Schedule A-2 - Investments, Schedule B - Real Property, Schedule C - Income, Loans, & Business Positions, Schedule D - Income - Gifts, Schedule E - Income - Gifts - Travel Payments

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE 15972 Tuscola Rd Ste #103 Apple Valley CA 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS (760) 946-0700 starfoxfinancial@gmail.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 03/17/2016 (month, day, year)

Signature (File the originally signed statement with your filing official.)

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name
 Jose E Palafox

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
 Starfox Financial Services, LLC

ADDRESS (Business Address Acceptable)
 15972 Tuscoal Rd Ste #103 Apple Valley Ca 92307

BUSINESS ACTIVITY, IF ANY, OF SOURCE
 Financial Services

YOUR BUSINESS POSITION
 Managing Member

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other **Financial management Fees**

 (Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN
 None Personal residence

Real Property _____
 Street address _____
 City _____

Guarantor _____

Other _____
 (Describe)

Comments: _____

Please type or print in ink.

NAME OF FILER (LAST) PORTER (FIRST) DAVID (MIDDLE) KEVIN

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Foundation Board Your Position Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
 -or-
 The period covered is _____ through December 31, 2015.
- Assuming Office:** Date assumed _____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left _____
 (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete)

► Total number of pages including this cover page: 5

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
15476 WEST SAND VICTORVILLE CA 92392
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 245-1637 KPORTER@CKLAW.NET

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/12/16
(month, day, year)

Signature [Signature]
(File the originally signed statement with your filing official)

**SCHEDULE A-1
Investments**

Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)
Do not attach brokerage or financial statements.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name <u>DAVID KEVIN POMER</u>

▶ NAME OF BUSINESS ENTITY
AMERITRADE

GENERAL DESCRIPTION OF THIS BUSINESS
IRA & MUTUAL FUNDS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other MUTUAL FUNDS
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
 / / 15 / / 15
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE
 / / 15 / / 15
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE
 / / 15 / / 15
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE
 / / 15 / / 15
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE
 / / 15 / / 15
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE
 / / 15 / / 15
 ACQUIRED DISPOSED

Comments: _____

SCHEDULE A-2
Investments, Income, and Assets
of Business Entities/Trusts
 (Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name
DAVID KEVIN PORTER

1. BUSINESS ENTITY OR TRUST

Name D. KEVIN PORTER & PAULA PORTER
 Address (Business Address Acceptable) 219197 WILD MUSTANG CT., A.V. CA 92307
 Check one
 Trust go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS
PARTNERSHIP - OWNS REAL PROP.

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.
 \$0 - \$1,999
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED 15 / 15 / 15 DISPOSED

NATURE OF INVESTMENT
 Partnership Sole Proprietorship Other

YOUR BUSINESS POSITION 50% PARTNER

2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499 \$10,001 - \$100,000
 \$500 - \$1,000 OVER \$100,000
 \$1,001 - \$10,000

3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary)

None or Names listed below

4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box
 INVESTMENT REAL PROPERTY

18408 QUATONNA RD., A.V.
 Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or City or Other Precise Location of Real Property

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED 15 / 15 / 15 DISPOSED

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership
 Leasehold Yrs remaining Other

Check box if additional schedules reporting investments or real property are attached

1. BUSINESS ENTITY OR TRUST

Name CALDWELL, KENNEDY & PORTER
 Address (Business Address Acceptable) 15476 WEST SAND ST. VU CA 92392
 Check one
 Trust go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS
PARTNERSHIP - OWNS REAL PROPERTY

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.
 \$0 - \$1,999
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED 15 / 15 / 15 DISPOSED

NATURE OF INVESTMENT
 Partnership Sole Proprietorship Other

YOUR BUSINESS POSITION PARTNER - 33 1/3 %

2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499 \$10,001 - \$100,000
 \$500 - \$1,000 OVER \$100,000
 \$1,001 - \$10,000

3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary)

None or Names listed below
RENTAL OF REAL PROPERTY AT 15476 W. SAND, VU TO CALDWELL, KENNEDY & PORTER, A.P.C.

4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box
 INVESTMENT REAL PROPERTY

15476 WEST SAND ST., VU CA 92392
 Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or City or Other Precise Location of Real Property

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED 15 / 15 / 15 DISPOSED

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership
 Leasehold Yrs remaining Other

Check box if additional schedules reporting investments or real property are attached

Comments: _____

FPPC Form 700 (2015/2016) Sch. A-2
 FPPC Advice Email: advice@fppc.ca.gov
 FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

SCHEDULE B
Interests in Real Property
(Including Rental Income)

Name

DAVID KEVIN PORTER

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
14035 SPRING VALLEY PARKWAY

CITY
VICTORVILLE

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED / /15 DISPOSED / /15

NATURE OF INTEREST
 Ownership/Deed of Trust Easement
 Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
 \$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.
 None
MR & MRS CICCIONE

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
19197 WILD MUSTARD CT.

CITY
APPLE VALLEY

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

ACQUIRED / /15 DISPOSED / /15

NATURE OF INTEREST
 Ownership/Deed of Trust Easement
 Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
 \$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.
 None

* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*
PAUL PORTER

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE TERM (Months/Years)
3 % None

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000
 Guarantor, if applicable

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE TERM (Months/Years)
_____ % None

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000
 Guarantor, if applicable

Comments: _____

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name
DAVID KEVIN PORTER

1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
CALDWELL, KENNEDY & PORTER

ADDRESS (Business Address Acceptable)
15476 WEST SAND, VV

BUSINESS ACTIVITY, IF ANY, OF SOURCE
LAW FIRM

YOUR BUSINESS POSITION
PARTNER

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2)

Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

Sale of _____
 (Real property car boat, etc.)

Loan repayment

Commission or Rental Income. list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2)

Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

Sale of _____
 (Real property car boat, etc.)

Loan repayment

Commission or Rental Income. list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

INTEREST RATE TERM (Months/Years)
 _____% None _____

SECURITY FOR LOAN
 None Personal residence

Real Property _____
 Street address

_____ City

Guarantor _____

Other _____
 (Describe)

Comments: _____

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Initial Filing Received
 Official Use Only

RECEIVED APR 01 2016

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Vargas Marcia Kay

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
 High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable Your Position
 Foundation Board Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is ____/____/____, through December 31, 2015.
- Assuming Office: Date assumed ____/____/____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____ (Check one)
 ○ The period covered is January 1, 2015, through the date of leaving office.
 -or-
 ○ The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page:

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or-

None - No reportable interests on any schedule

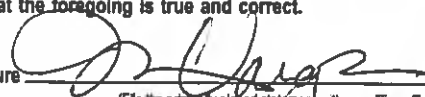
5. Verification

MAILING ADDRESS <small>(Business or Agency Address Recommended - Public Document)</small>	STREET	CITY	STATE	ZIP CODE
1184 Brantley Ct		Upland	CA	91786
DAYTIME TELEPHONE NUMBER	E-MAIL ADDRESS			
(909) 985-8220	mkvargas@aol.com			

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 03/19/2016
(month, day, year)

Signature 
(File the originally signed statement with your filing official.)

RECEIVED MAR 21 2016

Please type or print in ink.

NAME OF FILER (LAST) WOLF (FIRST) FREDERICK (MIDDLE) A

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
High Desert Partnership in Academic Excellence Foundation, Inc.
 Division, Board, Department, District, if applicable
Foundation Board Your Position
Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
 -or- The period covered is _____ through December 31, 2015.
- Assuming Office:** Date assumed _____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left _____ (Check one)
 ○ The period covered is January 1, 2015, through the date of leaving office.
 -or-
 ○ The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
12555 Navajo Rd Apple Valley, CA 9308
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 247-8081 & 1417

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/23/16 Signature _____
 (month, day, year) (File the originally signed statement with your filing official.)

RECEIVED FEB 23 2016

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Rosenbaum Tom Lee

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Foundation Board

Your Position

Director

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
- or-
- Assuming Office: Date assumed _____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____
(Check one)
- The period covered is January 1, 2015, through the date of leaving office.
- or-
- The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification


MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 608 Monterey Street Redlands CA 92373

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (909) 793-5662 tommy.rosenbaum@gmail.com

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/25/2016
 (month, day, year)

Signature 
 (File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Soholt Gordon Owen

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Admin

Your Position

President/CEO

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
 -or-
 The period covered is _____ through December 31, 2015.
- Assuming Office:** Date assumed _____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left _____ (Check one)
 ○ The period covered is January 1, 2015, through the date of leaving office.
 -or-
 ○ The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 1

Schedules attached

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

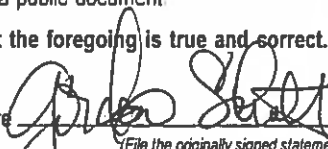
MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
 17500 Mana Rd Apple Valley CA 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
 (760) 956-5414 gsoholt@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 02/22/2016
 (month, day, year)

Signature 
 (File the originally signed statement with your filing official)

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Quinn James M.

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

High Desert Partnership in Academic Excellence Foundation, Inc.

Division, Board, Department, District, if applicable

Admin

Your Position

Director, Financial Officer

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State, Multi-County, City of, Judge or Court Commissioner, County of, Other San Bernardino

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015. Leaving Office: Date Left, Assuming Office: Date assumed, Candidate: Election year

4. Schedule Summary (must complete)

Total number of pages including this cover page: 3

Schedules attached

- Schedule A-1, Schedule A-2, Schedule B, Schedule C, Schedule D, Schedule E

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
15220 Osceola Rd. Apple Valley Ca 92307

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 946-5414 jquinn@lcer.org

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/1/16 (month, day, year)

Signature (File the originally signed statement with your filing official.)

Please type or print in ink.

NAME OF FILER (LAST) HARRIS (FIRST) DINA (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Lewis Center for Ed. Research

Division, Board, Department, District, if applicable

Your Position

General Counsel

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other San Bernardino County

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2015, through December 31, 2015.
 -or-
 The period covered is _____ through December 31, 2015.
- Assuming Office: Date assumed 03 / 09 / 2016
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/_____
 (Check one)
 The period covered is January 1, 2015, through the date of leaving office.
 -or-
 The period covered is _____ through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: 3

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)
17500 Mana Road Apple Valley CA 92307
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
(760) 949-5414 ext:204

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 3/15/16 Signature [Handwritten Signature]
 (month, day, year) (File the originally signed statement with your filing official.)

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION

Name

 DINA HARRIS

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Best Best & Krieger LLP

ADDRESS (Business Address Acceptable)
655 West Broadway, 15th Floor, San Diego, CA 92101

BUSINESS ACTIVITY, IF ANY, OF SOURCE
Law Firm

YOUR BUSINESS POSITION
Income Partner (non-equity)

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Brady Harris

ADDRESS (Business Address Acceptable)
32735 Corte Limon, Temecula, CA 92592

BUSINESS ACTIVITY, IF ANY, OF SOURCE
Real Estate

YOUR BUSINESS POSITION
Broker

GROSS INCOME RECEIVED
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use
 Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD
 \$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN
 None Personal residence

Real Property _____
 Street address _____
 City _____

Guarantor _____

Other _____
 (Describe)

Comments: _____

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 242-3783 fax

Agenda for Regular Meeting of the School Committee Board of Directors for
Norton Space and Aeronautics Academy

Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
(Room K5)

August 20, 2014
Public Meeting – 9:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Marcia Vargas, Tom Rosenbaum
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Cheryl Dale, Toni Preciado, Linda Fabre
- 3.0 **CORRESPONDENCE:**
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
- 5.0 **DISCUSSION ITEMS:**
 - .01 Grade size Comparisons
 - .02 Recruitment Efforts
 - .03 Strategies to Reconstitute (9-12 Grades)
 - .04 Options for this year's 8th Graders
- 6.0 **INFORMATION:**
 - .01 Principal's Report
 - .02 Middle Grades Field Trips
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:**
- 9.0 **ACTION ITEMS:**
- 10.0 **STAFF COMMENTS:**
- 11.0 **BOARD MEMBER COMMENTS:**
- 12.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

Minutes

Regular Meeting of the School Committee Board of Directors for Norton Space and Aeronautics Academy

August 20, 2014
Public Meeting – 9:00 a.m.

1.0 **CALL TO ORDER:** The meeting was called to order by Chairman, Scott Johnson, at 9:00am.

2.0 **ROLL CALL:** Chairman, Scott Johnson
Board Members Present: Duberly Beck, Marcia Vargas, Andrew Jaramillo, Tom Rosenbaum
Partners and Staff Present: Guadalupe Girard, Gordon Soholt, Toni Preciado, Paul Rossell, Norma Spencer for (Linda Fabre)

3.0 **CORRESPONDENCE:**
None

4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
None

5.0 **DISCUSSION ITEMS:**

- .01 Grade size Comparisons
- .02 Recruitment Efforts
- .03 Strategies to Reconstitute (9-12 Grades)
- .04 Options for this year's 8th Graders

Member Scott Johnson

- Can we get parent participation at the market nights for recruitment?
- Can we discuss a budget to allow for a contractor to put together a plan whose sole purpose is to work on 9-12 grades; once it is approved, can we get a report in writing?
- Can we discuss moving the Board Meetings from Wednesday's to Tuesday's
- Can we research why the 24 students we have in 8th grade decided to stay? It would give us an idea about what we are doing *right* to retain these students.

Member Andrew Jaramillo

- Can we help with transitioning our 8th grade students to whatever High School they will be attending?
- Can we bring a recruiter from HS to talk to these students?
- Reminded administration that we can count on, Ted Alejandre, Deputy Superintendent of County Schools for support.

Member Duberly Beck

- What have we been doing to recruit and maintain enrollment?
- Where are we with the 1st grade sub and 2nd grade teacher?
- Why did our enrollment drop and why were we not told sooner?
- Why do middle grades keep losing teachers?
- What can be done to retain these teachers? Can we ask these questions during the exit interview?
- Year round recruitment must continue.

Member Marcia Vargas

- Can we boost the "Science" aspect of our school's curriculum to be more in line with the school's name?
- Agreed with all comments made above by Board Members

Member Tom Rosenbaum

- Introduced himself and commented that he was very happy to be "on board".

6.0 **INFORMATION:**

- .01 Principal's Report
- .02 Middle Grade Field Trips

7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.

None

8.0 **CONSENT AGENDA:**

None

9.0 **ACTION ITEMS:**

10.0 **STAFF COMMENTS:**

None

11.0 **BOARD MEMBER COMMENTS:**

None

12.0 **ADJOURNMENT:**

There being no further business to come before the Board, Member Duberly Beck motioned to end meeting and Member Marcia Vargas seconded the motion. All consent, no one opposed. Meeting was adjourned at 10:15am.

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

Agenda for Regular Joint Meeting of the High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors Academy for Academic Excellence School Board Committee and Norton Space and Aeronautics Academy School Board Committee

Meeting at San Bernardino County Superintendent of Schools
601 North E Street, San Bernardino, CA 92415

Additional Location:
Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307

September 8, 2014 - Public Meeting – 9:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 3.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 4.0 **SPECIAL PRESENTATIONS/ ANNOUNCEMENTS :**
 - .01 Ron Powell, Desert/Mountain Special Education Local Plan Area
- 5.0 **CORRESPONDENCE:**
 - .01 Scholarship Thank You – Nick Natali and Brandon Peterson
- 6.0 **DISCUSSION ITEMS:**
 - .01 Time of Board Meetings – Gordon Soholt
- 7.0 **INFORMATION:**
 - .01 Staff Reports - Included in Packet
 - .02 Internal Financials – Included in Packet
 - .03 Foundation Board Attendance Log – Included in Packet
 - .04 President/CEO Report – Gordon Soholt
 - .05 AAE Principal’s Report – Lisa Lamb
 - .06 NSAA Principal’s Report – Lupita Girard
- 8.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – Russell Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Regina Bell
- 9.0 **STAFF COMMENTS:**
- 10.0 **BOARD MEMBER COMMENTS:**
- 11.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve Minutes of June 9, 2014 Regular Meeting and August 5, 2014 Special Meeting
 - .02 Approve July 1, 2014 Financial Reports
 - .03 Approve Foundation Financial Reports for May, June and July 2014
 - .04 Approve BP 1312.3: Uniform Complaint Procedures Revision
 - .05 Approve Increasing Gordon Soholt’s Credit Card from \$5,000 to \$8,000

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

- .06 Approve Increasing Ryan Dorcey's Credit Card from \$3,000 to \$5,000
- .07 Approve Credit Card in the Amount of \$3,000 for Stacy Newman
- .08 Approve Credit Card in the Amount of \$3,000 for Laura Hoffman
- .09 Approve Credit Card in the Amount of \$3,000 for Robert Anderson
- .10 Approve Credit Card in the Amount of \$500 for Kathryn Piercy
- .11 Approve AR 6158 - Independent Study Criteria Revision
- .12 Approve BP 6158 - Independent Study
- .13 Approve Petty Checking Account not to exceed \$1,000 for NSAA Athletics

12.0 **FOUNDATION BOARD ACTION ITEM:**

- .01 Authorize Gordon Soholt to Negotiate New Union Bank Loan up to \$2,000,000

13.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve Minutes of August, 2014 Regular Meeting
- .02 Approve AAE Comparatives
- .03 Approve Pine Summit 6th Grade Science Camp – May 20 – 22, 2015
- .04 Approve Washington D.C. 8th-9th Grade Field Trip – September 28 – October 4, 2014

14.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve Minutes of August 20, 2014 Regular Meeting

15.0 **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, Inc.

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

**Minutes for Regular Joint Meeting of the
High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at San Bernardino County Superintendent of Schools
601 North E Street, San Bernardino, CA 92415**

**Additional Location:
Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307**

September 8, 2014 - Public Meeting – 9:00 a.m.

1. **CALL TO ORDER:** Secretary Andrew Jaramillo called the meeting to order at 9:06 a.m.
2. **ROLL CALL:**
 - .01 Foundation Board Members David Bains, Duberly Beck, Bud Biggs, Regina Bell, Jack Hamilton, Andrew Jaramillo, Scott Johnson, Kirt Mahlum, Jose Palafox, Tom Rosenbaum, Donna Siegel, Marcia Vargas and Rick Wolf were present.
 - Foundation Board Members Buck Goodspeed, Robert Lovingood, Kevin Porter, and Russell Stringham were absent.
 - .02 AAE School Board Committee Members David Bains, Jose Palafox and Rick Wolf were present.
 - AAE School Board Committee Members Robert Lovingood, Kevin Porter and Russell Stringham were absent.
 - .03 NSAA School Board Committee Members Duberly Beck, Scott Johnson, Andrew Jaramillo, Tom Rosenbaum and Marcia Vargas were present.
 - Staff members Cheryl Dale, Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Gustavo Congo, Lisa Lamb, Stacy Newman, Jim Quinn, Toni Preciado, Paul Rosell, Gordon Soholt and Jim Southwick were also present.
 - Linda Fabre represented the San Bernardino County Superintendent of Schools.
3. **PUBLIC COMMENTS:** None.
4. **SPECIAL PRESENTATIONS/ ANNOUNCEMENTS :**
 - .01 Ron Powell, Desert/Mountain Special Education Local Plan Area, presented guidelines for students in Special Ed. When he joined SELPA in 1981, the laws were 1/4" thick. Today the laws are 3" thick. There are federal laws, federal regulations, state laws, state regulations, and the courts, which have the final decision. Charter schools must follow federal regulations. Laws conflict as charter schools establish their programs per state and authorizer requirements, but federal law trumps them. Lotteries may be held if we are at capacity. What if requirements of an IEP go outside our model or we have a unique educational model? Enrollment policies can't discriminate based on disabilities. Placement doesn't have to be within our school environment, it could be at the County or other district school. As we aren't able to meet every need, we hold IEP meetings to determine the best placement. If we make a recommendation to an outside program we are responsible for paying for that program. SELPA can help find placement within geographic boundaries. It makes sense for the district to take back responsibility if the student is returning to that district. There is a collaborative relationship between districts and SELPA.
5. **CORRESPONDENCE:**
 - .01 Scholarship thank you letters from Nick Natali and Brandon Peterson were included in the packet.
6. **DISCUSSION ITEMS:**
 - .01 Some Board members have expressed interest in setting the time of the Board meetings earlier. As the AAE starts at 7:30, we would need to go to 7:00 a.m. to avoid traffic. It was also expressed that it is hard to hear with the meeting being held in 2 locations. It is best to connect sites from either school to school or county to county systems. Once construction is completed at NSAA, we could hold the meeting at the school site.

7. **INFORMATION:**

.01 Staff Reports - Included in Packet

.02 Internal Financials – Included in Packet

.03 Foundation Board Attendance Log – Included in Packet

.04 President/CEO Report – Gordon Soholt reported that AAE construction is coming along. Pads are poured, the culvert is going in and the parking lot/drop off area is being completed. There are 11 portables currently onsite. We are waiting for one property to sign off for the traffic light and the rest of the properties are progressing. Poles have been ordered. Edison's cost for the power lines to be put underground is significantly higher than estimated, close to \$300K. There is no definitive timeline for the projects. At NSAA the new parking lot is graded and asphalted, the portable area is fenced and the rock base has been installed.

At the December Foundation Board meeting, lawyers from YM&C will provide board training in the Brown Act, Conflict of Interest, and Board Responsibilities. We ask that everyone attend in person in Apple Valley for this important meeting, which begin at 8:00 a.m.

The Ambassadors held a blood drive and collected 88 pints of blood. AAE staff and students have been participating in the ALS ice bucket challenge to honor one of our former teachers, Steve Hollifield, who we lost to ALS.

Gordon has been asked to join the CCSA Member Council.

.05 AAE Principal's Report – Lisa Lamb reported that AAE has had a great start this year. Tim Shields presented to MS/HS students to continue research with the desert tortoise population. We have a partnership with Hardshell Labs for this. We are holding a 9/11 ceremony on Thursday at MRC and Corwin. Teachers continue PLC training and are doing more assessment and student interventions. Scores are higher in all departments and discipline incidents have increased. We have changed our student information system over to Illuminate.

.06 NSAA Principal's Report – Lupita Girard reported that their teachers are continuing PLC training and providing extra support and interventions. Middle school started a new sports program and their first game is Thursday. They are doing English language development for English learners. Recruitment efforts are ongoing - thank you to Scott Johnson and Duberly Beck for their help.

8. **STANDING BOARD COMMITTEE REPORTS:**

.01 (a) Budget/Audit Committee – Jim Quinn reported that the budget committee met and discussed the increased construction costs, including the Edison costs at just over \$300K. We may need to use our line of credit at some point, and are also working with Union Bank on a financing agreement.

(b) Fundraising Committee – Donna Siegel thanked everyone for supporting Rick's retirement party and roast. Rick and Linda were given a trip to Sedona as his retirement gift and we raised \$760 for our scholarship funds.

(c) Personnel Committee – Regina Bell reported that the committee has not met.

9. **STAFF COMMENTS:** none

10. **BOARD MEMBER COMMENTS:**

Andy Jaramillo reported that he had lunch with Ted Alejandre, Ralph Baker and Reed Montgomery and they are open to helping with NSAA going K-12. We would need to get in writing what our needs are and get NSAA parents, the Board, and Gordon involved. Scott Johnson noted that at the last Board meeting a consultant/employee to identify needs going forward was discussed as current staff has their hands full with operations. He would like HR to create a job description. Andy noted that due to budget constraints we haven't been able to follow up on this and Ted may have some resources. Gordon would like the Budget Committee to discuss this. Regina asked if we were ready for a FT person or a consultant to assess and make recommendations. Bud stated that the NSAA Board needs to work this out and bring it to the Foundation Board.

11. **FOUNDATION BOARD CONSENT AGENDA:**

- .01 Approve Minutes of June 9, 2014 Regular Meeting and August 5, 2014 Special Meeting
- .02 Approve July 1, 2014 Financial Reports
- .03 Approve Foundation Financial Reports for May, June and July 2014
- .04 Approve BP 1312.3: Uniform Complaint Procedures Revision
- .05 Approve Increasing Gordon Soholt's Credit Card from \$5,000 to \$8,000
- .06 Approve Increasing Ryan Dorcey's Credit Card from \$3,000 to \$5,000
- .07 Approve Credit Card in the Amount of \$3,000 for Stacy Newman
- .08 Approve Credit Card in the Amount of \$3,000 for Laura Hoffman
- .09 Approve Credit Card in the Amount of \$3,000 for Robert Anderson
- .10 Approve Credit Card in the Amount of \$500 for Kathryn Piercy
- .11 Approve AR 6158 - Independent Study Criteria Revision
- .12 Approve BP 6158 - Independent Study
- .13 Approve Petty Checking Account not to exceed \$1,000 for NSAA Athletics
- .14 Approve VVC and Lewis Center Ramp Up Program Agreement

On a motion by Kirtland Mahlum, seconded by Scott Johnson, vote 13-0, the Board of Directors approved consent agenda items 11.01 – 11.14.

12. **FOUNDATION BOARD ACTION ITEM:**

- .01 Authorize Gordon Soholt to Negotiate New Union Bank Loan up to \$2,000,000

On a motion by Scott Johnson, seconded by Regina Bell, vote 13-0, the Board of Directors authorized Gordon Soholt to negotiate a new Union Bank loan up to \$2,000,000. We could also access our \$2 million line of credit if needed. Union Bank is coming up with a proposal Jim and Gordon will look at.

13. **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve Minutes of August, 2014 Regular Meeting
- .02 Approve AAE Comparatives
- .03 Approve Pine Summit 6th Grade Science Camp – May 20 – 22, 2015
- .04 Approve Washington D.C. 8th-9th Grade Field Trip – September 28 – October 4, 2014

As the AAE School Board Committee did not have a quorum, consent agenda items 13.01 – 13.04 were not approved.

14. **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve Minutes of August 20, 2014 Regular Meeting
- .02 Approve Updated NSAA School Board Committee Meeting Schedule

On a motion by Duberly Beck, seconded by Andrew Jaramillo, vote 5-0, the NSAA School Board Committee approved consent agenda items 14.01 – 14.02.

15. **ADJOURNMENT:** Chairman Biggs adjourned the meeting at 10:13 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 242-3783 fax

Agenda for Regular Meeting of the School Committee Board of Directors for
Norton Space and Aeronautics Academy

Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
(Library)

October 14, 2014
Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Marcia Vargas, Tom Rosenbaum
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Cheryl Dale, Toni Preciado, Linda Fabre
- 3.0 **CORRESPONDENCE:**
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
- 5.0 **DISCUSSION ITEMS:**
- 6.0 **INFORMATION:**
 - .01 Principal's Report
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:**
 - .01 Approval of FY 14/15 Financial Reports
- 9.0 **ACTION ITEMS:**
 - .01 Approval; Overnight Field Trip 7th & 8th grade, April 20-24, 2015, High Trails Outdoor Science School.
- 10.0 **STAFF COMMENTS:**
- 11.0 **BOARD MEMBER COMMENTS:**
- 12.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

Minutes

Regular Meeting of the School Committee Board of Directors for Norton Space and Aeronautics Academy

October 14, 2014
Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** The meeting was called to order by Chairman, Scott Johnson, at 7:06am.
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
Board Members Present: Duberly Beck, Marcia Vargas, Andrew Jaramillo, Tom Rosenbaum
Partners and Staff Present: Guadalupe Girard, Gordon Soholt
- 3.0 **CORRESPONDENCE:**
None
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
None
- 5.0 **DISCUSSION ITEMS:**
None
- 6.0 **INFORMATION:**
.01 Principal's Report
Ms. Girard briefly discussed the Principal's Report and commented that NSAA's first Pancake Breakfast/Car Wash fund raiser was a success thanks to the staff, parents and students who donated their time. Principal Girard also commented on the Intervention program, "Rocket lab", and noted that to date 35 students are benefitting from the efforts of Ms. Mason and Ms. Vasquez.
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
None
- 8.0 **CONSENT AGENDA:**
.01 Approval of FY 14/15 Financial Reports
Member Andrew Jaramillo moved to motion/Duberly Beck seconded the motion. All consent, no one opposed.
- 9.0 **ACTION ITEMS:**
.01 Approval for Overnight Field Trips:
7th Grade May 26th-27th 2015, Ocean Institute, Dana Point
8th Grade April 20-April 24 2015, High Trails Science Camp
Member Marcia Vargas moved to motion/Tom Rosenbaum seconded the motion. All consent, no one opposed.
- 10.0 **STAFF COMMENTS:**
Mr. Gordon Soholt stated that our new portables are about three weeks out for delivery and shared that we are currently asking for bids to replace our front office doors.
- 11.0 **BOARD MEMBER COMMENTS:**
Member Scott Johnson asked about SBAC and whether this was the first year scores would be counted. Mr. Johnson also asked for clarification on the over-night field trips for 7th & 8th grade students.

Member Andrew Jaramillo asked if we are aware of whether San Bernardino School District is increasing enrollment. Mr. Soholt confirmed that it was.

Member Duberly Beck asked for clarification on why there are two lanes on the new parking lot area instead of additional parking spaces.

Member Marcia Vargas commented that it is important to overload primary grades to allow for some student transferring out in the middle grades.
- 12.0 **ADJOURNMENT:**
There being no further business to come before the Board, Member Duberly Beck motioned to end meeting and Member Marcia Vargas seconded the motion. All consent, no one opposed. Meeting was adjourned at 8:00am

Agenda for Regular Meeting of the School Committee Board of Directors for
Norton Space and Aeronautics Academy

Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
(Library)

November 18, 2014
Public Meeting – 7:00 a.m. (E-11)

- 1.0 CALL TO ORDER: Chairman, Scott Johnson
- 2.0 ROLL CALL: Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Marcia Vargas, Tom Rosenbaum
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Cheryl Dale, Toni Preciado, Linda Fabre
- 3.0 CORRESPONDENCE:
- 4.0 SPECIAL PRESENTATION/ ANNOUNCEMENTS:
- 5.0 DISCUSSION ITEMS:
 - .01 NSAA 9th -12th Grades Status
- 6.0 INFORMATION:
 - .01 Principal's Report
- 7.0 PUBLIC COMMENTS: Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 CONSENT AGENDA:
 - .01 Approval of October Financial Report
- 9.0 ACTION ITEMS:
- 10.0 STAFF COMMENTS:
- 11.0 BOARD MEMBER COMMENTS:
- 12.0 ADJOURNMENT: Chairman Scott Johnson

Minutes

Regular Meeting of the School Committee Board of Directors for Norton Space and Aeronautics Academy

November 18, 2014
Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** The meeting was called to order by Chairman, Scott Johnson, at 7:04am.
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
Board Members Present: Duberly Beck, Marcia Vargas, Andrew Jaramillo, Tom Rosenbaum
Partners and Staff Present: Guadalupe Girard, Toni Preciado, Linda Fabre, Paul Rosell, Rick Piercy, Lisa Lamb, Jim Quinn, Cheryl Dale, Darren Dowd & James Southwick
- 3.0 **CORRESPONDENCE:**
None
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
None
- 5.0 **DISCUSSION ITEMS:**
.01 NSAA 9th – 12th Grades Status
Chairman Scott Johnson inquired about the status of the “committee” or “position” to oversee the progress of the 9-12th grade campus and whether or not it was feasible. Member Andy Jaramillo reminded the staff that Ted Alejandre has pledged his support with this endeavor. Member Duberly Beck proposed a workshop to formulate a laid out plan to then present to Mr. Alejandre. Member Marcia Vargas motioned for a “standing item” for further discussion. It was agreed that after the January 20th Board Meeting a workshop would be held at 8am. Member Duberly Beck moved to motion/Marcia Vargas seconded the motion. All consent, no one opposed
- 6.0 **INFORMATION:**
.01 Principal's Report
Mrs. Girard added that invitations were sent out to surrounding High Schools in Redlands and San Bernardino asking Principals to come and share about their schools to our 8th grade students.
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
None
- 8.0 **CONSENT AGENDA:**
.01 Approval October Financial Reports
Member Andrew Jaramillo moved to motion/Duberly Beck seconded the motion. All consent, no one opposed.
- 9.0 **ACTION ITEMS:**
None
- 10.0 **STAFF COMMENTS:**
None
- 11.0 **BOARD MEMBER COMMENTS:**
None
- 12.0 **ADJOURNMENT:**
There being no further business to come before the Board, Member Duberly Beck motioned to end meeting and Member Marcia Vargas seconded the motion. All consent, no one opposed. Meeting was adjourned at 8:01am

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

Agenda for Regular Joint Meeting of the High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors Academy for Academic Excellence School Board Committee and Norton Space and Aeronautics Academy School Board Committee

Meeting at Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307

December 8, 2014 - Public Meeting – 8:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 3.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 4.0 **SPECIAL PRESENTATION:**
 - .01 Employee of the Semester Presentation – Chairman Bud Biggs
- 5.0 **CLOSED SESSION:**
 - .01 Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case 103114-1
- 6.0 **INFORMATION:**
 - .01 Staff Reports - Included in Packet
 - .02 Foundation Board Attendance Log – Included in Packet
- 7.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – Russell Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Regina Bell
- 8.0 **STAFF COMMENTS:**
- 9.0 **BOARD MEMBER COMMENTS:**
- 10.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve Minutes of September 8, 2014 Regular Meeting
 - .02 Approve July 1, 2014 through October 31, 2014 Financial Reports
 - .03 Approve Foundation Financial Reports for August, September, and October 2014
- 11.0 **FOUNDATION BOARD ACTION ITEMS:**
 - .01 Approve Renewal of Term for Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Robert Lovingood, Jose Palafox, Donna Siegel and Russell Stringham
 - .02 Appoint Foundation Board Officers: Chairman, Vice Chairman, Treasurer and Secretary
- 12.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve Minutes of November 14, 2014 Regular Meeting
 - .02 Approve AAE Comparatives – November 2014
- 13.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve Minutes of November 18, 2014 Regular Meeting
 - .02 Approve NSAA Financial Report – November 2014

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

14.0 FOUNDATION BOARD TRAINING:

.01 YM&C Foundation Board Training on Brown Act, Conflict of Interest and Board Responsibilities

15.0 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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
December 8, 2014**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 8:01 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Bud Biggs, Regina Bell, Buck Goodspeed, Jack Hamilton, Andrew Jaramillo, Scott Johnson, Kirt Mahlum, Jose Palafox, Tom Rosenbaum, Marcia Vargas and Rick Wolf were present.

Foundation Board Members Robert Lovingood, Kevin Porter, Donna Siegel and Russell Stringham were absent.

AAE School Board Committee Members David Bains, Jose Palafox, and Rick Wolf were present.

AAE School Board Committee Members Robert Lovingood, Kevin Porter and Russell Stringham were absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Staff members Cheryl Dale, Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Wes Kanawyer, Lisa Lamb, Stacy Newman, Rena Payne, Rick Piercy, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present. Grace Yzquierdo attended the training.

Andrea Tennyson (by phone), representing the San Bernardino County Superintendent of Schools, and Rick Piercy, President Emeritus, were also present.

3.0 Public Comments: Nancy Smalley presented a concern regarding a computer glitch with assignments.

4.0 Special Presentations/Announcements: Bud Biggs, Chairman of the Board, presented Employee of the Semester Awards to Jesselyn Kerr, Jim Metcalfe, and Ken Sockwell.

Rick Piercy distributed a written update of the last 6 mo.

5.0 Closed Session:

.01 The Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case 103114-1 was tabled as the AAE School Board Committee did not have a quorum.

6.0 Information

.01 Staff reports were included in the packet.

.02 Foundation Board Attendance Log was included in the packet.

7.0 Standing Board Committee Reports

- .01 (a) Budget/Audit Committee – the Budget Committee did not have a report.
- (b) Fundraising Committee – the Fundraising Committee did not have a report.
- (c) Personnel Committee – Regina Bell asked about a designated signer for Gordon in the event of an emergency. Gordon has a form in his office where he will designate a signer in his absence and will inform the Board.

8.0 Staff Comments: Gordon updated the Board regarding his surgery. He returned to work last Monday for 4 hours per day, which will continue through December. He thanked the Executive Team for stepping up in his absence, and thanked everyone for their thoughts and prayers. He would like the Board to work on attendance as having a quorum is so important.

9.0 Board Member Comments: Jose Palafox asked about the parent comment. It can be added for discussion at the next AAE School Board Committee meeting if the Board wishes.

10.0 Foundation Board Consent Agenda

On a motion by Scott Johnson, seconded by Buck Goodspeed, vote 13-0, the Foundation Board of Directors approved Consent Agenda Items 10.01 – 10.03.

- .01 Approve Minutes of September 8, 2014 Regular Meeting
- .02 Approve July 1, 2014 through October 31, 2014 Financial Reports
- .03 Approve Foundation Financial Reports for August, September and October 2014

11.0 Foundation Board Action Items

- .01 On a motion by Andy Jaramillo, seconded by David Bains, vote 13 - 0, the Foundation Board of Directors renewed terms for Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Robert Lovingood, Jose Palafox, Donna Siegel and Russell Stringham.
- .02 On a motion by Regina Bell, seconded by Marcia Vargas, vote 13 - 0, the Foundation Board of Directors approved the Foundation Board Officers to remain the same for the upcoming year.

12.0 AAE School Board Committee Consent Agenda

As the AAE School Board Committee did not have a quorum, Consent Agenda Items 12.01 – 12.02 were not approved.

- .01 Approve Minutes of November 14, 2014 Regular Meeting
- .02 Approve AAE Comparatives – November 2014

13.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 5-0, the NSAA School Board Committee approved Consent Agenda Items 13.01 – 13.02.

- .01 Approve Minutes of November 18, 2014 Regular Meeting
- .02 Approve NSAA Finance Report – November 2014

14.0 Foundation Board Training

.01 Jim Young of YM&C trained the Foundation Board and staff on the Brown Act, Conflict of Interest and Board Responsibilities. The information was very beneficial and we will be implementing some of the suggestions.

15.0 Adjournment

Chairman Biggs adjourned the meeting at 11:10 am.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 242-3783 fax

Agenda for Regular Meeting of the School Committee Board of Directors for
Norton Space and Aeronautics Academy

Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
(K-5)

January 20, 2015
Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Marcia Vargas, Tom Rosenbaum
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Linda Fabre
- 3.0 **CORRESPONDENCE:**
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
- 5.0 **DISCUSSION ITEMS:**
- 6.0 **INFORMATION:**
 - .01 Principal's Report
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:**
 - .01 Approve Financial Report – January 2015
- 9.0 **ACTION ITEMS:**
 - .01 Approve School Calendar 2015-2016
- 10.0 **STAFF COMMENTS:**
- 11.0 **BOARD MEMBER COMMENTS:**
- 12.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

**Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Minutes
January 20, 2015**

1.0 CALL TO ORDER: The meeting was called to order by Chairman, Scott Johnson, at 7:05 am

2.0 ROLL CALL:

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Partners and Staff Gordon Soholt, Guadalupe Girard, Toni Preciado, Linda Fabre, and Grace Yzquierdo were also present.

3.0 CORRESPONDENCE: None

4.0 SPECIAL PRESENTATION/ ANNOUNCEMENTS: None

5.0 DISCUSSION ITEMS: None

6.0 INFORMATION:

.01 Mrs. Girard shared NSAA's enrollment numbers including our total enrollment at 702. She also reported on the status of the Response to Intervention Program including the Rocket Lab and the After School Tutoring, which for the second trimester will run from January 27th to March 12th servicing about 25 students. After the assigned weeks of interventions, teachers will be able to monitor students' progress and collaborate on strategies to use during the last trimester under the guidance of NSAA's Interventions Coach, Erin Bostick Mason.

Mrs. Girard reported on student activities starting with the Middle Grades' Sports Program, and the High School Presentations for the 8th graders. She also shared about the College readiness presentations that are in planned for students in those grades.

Mrs. Girard reminded those present about NSAA's Rocket Races scheduled for January 23rd. This is one of NSAA's biggest fundraisers organized by PTO Treasurer, Dawn Middleton, and we are expecting great participation. The winner of the t-shirt contest is Gianna Beck, who came up with an original rocket design highlighting NSAA Team. This event is also a great opportunity to build school community and for our Rockets to participate in physical activity.

Mrs. Girard shared about the Winter Program, the Reading Competition winners, parent involvement committees, professional development, the Bullying Prevention Assemblies, and recruitment.

Mrs. Vargas asked why she did not receive an agenda for this meeting. Grace Yzquierdo apologized and stated that the agenda was posted online. She said she was waiting for the Principal's Report and working on posting it online.

Mrs. Beck asked about the recruitment efforts and our current numbers for incoming kinder students. Mrs. Girard explained that last December 1,000 postcards had been sent out, and that more will be delivered to local preschools. She also mentioned newspaper ads will continue to be placed in the local papers. Mr. Jaramillo asked how those postcards were distributed. Mrs. Girard said the postcards were

distributed to residential areas in surrounding cities. Mr. Soholt said he and Mrs. Preciado had met and had discussed placing an ad in a billboard by Tippecanoe, and that the cost for that would be approximately \$3,500.

7.0 PUBLIC COMMENTS: None

8.0 CONSENT AGENDA:

.01 Approve February Financial Report

Mrs. Beck had a question in regards to the Advertising budget and the Referee budget. Mrs. Girard explained some funds would be transferred to cover additional recruitment efforts. Mrs. Girard also explained that the allotted amount was not just for referees but also for the Sports Program in general, and that she would ask the Finance Department to change the name of the budget line to reflect so. On a motion by Mr. Jaramillo, seconded by Mrs. Beck, vote 5-0, the NSAA School Board Committee approved Consent Agenda Item 8.01.

9.0 ACTION ITEMS:

.01 On a motion by Mrs. Vargas, seconded by Mr. Rosenbaum, vote 5-0, the NSAA School board committee approved the 2015-2016 School Year Calendar. The Board was presented with 2015-2016 and the 2016-2017 calendars, but only 2015-2016 was approved, as it was the only mentioned on the agenda. The calendar for 2016-2017 was tabled and to be added to next meeting's agenda.

10.0 STAFF COMMENTS:

Mr. Soholt mentioned that on Thursday, January 15, NSAA finally opened the 3 awaited portables to the teachers and students who have been waiting for them. He also stated he is meeting with the architects in regards to the previously established timeline which went from 5 weeks to 7 months.

Mr. Soholt stated he will be meeting with County representatives in regards to the Head Start parking lot. They want the LCER to pay for half of the project, but Mr. Soholt already told them the LCER was not interested. Mr. Soholt mentioned the possibility of the school to receive funds from specialized bonds, which are in nature competitive pending on the number of students in special programs. Mr. Quinn corroborated and the application was sent out anyway.

11.0 BOARD MEMBER COMMENTS: Mr. Johnson asked if the 9th-12th Board Workshop would be taking place, as he reported not receiving an agenda. Because the workshop was not in the agenda, the board decided to continue the discussion under Board Member Comments.

Mr. Jaramillo mentioned his friend James Ramos (SB County Supervisor), as he believes Mr. Ramos would be interested in participating with our school.

Mr. Johnson mentioned he knows of at least 7 middle grades charter schools which NSAA could invite to join to boost NSAA's numbers.

Mr. Johnson mentioned a conversation with Mrs. Girard in which he reported she clarified that the recommendation from the LCER Executive team was not to continue to pursue the 9-12th component due to financial constraints involving facilities, student numbers, and the cost of hiring someone who could pursue it on a full time basis.

Mrs. Beck also mentioned she understood what Mrs. Girard had explained, and that she would like to understand if it seems like there is hope.

Mr. Johnson asked Mr. Sohlt: “Is LCER Executive staff actively pursuing the 9th-12th component?” To which Mr. Sohlt responded that no, it was not being pursued, given the demands of normal responsibilities, and given the previously mentioned reasons.

Mr. Sohlt also stated that the financial situation has not changed, and that despite meetings involving Ted Alejandre and Mr. Lovingood, the facilities issue continues to be a challenge when thinking about moving forward with the 9-12 component.

Mrs. Vargas asked SBCSS Representative, Linda Fabrè, if there was something the County could do to help, and if there was something that we needed to do. Mrs. Fabrè replied that it will be important for NSAA to update the County through a Memorandum of Understanding. She mentioned SBCSS is supportive of Norton, and is collaborating to ensure its success.

Mrs. Vargas said she is very sad to see that high school vision not come to fruition. She suggested getting a Core Committee together to pursue it with a strategic plan and goals. She also suggested a visit to the school at Cal Poly Pomona, which began as an Independent Studies school, and now follows a Project-Based approach. Mrs. Vargas said that NSAA should pursue a charter school with comprehensive components, in a small setting. Members voiced their agreement in regards to their understanding that this would take years, and that even with their own children not enjoying it, they feel it would be important for the school.

Mr. Johnson asked what would we need to overcome the hurdles, and what would be those specifics/the actual mechanics of running a high school.

Mr. Quinn said that about 13 students are needed to hire 1 teacher.

The School Board Committee asked for next meeting to include a presentation of a plan from LCER Staff to move forward with the 9-12th component looking at 4th and 5th grade numbers (4-5 years from now). This plan should include looking at the university component; offering it as a trade-off for band, sports, and hiring someone else to oversee these efforts.

12.0 ADJOURNMENT: Chairman Scott Johnson adjourned the meeting at 10:30 am.

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

February 17, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Scott Johnson, Tom Rosenbaum, Marcia Vargas
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Linda Fabre
- 3.0 **CORRESPONDENCE:** SBCSS Fall Oversight Review
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
 - Plan from LCER Staff to move forward looking at 4th and 5th grade numbers (4-5 years from now). This plan should include looking at the university component - offer it as a trade-off for band, sports, and hiring someone else to oversee these efforts.
- 5.0 **DISCUSSION ITEMS:** None
- 6.0 **INFORMATION:**
 - .01 Principal's Report
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:**
 - .01 Approve February Financial Report
 - .02 Approve Minutes of January 20, 2015 Regular Meeting
 - .03 Approve Replacement and Disposal of Title I Damaged Books
 - .04 Approval of 2016-2017 School Year Calendar
- 9.0 **STAFF COMMENTS:**
- 10.0 **BOARD MEMBER COMMENTS:**
- 11.0 **ADJOURNMENT:** Chairman Scott Johnson

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
February 17, 2015**

1.0 Call to Order

NSAA School Board Committee Chairman Scott Johnson called the meeting to order at 7:09 a.m.

2.0 Roll Call

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson and Tom Rosenbaum were present.

NSAA School Board Committee Member Marcia Vargas was absent.

Staff members Teresa Dowd, Lupita Girard, Toni Preciado and Gordon Soholt were also present. Linda Fabre represented the San Bernardino County Superintendent of Schools.

3.0 Correspondence: The SBCSS Fall Oversight Review was included in the packet. Lupita was disappointed that they didn't get to see the technology in use while they were here. The visit also occurred during a transition time of moving into the new portables. The facilities comments were improved.

4.0 Special Presentation/Announcements: Gordon Soholt presented potential options for NSAA to expand to grades 9-12. If we remain at Mill Street the options are to remain K-8 or if we expand to K-12 we would need to relocate Head Start and extend the land lease to 50 years to be able to secure funding. The other option would be to relocate. Hillwood owns most of the property around us and would most likely want to purchase the property. Possibly we could receive \$ as an incentive to move. Other sites to look at include Seccombe Lake, land in San Bernardino or surrounding cities, or see if CSUSB would like to partner with us and have a school on their campus. The Board directed Mr. Soholt to set up a meeting with CSUSB for an initial conversation. This would be the least expensive option and seems the most favorable. We will see if Supervisor Lovingood can help initiate the meeting and try to get it scheduled before the next Foundation Board meeting.

5.0 Discussion Items: None

6.0 Information:

.01 The Principal's report was included in the packet. Lupita Girard gave an update on recruitment efforts. She has visited preschools, is continuing with the swap meet and moving forward with the billboard and Spanish magazine. Postcards are also being handed out by parents. It was suggested to contact the head of Head Start, Diana Alexander, and give her flyers to distribute to all their preschools. We are currently at 90 for the K waiting list. The Registrar is working hard to fill spots.

The science fair is this week. The Board is invited to come by or even judge if available. The Board asked for a schedule of athletic games. Mrs. Girard will post it on the web and send it out as soon as it is finalized. Duberly thanked parents and staff for transporting students to games.

The Rocket Races did not raise as much as last year. We will need a big push at our future fundraisers. PTO received a \$5K grant from SCE for science field trips.

7.0 Public Comments: None

8.0 Consent Agenda

On a motion by Andrew Jaramillo, seconded by Tom Rosenbaum, vote 4-0, the NSAA School Board Committee approved Consent Agenda Items 8.01 – 8.04.

.01 Approve February Financial Report

.02 Approve Minutes of January 20, 2015 Regular Meeting

.03 Approve Replacement and Disposal of Title I Damaged Books

.04 Approval of 2016-2017 School Year Calendar

9.0 Staff Comments: Gordon Soholt informed the Board that we have received several public records act requests, including ones from the ACLU regarding restraints. It seemed to be a general request and he thanked staff for gathering the information. Staff has received CPI training.

10.0 Board Member Comments: Andy reiterated meeting with CSUSB before the Foundation Board meeting. Scott noted to update the County Board regarding the 9-12 component. He also is getting copies of the Metrolink magazine featuring NSAA students on the cover and inside.

11.0 Adjournment

NSAA School Board Committee Chairman Scott Johnson adjourned the meeting at 8:01 a.m.

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

**Agenda for Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at Norton Space and Aeronautics Academy, Room K-5
503 E. Central Ave., San Bernardino, CA 92408**

**Additional Location:
Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307**

March 9, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 3.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 4.0 **SPECIAL PRESENTATIONS/ ANNOUNCEMENTS :**
 - .01 Employee of the Semester Presentation
- 5.0 **CORRESPONDENCE:**
 - .01 Nick Natali
 - .02 Nancy Mendoza
 - .03 David Pike
- 6.0 **DISCUSSION ITEMS:**
 - .01 Assessments and Accountability – Jim Southwick
 - .02 Update to the Board – Rick Piercy
- 7.0 **INFORMATION:**
 - .01 Staff Reports - Included in Packet
 - .02 Internal Financials – Included in Packet
 - .03 Foundation Board Attendance Log – Included in Packet
 - .04 President/CEO Report – Gordon Soholt
 - .05 AAE Principal’s Report – Lisa Lamb
 - .06 NSAA Principal’s Report – Lupita Girard
- 8.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – Russell Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Regina Bell
- 9.0 **STAFF COMMENTS:**
- 10.0 **BOARD MEMBER COMMENTS:**
- 11.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve Minutes of December 8, 2014 Regular Meeting
 - .02 Approve July 1, 2014 – February 28, 2015 Financial Reports

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

- .03 Approve Foundation Financial Reports for November, December and January 2015
 - .04 Approve AR1340 – Request for Public Records
 - .05 Approve BP1340 – Request for Public Records
 - .06 Approve BP2000 – Concepts and Roles Revisions
 - .07 Approve AR2400 – Hiring Practices Revisions
 - .08 Approve BP2400 – Hiring Practices Revisions
 - .09 Approve BP2401 – At Will Employer Revisions
 - .10 Approve BP2410 – Employee Status Change Revisions
 - .11 Approve BP4361 – Family & Medical Leave Revisions
 - .12 Approve Mission Statements and Foundational Pillars Updates
 - .13 Approve California Association of Health and Education Linked Professions JPA Agreement
- 12.0 FOUNDATION BOARD ACTION ITEM:**
- .01 Acquisition of EUREKA/the California Career Information System
- 13.0 AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
- .01 Approve Minutes of February 12, 2015 Regular Meeting
 - .02 Approve AAE Comparatives
 - .03 Approve AAE High School Graduation Requirement Changes
 - .04 Approve AAE 1st Interim Report
- 14.0 AAE SCHOOL BOARD COMMITTEE ACTION ITEM:**
- .01 Approve Subsequent SLP Variable Term Waiver permit for Courtney Robinson
- 15.0 NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
- .01 Approve Minutes of February 17, 2015 Regular Meeting
 - .02 Approve NSAA Finance Report
 - .02 Approve NSAA 1st Interim Report
- 16.0 CLOSED SESSION:**
- .01 Conference with Legal Counsel – Anticipated Litigation
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case
- 17.0 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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
March 9, 2015**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:10 a.m.

2.0 Roll Call

Foundation Board Members Duberly Beck, Bud Biggs, Regina Bell, Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Jose Palafox, Kevin Porter, Tom Rosenbaum, Donna Siegel, Russell Stringham, Marcia Vargas and Rick Wolf were present.

Foundation Board Members David Bains, Jack Hamilton, Robert Lovingood, and Kirt Mahlum were absent.

AAE School Board Committee Members Jose Palafox, Kevin Porter, Russell Stringham and Rick Wolf were present.

AAE School Board Committee Members David Bains and Robert Lovingood were absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Staff members Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

Linda Fabre represented the San Bernardino County Superintendent of Schools.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: Bud Biggs, Chairman of the Board, noted that Employee of the Semester Awards went to Vivian Llaneras and Teresa Villanueva.

5.0 Correspondence: Thank you letters from Nick Natali, Nancy Mendoza and David Pike for scholarship funds were included in the packet.

6.0 Discussion Items

.01 Jim Southwick discussed assessments and accountability. This is the first year we are doing CASPP testing, which replaces STAR. There is a State board agenda item to postpone API. California is applying for a waiver.

.02 Rick Piercy reported that he has been interviewing all Directors and went over some of their answers to the following questions: 1. What has been the highlight of the year so far? 2. What has been the low point? 3. What do you see as the greatest challenge to your department over the next 3-5 years? 4. What do you see as the greatest challenge to the organization over the next 3-5 years? 5. What needs to be done to assure LCER reaches its goals?

7.0 Information

- .01 Staff reports were included in the packet.
- .02 Internal Financials were included in the packet.
- .03 Foundation Board Attendance Log was included in the packet.
- .04 Gordon Soholt reported that he and Darren Dowd met with VVWRA regarding the sewer line to be sure it is clear of where the fields will go at AAE. They also met with SB County Flood Control who is moving forward on their project. They also met with the Town of Apple Valley and our architects regarding relocating the sewer line that is near the middle school portables. Jim Quinn is working on traffic signal reimbursement from the Town. Gordon, Dale Marsden and Dr. Morales of CSUSB are meeting this week regarding a possible site on their campus. 2 more portables will be added to NSAA next year. Thank you to Buck for a \$3,000 donation he got for us from Chevron.
- .04 Lisa Lamb reported that the AAE WASC review was a great visit and was very positive. Their recommendations were to create a more intentional long term plan for curriculum adoption and to keep up what we're doing with math and language arts. Last week AAE was notified they were the Daily Press "Best of the Desert" again for elementary, middle school and high school. The AAE charter renewal is going to AVUSD for review.
- .04 Lupita Girard reported that their student leadership attended a conference with AAE student leadership. NSAA is continuing to emphasize college readiness and is attending a CSUSB field trip tomorrow. Staff is working with the new Illuminate program. AAE and NSAA will be playing each other in soccer on April 7 at 3:30 at NSAA. The basketball team didn't have enough students to participate.

8.0 Standing Board Committee Reports

- .01 (a) Budget/Audit Committee – Russ Stringham reported that the Budget Committee met and reviewed bank accounts and discussed the Tetra relationship. A discussion was also held on exploring NSAA 9-12. The fundraising to building AAE's first campus was discussed as well as issues with SB. An ad hoc exploration committee could be established to work on this. There were no volunteers for the committee.
- (b) Fundraising Committee – Donna Siegel reported that the Foundation's art show is on April 18. There will art from all ages, a craft fair, face painting, music, caricatures, food, and more. Radio interviews have been set up as well as Daily Press ads. There will be a reception the evening before. Please invite friends and acquaintences. All proceeds provide scholarships that are available for AAE, NSAA and community students and teachers. Regina appealed for the Board to attend or purchase tickets for others.
- (c) Personnel Committee – Regina Bell reported that the Personnel Committee is working on policies to bring forward. She also asked if anyone would like to join the committee. Jose volunteered to join the committee.

9.0 Staff Comments: None

10.0 Board Member Comments: Scott Johnson asked if AYP is also in transition like API. We will still get an AYP score.

11.0 Foundation Board Consent Agenda

On a motion by Andrew Jaramillo, seconded by Buck Goodspeed, vote 13-0, the Foundation Board of Directors approved Consent Agenda Items 11.01 – 11.13.

- .01 Approve Minutes of December 8, 2014 Regular Meeting

- .02 Approve July 1, 2014 – February 28, 2015 Financial Reports
- .03 Approve Foundation Financial Reports for November, December and January 2015
- .04 Approve AR1340 – Request for Public Records
- .05 Approve BP1340 – Request for Public Records
- .06 Approve BP2000 – Concepts and Roles Revisions
- .07 Approve AR2400 – Hiring Practices Revisions
- .08 Approve BP2400 – Hiring Practices Revisions
- .09 Approve BP2401 – At Will Employer Revisions
- .10 Approve BP2410 – Employee Status Change Revisions
- .11 Approve BP4361 – Family & Medical Leave Revisions
- .12 Approve Mission Statements and Foundational Pillars Updates
- .13 Approve California Association of Health and Education Linked Professions JPA Agreement

12.0 Foundation Board Action Items

- .01 The audit of the EUREKA acquisition is currently in the hands of the lawyers. It is a nonprofit California Career Information System company in San Francisco. If acquired we would want to keep it a separate organization and name this Board as their Board members. On a motion by Scott Johnson, seconded by Marcia Vargas, vote 13 - 0, the Foundation Board of Directors authorized Gordon Soholt to make the final acquisition deal once we hear back from the lawyers.

13.0 AAE School Board Committee Consent Agenda

On a motion by Jose Palafox, seconded by Russ Stringham, vote 4-0, the AAE School Board Committee approved Consent Agenda Items 13.01 – 13.04.

- .01 Approve Minutes of February 12, 2015 Regular Meeting
- .02 Approve AAE Comparatives
- .03 Approve AAE High School Graduation Requirement Changes
- .04 Approve AAE 1st Interim Report

14.0 AAE School Board Committee Action Item

The State of California is reviewing those on waivers and granted those in the program to be on a waiver an additional 2 years. On a motion by Russ Stringham, seconded by Jose Palafox, vote 4-0, the AAE School Board Committee approved a Subsequent SLP Variable Term Waiver permit for Courtney Robinson.

15.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 5-0, the NSAA School Board Committee approved Consent Agenda Items 15.01 – 15.03.

- .01 Approve Minutes of February 17, 2015 Regular Meeting
- .02 Approve NSAA Finance Report
- .03 Approve NSAA 1st Interim Report

16.0 Closed Session

The Foundation Board convened into closed session at 8:23 a.m. to conference with legal counsel regarding significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case. The Foundation Board reconvened into open session at 8:53 a.m. Bud Biggs, Chairman of the Board reported that no action was taken during closed session.

17.0 Adjournment

Chairman Biggs adjourned the meeting at 9:03 a.m.

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

April 14, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Scott Johnson, Tom Rosenbaum, Marcia Vargas
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Linda Fabre
- 3.0 **CORRESPONDENCE:** None
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:** None
- 5.0 **DISCUSSION ITEMS:** None
- 6.0 **INFORMATION:**
 - .01 Principal's Report
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:** None
- 9.0 **ACTION ITEMS:**
 - .01 Approve Placement Agreement for CSUSB Counseling Intern
- 10.0 **STAFF COMMENTS:**
- 11.0 **BOARD MEMBER COMMENTS:**
- 12.0 **ADJOURNMENT:** Chairman Scott Johnson

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
April 14, 2015**

- 1.0 Call to Order:**
NSAA School Board Committee Chairman Scott Johnson called the meeting to order at 7:06 a.m.
- 2.0 Roll Call:**
NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum, and Marcia Vargas were present.
- Staff members Inez Kochinsky, Lupita Girard, Toni Preciado and Gordon Soholt, Rena Payne were also present.
- 3.0 Correspondence:**
None
- 4.0 Special Presentation/Announcements.**
None
- 5.0 Discussion Items:**
None
- 6.0 Information:**
.01 The Principal's report was included in the packet. Lupita Girard commented on the 8th grade promotion and having a ceremony. Toni Preciado mentioned that there will be a Latino book festival on 5/2/15. Lupita mentioned there will be a Multi-Cultural Event in Redlands. Kinder numbers are at 120. Soccer game AAE vs. Norton 6-0 and suggested changing the team colors to distinguish each team.
- 7.0 Public Comments:**
None
- 8.0 Consent Agenda:**
None
- 9.0 Action Items:**
.01 Placement Agreements for CSUSB Counseling Intern: On a motion by Andrew Jaramillo, seconded by Duberly Beck, vote 5-0, the NSAA School Board Committee approved Action Items 9.01.
- 10.0 Staff Comments:**
Gordon Soholt confirmed that Head Start has no plans to move from its location. Gordon would like to plan a meeting with Diane Alexander, Director of Head Start, and have Lupita and Toni present in the meeting to discuss painted curbs and ending the rumors from city hall about moving location.
- 11.0 Board Member Comments:**
Scott asked that he and other board members be invited to the Head Start meeting as well. Scott also asked about having more information to give to parents regarding the RCC fieldtrip and future fieldtrips
- 12.0 Adjournment:**
NSAA School Board Committee Chairman Scott Johnson adjourned the meeting at 7:32 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

May 19, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Scott Johnson, Tom Rosenbaum, Marcia Vargas
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Linda Fabre, Inez Kochinsky
- 3.0 **CORRESPONDENCE:** None
- 4.0 **SPECIAL PRESENTATION/ ANNOUNCEMENTS:**
 - 4.1 Employee of the Semester
 - 4.2 RIMS Science & Engineering Fair
- 5.0 **DISCUSSION ITEMS:** None
- 6.0 **INFORMATION:**
 - .01 Principal's Report
 - .02 Financial Report
- 7.0 **PUBLIC COMMENTS:** Members of the general public may address the Board. A time limit of five minutes shall be observed. Members of the public wishing to speak must fill out a Request to Speak form and give it to the Recording Secretary. NOTE: Public comments pertaining to Action Items appearing on the Agenda will be taken as the item is considered.
- 8.0 **CONSENT AGENDA:**
 - .01 Approve Minutes of April 14, 2015 Regular Meeting
- 9.0 **ACTION ITEMS:**
- 10.0 **STAFF COMMENTS:**
- 11.0 **BOARD MEMBER COMMENTS:**
- 12.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave, San Bernardino, CA

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
May 19, 2015**

1.0 Call to Order:

NSAA School Board Committee Chairman Scott Johnson called the meeting to order at 7:04 a.m.

2.0 Roll Call:

NSAA School Board Committee Members : Duberly Beck, Scott Johnson, Tom Rosenbaum, and Marcia Vargas
Partners and Staff: Inez Kochinsky, Lupita Girard, Toni Preciado, Gordon Soholt, Teresa Dowd, Linda Fabre, and Ryan Darcey

3.0 Correspondence:

None

4.0 Special Presentation/Announcements.

.01 Scott Johnson recognized and appreciated the hard work and dedication to the recipients of the Employee of the Semester certificates, Marcelo Congo and Claudia Munoz. They were not able to attend the meeting.

.02 Scott Johnson presented the RIMS Science & Engineering Fair awards to the students that were present at the meeting and pictures were taken with the students and board members as well.

5.0 Discussion Items:

None

6.0 Information:

.01 The Principal's report was included in the packet. Lupita Girard went over the ELAC ballots, SSC meeting this Friday, fieldtrip to Dana Point and Olvera street, 6th grade dance and their protest against the 5th graders coming to the dance. Scott was impressed with the organization of the protest and would like to meet the 6th graders that were involved in the protest.

Lupita was happy to report that SBAC went fairly well and Toni reiterated stating that the students tested fairly well emotionally too in taking the test on the computers. IT had been very supportive through the whole testing process even when the internet went down. Toni is curious to find out how the testing scores will be reported. Linda Fabre also commented on the process and what to expect and working on making sure the process goes smooth and quickly.

Lupita also mentioned that teachers now have new laptops.

.02 Scott had questions about certain items on the Financial Report. Classified Subs budget was higher than the totals. Lupita explained that there was a high absence rate this year. Most of our subs on our list were already in positions and county subs were called in to substitute.

Scott asked about the Legal Fees. Lupita was also curious about it herself and didn't have an explanation.

Scott asked about the Gardening budget. Lupita did not have part in the allocation of the funds but did explained that last year funds were pulled from Facilities for grass in certain areas on campus and it hasn't been done.

Scott asked about the Referees Budget why it was under budget. Lupita explained that equipment was included in the budget but it hasn't been completely used.

7.0 Public Comments:

None

8.0 Consent Agenda:

On a motion by Marcia Vargas, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved Consent Agenda Item 8.01 Regular Meeting Minutes of April 14, 2015, with the revision noted in Board Member Comments.

9.0 Action Items:

None

10.0 Staff Comments:

None

11.0 Board Member Comments:

Scott asked Gordon that he and other board members be invited when he meets with the Head Start Director, Diane Alexander and the President of CSUSB and Opportunities as well.

Marcia congratulated RIMS award recipients and staff members

Gordon mentioned the 5% increase to both certificated and classified salary schedules and the Lewis Center will be absorbing 100% of the increase in health insurance costs.

Marcia requested that the minutes from the last board meeting, under the Board Members Comments be amended to state "Scott asked that he and other board members be invited to the Head Start and the President of CSUSB meeting as well".

12.0 Adjournment:

NSAA School Board Committee Chairman Scott Johnson adjourned the meeting at 7:59 a.m.

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

**Agenda for Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307**

**Additional Location: Norton Space and Aeronautics Academy
503 E. Central Ave., San Bernardino, CA 92408**

June 8, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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 **SPECIAL PRESENTATIONS:**
 - .01 AAE Employee of the Semester Presentation – Chairman Bud Biggs
 - .02 AAE Student Statistics GPA Study Presentation - Michael Fosse & Dana Watkins
- 5.0 **INFORMATION INCLUDED IN PACKET:**
 - .01 Staff Reports
 - .02 Foundation Financial Reports
 - .03 Lewis Center Financial Reports
 - .04 AAE Financial Report
 - .05 NSAA Financial Report
 - .06 Internal Financial Statement
 - .07 Board Meeting Schedules for 2015-2016
 - .08 Board Attendance Log
 - .09 Board Give and Get
 - .10 Letter to Board from Robert DeNike
- 6.0 **DISCUSSION ITEMS:**
 - .01 Update to the Board - Rick Piercy
 - .02 Board Composition – Gordon Soholt
- 7.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – Russell Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Regina Bell
- 8.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve March 9, 2015 Regular Meeting Minutes
 - .02 Accept Resignation of Jack Hamilton from Foundation Board
 - .03 Approve BP 1312.3 Uniform Complaint Procedure Revision
 - .04 Approve BP 1312.1 Complaints Concerning LCER Personnel Revision
 - .05 Approve AR 1312.1 Complaints Concerning LCER Personnel Revision
 - .06 Approve BP 2120 President-CEO Revision

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

- .07 Approve BP 2121 President-CEO Employment Contract Revision
- .08 Approve BP 2122 President-CEO Job Description Revision
- .09 Approve BP 2123 Evaluation of President-CEO Revision
- .10 Approve BP 2210 Administrative Leeway Revision
- .11 Approve BP 4112.4 Personnel Health Examinations Revision

9.0 **FOUNDATION BOARD ACTION ITEMS:**

- .01 2015-16 Budget
- .02 President/CEO Contract
- .03 Rick Piercy to Continue as Compensated Board Advisor for an Additional Year (2015-16)

10.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve AAE Board Minutes of May 14, 2015, Regular Meeting
- .02 Approve Camp Whittle, Fawnskin, CA. – ASB High School Leadership Camp – August 28- 30, 2015
- .03 Approve Pine Summit, Big Bear, CA. – ASB Middle School Leadership camp - September 11-13, 2015
- .04 Approve MRC Campus, Gym - AFJROTC Cadet Officer Candidate Training School - July 17-18, 2015
- .05 Approve MRC Campus Gym - AFJROTC Cadet Special Teams Training School – July 21- 22, 2015
- .06 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School- August 7 – 8, 2015
- .07 Approve Washington D. C. – AFJROTC Senior Cadet Trip to Washington D.C. – October 3-7, 2015
- .08 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School – January 5-6, 2016
- .09 Approve El Segundo, CA. – AFJROTC Drill Team & Color Guard, SCIDM – March 4 – 5, 2016
- .10 Approve YMCA Camp Fawnskin, CA. – AFJROTC Leadership camp – March 21-25, 2016
- .11 Approve Los Alamitos, CA. – AFJROTC Drill Team & Color Guard, SCIDM – April 22-23, 2016
- .12 Approve Westin Hotel Palm Springs- Yearbook Camp – July 13 -15, 2015
- .13 Approve AAE LCAP 2014-15 Year 2
- .14 Approve AAE 2nd Interim Report

11.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve May 19, 2015 Regular Meeting Minutes
- .02 Approve NSAA LCAP 2014-15 Year 2
- .03 Approve NSAA 2nd Interim Report

12.0 **CLOSED SESSION:**

- .01 President/CEO Performance Evaluation

13.0 **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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
June 8, 2015**

1.0 Call to Order

Treasurer Russell Stringham called the meeting to order at 7:17 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Buck Goodspeed, Andrew Jaramillo, Robert Lovingood, Kirt Mahlum, Jose Palafox, Kevin Porter, Tom Rosenbaum, Donna Siegel, Russell Stringham and Marcia Vargas were present. *Note: Robert Lovingood left early so his vote was not included for Agenda Items 8.0, 9.01, 9.02 and 9.03. Duberly Beck stepped out of the meeting so her vote was not included for Agenda Items 8.0, 9.01, 9.02, 9.03 and 11.0*

Foundation Board Members Bud Biggs, Scott Johnson and Rick Wolf were absent.

AAE School Board Committee Members David Bains, Robert Lovingood, Jose Palafox, Kevin Porter and Russell Stringham were present.

AAE School Board Committee Member Rick Wolf was absent.

NSAA School Board Committee Members Duberly Beck (by phone), Andrew Jaramillo, Tom Rosenbaum and Marcia Vargas (by phone) were present.

NSAA School Board Committee Member Scott Johnson was absent.

Staff members Tom Atkisson (by phone), Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard (by phone), Lisa Lamb, Stacy Newman, Toni Preciado (by phone), Jim Quinn (by phone), Paul Rosell, Gordon Soholt and Jim Southwick were also present.

Linda Fabre (by phone) represented the San Bernardino County Superintendent of Schools.

3.0 Public Comments: None

4.0 Special Presentations/Announcements:

.01 Russell Stringham, Treasurer of the Board, presented the Employee of the Semester Award to David Pike.

.02 AAE Seniors Michael Fosse and Dana Watkins presented a statistics project on whether high school students do better in core classes or elective classes. There was significant evidence that students do better in elective classes.

5.0 Information Included in Packet: The following information was included in the packet:

.01 Staff Reports

.02 Foundation Financial Reports

- .03 Lewis Center Financial Reports
- .04 AAE Financial Report
- .05 NSAA Financial Report
- .06 Internal Financial Statement
- .07 Board Meeting Schedules for 2015-2016
- .08 Board Attendance Log
- .09 Board Give and Get
- .10 Letter to Board from Robert DeNike

6.0 **Discussion Items**

.01 Rick Piercy interviewed 15 of the Board Members and presented their concerns as well as what they felt is going well.

.02 Gordon Soholt noted that Board Member presence at events is appreciated. He will be sending monthly event calendars in advance. The Board is also welcome to sit in on classes at any time. Gordon noted that it is not required in our bylaws to maintain 17 members, and with Jack Hamilton's resignation, consider reducing the composition to obtain an optimum size for obtaining quorums and Board participation. Board Members were in agreement that it made sense to do so, and we could also establish a distinguished advisory group for those interested in the Lewis Center/AAE/NSAA but didn't have the time to commit to being on the Board.

It was also noted that it would be best to have face to face meetings for the quarterly Foundation Board Meetings as it is hard to hear each other when teleconferencing. Kirt Mahlum requested that this be placed on the September agenda as an action item.

10.0 **AAE School Board Committee Consent Agenda**

This item was moved up on the agenda. On a motion by Robert Lovingood, seconded by David Bains, vote 5-0, the AAE School Board Committee approved Consent Agenda Items 10.01 – 10.14.

- .01 Approve AAE Board Minutes of May 14, 2015, Regular Meeting
- .02 Approve Camp Whittle, Fawnskin, CA. – ASB High School Leadership Camp – August 28- 30, 2015
- .03 Approve Pine Summit, Big Bear, CA. – ASB Middle School Leadership camp - September 11-13, 2015
- .04 Approve MRC Campus, Gym - AFJROTC Cadet Officer Candidate Training School - July 17-18, 2015
- .05 Approve MRC Campus Gym - AFJROTC Cadet Special Teams Training School – July 21- 22, 2015
- .06 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School- August 7 – 8, 2015
- .07 Approve Washington D. C. – AFJROTC Senior Cadet Trip to Washington D.C. – October 3-7, 2015
- .08 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School – January 5-6, 2016
- .09 Approve El Segundo, CA. – AFJROTC Drill Team & Color Guard, SCIDM – March 4 – 5, 2016
- .10 Approve YMCA Camp Fawnskin, CA. – AFJROTC Leadership camp – March 21-25, 2016
- .11 Approve Los Alamitos, CA. – AFJROTC Drill Team & Color Guard, SCIDM – April 22-23, 2016
- .12 Approve Westin Hotel Palm Springs- Yearbook Camp – July 13 -15, 2015
- .13 Approve AAE LCAP 2014-15 Year 2
- .14 Approve AAE 2nd Interim Report

7.0 **Standing Board Committee Reports**

.01 (a) Budget/Audit Committee – Russ Stringham reported that the Budget Committee met last month and reviewed the budget. It was nice to see the staff increases and be more competitive. Jose noted the importance of being competitive when hiring to get top picks. Gordon noted that thanks to the work of the Exec Team we were able to give step and class increases as well as the 5% across the board raise. We are waiting on the

Governor's budget to be approved and will then see what additional funds will be available either on a one time basis or as sustainable funding. Kevin noted that in surplus years it would be nice to identify funds towards a staff bonus. Buck suggested getting feedback from the staff on what they'd like, such as a retreat or something to make their job easier.

- (b) Fundraising Committee – Donna Siegel reported that the Foundation's art show raised \$18,183. She thanked the Board for their sponsorships but also would like to have more attendance at the reception as well as the show. It is a great time to bring contacts to see the school. She thanked Teresa Dowd and Kim Bunnell for their work on the show as well. She has a donated painting by Ray Summers for sale for \$300 obo.
- (c) Personnel Committee – Regina Bell reported that the Personnel Committee met and discussed the President/CEO contract and goals and objectives. She thanked Stacy Newman for her assistance with these as well.

8.0 Foundation Board Consent Agenda

On a motion by Andrew Jaramillo, seconded by David Bains, vote 11-0, the Foundation Board of Directors approved Consent Agenda Items 11.01 – 11.11.

- .01 Approve March 9, 2015 Regular Meeting Minutes
- .02 Accept Resignation of Jack Hamilton from Foundation Board
- .03 Approve BP 1312.3 Uniform Complaint Procedure Revision
- .04 Approve BP 1312.1 Complaints Concerning LCER Personnel Revision
- .05 Approve AR 1312.1 Complaints Concerning LCER Personnel Revision
- .06 Approve BP 2120 President-CEO Revision
- .07 Approve BP 2121 President-CEO Employment Contract Revision
- .08 Approve BP 2122 President-CEO Job Description Revision
- .09 Approve BP 2123 Evaluation of President-CEO Revision
- .10 Approve BP 2210 Administrative Leeway Revision
- .11 Approve BP 4112.4 Personnel Health Examinations Revision

9.0 Foundation Board Action Items

- .01 On a motion by Kevin Porter, seconded by Jose Palafox, vote 11 - 0, the Foundation Board of Directors approved the 2015-16 Budget.
- .02 On a motion by Buck Goodspeed, seconded by Regina Bell, vote 11 - 0, the Foundation Board of Directors approved the President/CEO Contract.
- .03 On a motion by Andy Jaramillo, seconded by David Bains, vote 11 - 0, the Foundation Board of Directors approved Rick Piercy as a Board Advisor for 2015-16 with compensation to be health benefits.

11.0 NSAA School Board Committee Consent Agenda

On a motion by Tom Rosenbaum, seconded by Marcia Vargas, vote 3-0, the NSAA School Board Committee approved Consent Agenda Items 11.01 – 11.03.

- .01 Approve May 19, 2015 Regular Meeting Minutes
- .02 Approve NSAA LCAP 2014-15 Year 2
- .03 Approve NSAA 2nd Interim Report

12.0 Closed Session

The Foundation Board convened into closed session at 8:55 a.m. to discuss the President/CEO Performance Evaluation. The Foundation Board reconvened into open session at 9:35 a.m. Russell Stringham, Treasurer of the Board reported that no action was taken during closed session.

13.0 Adjournment

Treasurer Stringham adjourned the meeting at 9:36 a.m.

High Desert
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**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

August 18, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Scott Johnson, Tom Rosenbaum, Marcia Vargas
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Linda Fabre, Inez Kochinsky
- 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 **Correspondence:**
 - .01 Fine Arts grant proposal
- 5.0 **INFORMATION INCLUDED IN PACKET:**
 - .01 Principal's Report
 - .02 Financial Reports
 - .03 Exit Interview Survey
- 6.0 **ACTION ITEMS:**
 - .01 LEA Plan
- 7.0 **Discussion Item:**
 - .01 Update of 9-12 grades
- 7.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave, San Bernardino, CA

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Special Meeting Minutes
August 18, 2015**

- 1.0 **CALL TO ORDER:**
NSAA School Board Committee Duberly Beck called the meeting to order at 8:20 a.m.
- 2.0 **ROLL CALL:**
NSAA School Board Committee Members Present: Tom Rosenbaum, Marcia Vargas, Duberly Beck, and Andy Jaramillo
Partners and Staff members present: Gordon Soholt, Lupita Girard, Toni Preciado, Myrna Foster, Teresa Dowd, Linda Fabre, Ryan Dorcey, Lisa Lamb, James Southwick, Paul Rosell, Jim Quinn, and Inez Kochinsky
- 3.0 **PUBLIC COMMENTS:** none
- 4.0 **INFORMATION INCLUDED IN PACKET:**
.01 NSAA School goals & updates
Mrs. Girard reported on the NSAA school goals and updates for school wide plans WASC- Mid-Year Visit Spring 2016 and LEA (Local Educational Agency) & LCAP (Local Control Accountability Plan) goals are as follows
Goal #1-Reach 99% of proper assignment of highly-qualified teachers.
Goal #2-Increase student achievement in all subject areas with the full implementation of CCSS.
Goal #3-Increase student engagement by providing a safe learning environment conducive to learning
Goal #4-Incorporate the use of technology and technological advances into its core curriculum.
Goal #5-Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.
Goal #6-Increase English Learners academic achievement in all subject areas.
- 5.0 **ADJOURNMENT:**
There being no further business to come before the Board, the meeting was adjourned by Duberly Beck at 8:50am.

Respectfully submitted,
Inez Kochinsky
Administrative Assistant to the NSAA Principal

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

**Agenda for Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307**

**Additional Locations: Norton Space and Aeronautics Academy
503 E. Central Ave., San Bernardino, CA 92408**

**The Millennium at Six Pines, Conference room
10200 Six Pines Dr., The Woodlands, TX, 77380**

September 14, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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 **SPECIAL PRESENTATIONS:** None
- 5.0 **INFORMATION INCLUDED IN PACKET:**
 - .01 Staff Reports
 - .02 Foundation Financial Reports
 - .03 Lewis Center Financial Reports
 - .04 AAE Financial Report
 - .05 NSAA Financial Report
 - .06 Internal Financial Statement
 - .07 Unaudited Actuals
 - .08 Board Attendance Log
 - .09 Board Give and Get
 - .10 GAVRT Project Letter
 - .11 May 27, 2015 Personnel Committee Meeting Minutes
 - .12 August 19, 2015 Budget/Audit Committee Meeting Minutes
- 6.0 **DISCUSSION ITEMS:**
 - .01 Foundation Board Meeting Split Locations – Gordon Soholt
 - .02 Foundation Board Retreat November 6 – Gordon Soholt
 - .03 Update to the Board - Rick Piercy
 - .04 College and Career Education Update – Lisa Lamb
 - .05 Fundraising Initiatives – Lisa Lamb
 - .06 CAASPP Scores – Jim Southwick
- 7.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – None
 - (b) Fundraising Committee – None
 - (c) Personnel Committee – None

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

8.0 FOUNDATION BOARD CONSENT AGENDA:

- .01 Approve June 8, 2015 Regular Meeting Minutes and July 16, 2015 Special Meeting Minutes
- .02 Approve VVWRA Easement
- .03 Approve NSAA Petty Checking Account in the Amount of \$1,000
- .04 Approve Credit Card in the Amount of \$2,000 for Jeffrey Henderson, ASB
- .05 Approve IT E-waste Surplus

9.0 FOUNDATION BOARD ACTION ITEMS:

- .01 Approve Foundation Board of Directors Agreement/Job Description

10.0 AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:

- .01 Approve August 13, 2015 Regular Meeting Minutes and August 13, 2015 Special Meeting Minutes

11.0 NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:

- .01 Approve August 18, 2015 Regular Meeting Minutes

12.0 CLOSED SESSION:

- .01 Conference with Legal Counsel Pursuant to Subdivision (c) of Section 54956.9: Shannon Nefferdorf vs. Lewis Center for Educational Research
- .02 Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case

13.0 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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
September 14, 2015**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:07 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Bud Biggs, Buck Goodspeed, Andrew Jaramillo, Robert Lovingood, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Donna Siegel, Russell Stringham, Marcia Vargas and Rick Wolf were present.

Foundation Board Members Scott Johnson and Tom Rosenbaum were absent.

Foundation Board Members Jose Palafox, Kevin Porter and Rick Wolf left at 8:30 a.m. Andrew Jaramillo left at 9:00 a.m.

AAE School Board Committee Members David Bains, Robert Lovingood, Jose Palafox, Kevin Porter, Russell Stringham and Rick Wolf were present.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, and Marcia Vargas were present.

NSAA School Board Committee Members Scott Johnson and Tom Rosenbaum were absent.

Staff members Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: None

5.0 Information Included in Packet: The following information was included in the packet:

- .01 Staff Reports
- .02 Foundation Financial Reports
- .03 Lewis Center Financial Reports
- .04 AAE Financial Report
- .05 NSAA Financial Report
- .06 Internal Financial Statement
- .07 Unaudited Actuals
- .08 Board Attendance Log
- .09 Board Give and Get
- .10 GAVRT Project Letter
- .09 Board Give and Get
- .10 GAVRT Project Letter

- .11 May 27, 2015 Personnel Committee Meeting Minutes
- .12 August 19, 2015 Budget/Audit Committee Meeting Minutes

6.0 **Discussion Items**

- .01 Foundation Board Meeting Split Locations – Gordon Soholt noted that this meeting was supposed to be scheduled at NSAA, but as everyone except Duberly and Marcia were going to attend by video conference, it was rescheduled up here. Duberly and Marcia were thanked for coming up. It is disrupting to meet by video conference. Gordon would like the Board to consider not having the video option as it is only twice a year members would need to drive to a different location. We can look at time changes if necessary. It important to have the full attention of the Board, and the Board supports both schools. Russ noted freeway issues; Andy noted it wasn't convenient; Bud, Jose and Regina suggested improving video quality; Robert noted that after the beginning of the year the drive will be improved, Marcia noted that it is an easy drive and she doesn't feel she's part of meeting with video conferencing; Duberly noted that twice a year is worth it and presence at each campus is important. Ryan will look into better conferencing capabilities with the Ramp Up grant.
- .02 Foundation Board Retreat November 6 - Gordon is meeting with Dr. Pat Caldwell regarding the agenda and we are looking at locations.
- .03 Update to the Board - Rick Piercy sent an overview to the Board of what he and Gordon have discussed in their meetings, including finances, the retreat, goals, blended program, and NSAA relocation. He asked the Board to let him know if they had any other areas they'd like them to discuss.
- .04 College and Career Education Update – Lisa will discuss this at the next AAE School Board Committee meeting.
- .05 Fundraising Initiatives – Kevin Crosson, AAE graduate, is working on a Fun Run fundraiser to raise funds for an additional playground at AAE. There are currently 350 participants and he has received sponsorships totaling \$31,000 so far. Conco is moving the current playground as their donation, and our grant writer is applying for grants as well. We are in need of a Dermatologist connection for one of the grants. Andy suggested Dr. Tran.
- .06 CAASPP Scores – Jim Southwick informed the Board that CAASPP has replaced STAR as California's assessment of student progress. The first test has established a baseline. The scores cannot be compared to past tests. There is a video on the CDE website to help understand CAASPP. We will be showing it to parents at site meetings. We are being very proactive in identifying students that may need extra support, and Special Ed is working hard providing services as well. At NSAA dual immersion plays a role in the scores. Jim is going to look at other dual immersion schools, but most other schools only have a dual immersion track, not a full dual immersion program. There is no vehicle in the State to provide the test in Spanish. High Spanish scores would translate to high English scores. We have improvement plans for both schools. If there are any questions regarding data, please stop by and see Jim.

Jim also reported that The California High School Exit Exam has been suspended for the next 3 years while the California Department of Education (CDE) decides what they want to do next. There will either be a new exam or the 11th grade common core test will replace it.

7.0 **Standing Board Committee Reports**

- .01 (a) Budget/Audit Committee – None
- (b) Fundraising Committee – None
- (c) Personnel Committee – None

8.0 Foundation Board Consent Agenda

On a motion by Buck Goodspeed, seconded by David Bains, vote 14-0, the Foundation Board of Directors approved Consent Agenda Items 8.01 – 8.05.

- .01 Approve June 8, 2015 Regular Meeting Minutes and July 16, 2015 Special Meeting Minutes
- .02 Approve VVWRA Easement
- .03 Approve NSAA Petty Checking Account in the Amount of \$1,000
- .04 Approve Credit Card in the Amount of \$2,000 for Jeffrey Henderson, ASB
- .05 Approve IT E-waste Surplus

9.0 Foundation Board Action Items

- .01 On a motion by Buck Goodspeed, seconded by Duberly Beck, vote 14 - 0, the Foundation Board of Directors approved the Foundation Board of Directors Agreement/Job Description.

10.0 AAE School Board Committee Consent Agenda

On a motion by David Bains, seconded by Jose Palafox, vote 6 - 0, the AAE School Board Committee approved Consent Agenda Item 10.01.

- .01 Approve August 13, 2015 Regular Meeting Minutes and August 13, 2015 Special Meeting Minutes

11.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 3-0, the NSAA School Board Committee approved Consent Agenda Item 11.01 with an amendment that Duberly Beck would like to be on the NSAA 9-12 Committee.

- .01 Approve August 18, 2015 Regular Meeting Minutes

12.0 Closed Session

The Foundation Board of Directors convened into closed session at 8:20 a.m. and reconvened into open session at 9:25 a.m. Chairman Biggs reported that the Foundation Board of Directors authorized a settlement amount on Item 12.01 and that no action was taken on Item 12.02

- .01 Conference with Legal Counsel Pursuant to Subdivision (c) of Section 54956.9: Shannon Nefferdorf vs. Lewis Center for Educational Research
- .02 Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case

13.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 9:27 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

October 20, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
 - .01 Board Members: Duberly Beck, Andy Jaramillo, Scott Johnson, Tom Rosenbaum, Marcia Vargas
 - .02 Partners and Staff: Guadalupe Girard, Gordon Soholt, Toni Preciado, Myrna Foster, Linda Fabre, Inez Kochinsky
- 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 **INFORMATION INCLUDED IN PACKET:**
 - .01 Principal's Report
 - .02 Financial Reports
- 5.0 **CONSENT ITEMS:**
 - .01 NSAA School goals & updates minutes approval
- 6.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave, San Bernardino, CA

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
October 20, 2015**

1.0 CALL TO ORDER:

NSAA School Board Committee Duberly Beck called the meeting to order at 7:04 a.m.

2.0 ROLL CALL:

NSAA School Board Committee Members Present: Tom Rosenbaum, Marcia Vargas, and Duberly Beck
Partners and Staff members present: Lupita Girard, Toni Preciado, Myrna Foster, Linda Fabre, Ryan Dorcsey, Lisa Lamb, James Southwick, Paul Rosell, Jim Quinn, and Inez Kochinsky

3.0 PUBLIC COMMENTS:

Linda Fabre of SBCSS introduced Angel Arrington as her replacement to represent SBCSS.

4.0 INFORMATION INCLUDED IN PACKET: The following information was included in the packet

.01 Principal's Report

.02 NSAA Comparatives September, 2015

5.0 CONSENT ITEMS:

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 3-0 NSAA Board Officers approved the Consent Agenda Items 5.01

.01 NSAA School goals & updates minutes August 18, 2015.

ADJOURNMENT:

There being no further business to come before the Board, the meeting was adjourned by Duberly Beck at 7:45am.

Respectfully submitted,
Inez Kochinsky
Administrative Assistant to the NSAA Principal

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

November 17, 2015 – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
- 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 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
- 5.0 **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades
 - .02 Time of board meeting
- 6.0 **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA Comparatives October, 2015
- 7.0 **ACTION ITEMS:**
 - .01 Approve NSAA Board Minutes-October 20, 2015
- 8.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

**Regular Meeting of the
Norton Space and Aeronautics Academy
School Board Committee**

**Minutes
November 17, 2015**

1.0 Call to Order

Chairman Scott Johnson called the meeting to order at 7:05 a.m.

2.0 Roll Call

NSAA School Board Committee Members Duberly Beck, Scott Johnson, Tom Rosenbaum were present for roll call. Member Andrew Jaramillo arrived later.

NSAA School Board Committee Member Marcia Vargas was absent.

Staff members Gordon Soholt, Darren Dowd, Teresa Dowd, Lupita Girard, Lisa Lamb, Toni Preciado, Jim Quinn, and Stacy Newman were also present.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: None

5.0 Discussion Items

.01 Update of 9-12 Grades: Gordon Soholt reported that NSAA 9-12 is one of his goals and objectives that came from the recent Board Retreat. The committee was glad to hear it is a priority. CSUSB is the preferred site so he will be setting up another meeting with Dr. Morales. He and staff are meeting today with Fatima Cristerna Adame, CCSA Inland Empire Regional Director, regarding other options. Options will be presented at the March Foundation Board meeting.

.02 Time of the Board meeting – Gordon has asked the principals at each school site to include student presentations at meetings. To enable students to do so at NSAA, the NSAA School Board Committee would need to change their meeting time to 7:30 a.m. The committee was not opposed to this and will add an action item to do so on the next agenda. Principals are working with their teams on a presentation schedule.

6.0 Information

.01 Principal's Report – Lupita asked what the committee would like to hear from her. They would like to hear what she feel are highlights. She reported on upcoming events including the book fair, rocket races, AR, student council, and ELAC meetings.

Scott asked about the WASC visit. The committee is invited to attend on January 24 when the WASC visiting committee would like to meet with the committee, students and parents. They will conduct their review on the 25th and 26th.

Scott also asked when being in Program Improvement will be removed as testing has changed. We have a baseline number from last year's test and will get API and AYP numbers later, but we don't know how that will affect this yet. The State is divided on their plan of action. Andy asked if Bridge tracks student progress. It does not track academic progress. We use Illuminate for that.

The County Board visit is December 7.

Duberly reported that NSAA is on track to be able to give 30 Thanksgiving baskets to needy families. Thank you to Toni for the donation of 20 turkeys.

.02 NSAA Comparatives October 2015 – Jim Quinn noted that the budget is being revised and brought to the Budget Committee meeting this Friday, and then to the Foundation Board. Andy asked if it included raises for staff to be comparable. It does not at this time. Some of the funds are one time only so we cannot add ongoing expenses that would then not be covered the following year. We can add a salary discussion on a future agenda.

7.0 Action Items

.01 Approve NSAA Board Minutes – October 20, 2015 – Scott noted that the minutes seemed minimal. Inez is working on balancing the content of the minutes.

On a motion by Tom Rosenbaum, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved the NSAA Board Minutes from October 20, 2015.

8.0 Adjournment

Chairman Scott Johnson adjourned the meeting at 7:45 a.m.

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

Agenda for Regular Joint Meeting of the High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors Academy for Academic Excellence School Board Committee and Norton Space and Aeronautics Academy School Board Committee

Meeting at Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307

Additional Location: 99 S. Almaden Blvd, 6th Floor Conference Room, San Jose, Ca

December 14, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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 **SPECIAL PRESENTATIONS:**
 - .01 Employee of the Semester Presentation – Chairman Bud Biggs
 - .02 AAE Student Presentation – Trevor DeLaHoussaye and Daniel Khoury
- 5.0 **INFORMATION INCLUDED IN PACKET:** *(Board members may ask a question for clarification.)*
 - .01 Staff Reports
 - .02 Foundation Financial Reports
 - .03 Lewis Center Financial Reports
 - .04 AAE Financial Report
 - .05 NSAA Financial Report
 - .06 Internal Financial Statement
 - .07 Unaudited Actuals
 - .08 Board Give and Get Statement
 - .09 Board Attendance Log
 - .10 November 20, 2015 Budget/Audit Committee Meeting Minutes
 - .11 December 1, 2015 Personnel Committee Meeting Minutes
 - .12 NSAA WASC Mid-Cycle Review Report
 - .13 VA Loma Linda Letter
 - .14 SBCSS Oversight Letter
 - .15 NSAA SBFAC Grant Letter
- 6.0 **DISCUSSION ITEMS:**
 - .01 Solar Project – Jim Quinn/Simeon Trotter
 - .02 Finance – Jim Quinn
 - .03 Consultant – Andy Jaramillo
 - .04 President/CEO Goal Updates – Gordon Soholt
 - Staffing Report
 - Use of Facilities Report
 - .05 Strategic Planning Meeting in January – Gordon Soholt/Dr. Patricia Caldwell
 - .06 Meeting Structure – Quarterly Combined Foundation/AAE/NSAA – Gordon Soholt
 - .07 Board Comments/Brown Act – Gordon Soholt

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

- 7.0** **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities.)*
- 8.0** **STANDING BOARD COMMITTEE REPORTS:**
- .01 (a)** Finance Committee – Russell Stringham
 - Recommendations on Revised 2015-16 Budget, Finance Committee Job Description
 - (b)** Personnel Committee – Regina Bell
 - Recommendations on Foundation Board Job Description, Confidential Volunteer Packet, Personnel Committee Job Description, BP 6164.6 and AR 6164.6
 - (c)** Fundraising Committee – Donna Siegel
- 9.0** **FOUNDATION BOARD CONSENT AGENDA:**
- .01** Approve Minutes of September 9, 2015 Regular Meeting and November 6, 2015 Special Meeting
 - .02** Approve Revised Foundation Board Job Description
 - .03** Approve Confidential Volunteer Packet
 - .04** Approve Personnel Committee Job Description
 - .05** Approve Finance Committee Job Description
- 10.0** **FOUNDATION BOARD ACTION ITEMS:**
- .01** Approve Renewal of Term for Bud Biggs
 - .02** Approve Renewal of Term for Kirtland Mahlum
 - .03** Approve Renewal of Term for Kevin Porter
 - .04** Approve Renewal of Term for Rick Wolf
 - .05** Appoint Foundation Board Chairman of the Board
 - .06** Appoint Foundation Board Vice Chairman of the Board
 - .07** Appoint Foundation Board Secretary
 - .08** Appoint Foundation Board Treasurer
 - .09** Appoint AAE School Board Committee Chair
 - .10** Appoint NSAA School Board Committee Chair
 - .11** Appoint Finance Committee Chair
 - .12** Appoint Personnel Committee Chair
 - .13** Appoint Fundraising Committee Chair
 - .14** Approve Revised 2015-16 Budget
 - .15** Approve Revised BP 6164.6
 - .16** Approve AR 6164.6
 - .17** Approve Foundation Board Consultant Contract for Dr. Patricia Caldwell
- 11.0** **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
- .01** Approve Minutes of November 14, 2014 Regular Meeting
 - .02** Approve AAE 1st Interim Report
- 12.0** **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
- .01** Approve Minutes of November 18, 2014 Regular Meeting
 - .02** Approve NSAA 1st Interim Report
 - .03** Approve Changing NSAA School Board Committee Meeting Time to 7:30 a.m.
- 13.0** **CLOSED SESSION:**
- .01** Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case
- 14.0** **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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
December 14, 2015**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:10 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Bud Biggs, Andrew Jaramillo, Scott Johnson, Robert Lovingood, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Tom Rosenbaum, Donna Siegel, Russell Stringham, and Marcia Vargas were present. Member Buck Goodspeed arrived after roll call.

Foundation Board Member Rick Wolf was absent.

Regina Bell, David Bains, Andy Jaramillo, Robert Lovingood and Russ Stringham left before agenda items were voted on.

AAE School Board Committee Members David Bains, Robert Lovingood, Jose Palafox, Kevin Porter, and Russell Stringham were present.

AAE School Board Committee Member Rick Wolf was absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Staff members Valli Andreasen, Brenda Day, Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Wesley Kanawyer, Lisa Lamb, Stacy Newman, Rena Payne, Jim Quinn, Paul Rosell, Carolyn Schmidt, Gordon Soholt and Jim Southwick were also present.

Angel Arrington represented SBCSS.

3.0 Public Comments: None

4.0 Special Presentations/Announcements:

.01 Bud Biggs presented Breanna Beare, Heather Biewend and Nicole Shay Employee of the Semester awards.

.02 Trevor DeLaHoussaye, AAE Senior, discussed clubs, including a new Engineering Club, College Club, and KSPN Club.

5.0 Information Included in Packet: The following information was included in the packet:

.01 Staff Reports – The Board was instructed to let staff know if they have any comments on the reports.

Gordon Soholt reported on the attack in San Bernardino on December 2 that occurred near NSAA and thanked SBCSS Board member Hardy Brown for stopping by that day to make sure we were ok. Gordon also thanked County Supervisors Beth Higby, Josie Gonzales and Robert Lovingood for their support in stopping by during the days after the incident. SELPA provided counselors for students 2 days last week. Kirt Mahlum asked what plans we have in place for this type of incident. The schools have lock down procedures and participate in active shooter drills. Duberly Beck thanked staff for keeping parents calm and for their support afterwards.

- .02** Foundation Financial Reports
- .03** Lewis Center Financial Reports
- .04** AAE Financial Report – The report is based on CDE requirements. Kevin Porter noted that it is overwhelming and would like summary reports with key information such as long term debt, cash flow, and reserves.
- .05** NSAA Financial Report – Duberly Beck would like a summary page with this report.
- .06** Internal Financial Statement
- .07** Unaudited Actuals
- .08** Board Give and Get – Lists Foundation donations – will include additional donations.
- .09** Board Attendance Log
- .10** November 20, 2015 Budget/Audit Committee Meeting Minutes
- .11** December 1, 2015 Personnel Committee Meeting Minutes
- .12** NSAA WASC Mid-Cycle Review Report
- .13** VA Loma Linda Letter
- .14** SBCSS Oversight Letter
- .15** NSAA SBFAC Grant Letter

6.0 **Discussion Items**

- .01** Solar Project – Simeon Trotter, Energy Consultant, presented that he applied for a Prop 39 grant and received \$550K. We have implemented lighting and HVAC/thermostat improvements and the next step is solar. Mr. Trotter solicited proposals and is recommending DS Energy to do the solar panel installation. The panels would be placed on buildings A and C. This is a first phase with no cost and no risk to us, but we do not want to move forward until the grant funds have been received. David Bains recommends pursuing an energy storage system. This could be a future phase and he offered to assist if needed. The Board recommended moving forward with Mr. Trotter’s recommendation for the first phase. A contact will be brought to the Board for approval.
- .02** Finance – Jim Quinn will forward Mr. Trotter’s contact information.
- .03** Consultant – Andy Jaramillo distributed a resume from Dr. Ralph Baker. He would like him to work with us. Russ noted that he has good ideas and would like to add this on the next agenda as an action item. Regina asked what he could do for us. Andy noted that he could give us creative ideas and vision. Gordon was concerned that we are already working with Dr. Pat Caldwell and this could create a conflict. He would like us to continue the process we have started through its conclusion before bringing on additional consultants. Robert noted that Dr. Baker did not list current projects on his resume. Marcia Vargas recommended doing the strategic planning first and then seeing if there were areas we needed assistance in. Duberly Beck agreed that we need a solid plan in place first. Kirt Mahlum asked if Board members can add action items to the agenda – yes.
- .04** President/CEO Goal Update – Gordon Soholt presented a staffing report that included an org chart and positions that remain unfilled. Lisa Lamb will be transitioning into the unfilled CAO position and it will be included in next year’s budget. Also proposed for 2016/17 would be a K-5 and 6-12 Principal (currently Vice Principals), Dean, PR Manager, adding

Budget Analyst duties to the current finance position, and a GA Director to cover compliance, food services and credentialing. This is all dependent on the budget figures. Russ asked about grants. We have a grant writer as a consultant. We need to assess if it is paying for itself. We are hoping to see more efforts as she has gotten more involved in the schools. Robert Lovingood questioned the need for some of the positions. Duberly Beck would like the grant writer to complete the grants rather than the teacher, which she does. The teachers let her know what grants they are interested in pursuing and provide information to help her complete the grant applications.

Gordon also presented a use of facilities report. He has been working with AVUSD Superintendent Tom Hoegerman on an after school STEM program. Another proposal is to offer Transitional Kindergarten (TK). The Kindergarten entry age of 5 was moved back from December 2 to September 2. Any student that turns 5 between these dates is eligible for TK. The program generates ADA and gives us an extra year with some of our K students. We will look into TK at NSAA also.

Rick Piercy presented another option for an independent study home school program that would include a master teacher component.

Kevin Porter would like to discuss the options during strategic planning.

- .05 Strategic Planning Meeting in January – Potential meeting dates were discussed and January 15 and 16 was decided on for the dates. Russ Stringham is unavailable.
- .06 Meeting Structure – The structure of combining the Foundation Board meeting with the AAE and NSAA School Board Committee meetings was discussed. It sometimes creates confusion when agenda items may only pertain to the School Board Committee rather than the full Foundation Board. Options could be considered such as the School Board Committees meeting prior to the Foundation Board meetings or restructuring the order of the agenda.
- .06 Board Comments/Brown Act – Gordon Soholt provided a summary document for clarification of the Brown Act. The goal is not to stop comments but to agendize discussions so the public and stakeholders are aware of what is being discussed.

7.0 Board Comments:

Kevin noted that items the Board wishes to discuss that weren't agendized can and should be added on the following agenda if needed.

Marcia Vargas appreciated the professionalism of staff handling the San Bernardino incident.

Kirt Mahlum appreciated the quality of reports and the information contained. He appreciated Dr. Pat Caldwell's information also.

8.0 Standing Board Committee Reports

- .01 (a) Budget/Audit Committee – Russell Stringham reported that the committee met and is reviewing construction costs.
- (b) Personnel Committee – Stacy Newman reported that the committee met and reviewed the Foundation Board job description duties. The biggest concern was attendance and they added a confidentiality agreement.
- (c) Fundraising Committee – No report.

9.0 Foundation Board Consent Agenda

On a motion by Kevin Porter, seconded by Scott Johnson, vote 10-0, the Foundation Board of Directors approved Consent Agenda Items 9.01.

- .01 Approve September 9, 2015 Regular Meeting and November 6, 2015 Special Meeting Minutes

On a motion by Kirt Mahlum, seconded by Kevin Porter, vote 10-0, the following items were pulled from the consent agenda and tabled to the next meeting.

- .02 Approve Revised Foundation Board Job Description
- .03 Approve Confidential Volunteer Packet
- .04 Approve Personnel Committee Job Description
- .05 Approve Finance Committee Job Description

10.0 Foundation Board Action Items

- .01 Approve Renewal of Term for Bud Biggs – Approved on a motion by Kevin Porter, seconded by Kirt Mahlum, vote 10 – 0.
- .02 Approve Renewal of Term for Kirtland Mahlum– Approved on a motion by Scott Johnson, seconded by Kevin Porter, vote 10 – 0.
- .03 Approve Renewal of Term for Kevin Porter – Approved on a motion by Kirt Mahlum, seconded by Scott Johnson, vote 10 – 0.
- .04 Approve Renewal of Term for Rick Wolf – Approved on a motion by Kevin Porter, seconded by Kirt Mahlum, vote 10 – 0.
- .05 Appoint Foundation Board Chairman of the Board – Approved on a motion to appoint Bud Biggs by Kirt Mahlum, seconded by Scott Johnson, vote 10 – 0.
- .06 Appoint Foundation Board Vice Chairman of the Board - Approved on a motion to appoint Scott Johnson by Kirt Mahlum, seconded by Tom Rosenbaum, vote 10 – 0.
- .07 Appoint Foundation Board Secretary - Approved on a motion to appoint Andy Jaramillo by Kirt Mahlum, seconded by Scott Johnson, vote 10 – 0.
- .08 Appoint Foundation Board Treasurer - Approved on a motion to appoint Russ Stringham by Kirt Mahlum, seconded by Scott Johnson, vote 10 – 0.
- .09 Appoint AAE School Board Committee Chair - Approved on a motion to appoint Kevin Porter by Kirt Mahlum, seconded by Scott Johnson, vote 10 – 0.
- .10 Appoint NSAA School Board Committee Chair - Approved on a motion to appoint Scott Johnson by Kevin Porter, seconded by Kirt Mahlum, vote 10 – 0.
- .11 Appoint Finance Committee Chair - Approved on a motion to appoint Russ Stringham by Kirt Mahlum, seconded by Kevin Porter, vote 10 – 0.
- .12 Appoint Personnel Committee Chair - Approved on a motion to appoint Regina Bell by Kirt Mahlum, seconded by Tom Rosenbaum, vote 10 – 0.
- .13 Appoint Fundraising Committee Chair - Approved on a motion to appoint Donna Siegel by Kirt Mahlum, seconded by Kevin Porter, vote 10 – 0.
- .14 Approve Revised 2015-16 Budget - Tabled to the next meeting on a motion by Jose Palafox, seconded by Kevin Porter, vote 10-0.
- .15 Approve Revised BP 6164.6 - Approved on a motion by Kevin Porter, seconded by Kirt Mahlum, vote 10 – 0.
- .16 Approve AR 6164.6 - Approved on a motion by Duberly Beck, seconded by Scott Johnson, vote 10 – 0.

.17 Approve Foundation Board Consultant Contract for Dr. Patricia Caldwell - Approved on a motion by Kirt Mahlum, seconded by Marcia Vargas, vote 10 – 0.

11.0 AAE School Board Committee Consent Agenda

The following consent items were tabled to January as a quorum was not present.

.01 Approve Minutes of November 14, 2015 Regular Meeting

.02 Approve AAE 1st Interim Report

12.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 4-0, the NSAA School Board Committee approved Consent Agenda Items 12.01 – 12.03.

.01 Approve Minutes of November 18, 2015 Regular Meeting

.02 Approve NSAA 1st Interim Report

.03 Approve Changing NSAA School Board Committee Meeting Time to 7:30 a.m.

13.0 Closed Session

The Foundation Board of Directors convened into closed session at 9:40 a.m. and reconvened into open session at 10:00 a.m. Chairman Biggs reported that the Foundation Board of Directors authorized speaking to consultant regarding scope of duties.

.01 Conference with Legal Counsel Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956: 1 case

14.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 10:02 a.m.

Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee

Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5

January 19, 2016 – 7:30 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
- 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 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
- 5.0 **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades
- 6.0 **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA Comparatives December, 2015.
- 7.0 **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 8.0 **ADJOURNMENT:** Chairman Scott Johnson

**Regular Meeting of the
Norton Space and Aeronautics Academy
School Board Committee**

**Minutes
January 19, 2016**

1.0 Call to Order

Chairman Scott Johnson called the meeting to order at 7:30 a.m.

2.0 Roll Call

NSAA School Board Committee Members Andrew Jaramillo, Scott Johnson, and Tom Rosenbaum were present for roll call. Members Duberly Beck and Marcia Vargas arrived later. Staff members Darren Dowd, Teresa Dowd, Myrna Foster, Vincent Garcia, Lupita Girard, Lisa Lamb, Toni Preciado, Jim Quinn, Stacy Newman, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

Angel Arrington represented the San Bernardino County Superintendent of Schools.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: None

5.0 Discussion Items

.01 Update of 9-12 Grades: Gordon Soholt reported that a meeting is scheduled with Dr. Morales of CSUSB. He is also meeting with the County of San Bernardino tomorrow regarding the current NSAA site. He will send an update to the Board after that meeting.

6.0 Information

.01 Principal's Report – Principal Girard reported on upcoming events including skate night and Interim Assessment Block, which is a practice for the Smarter Balanced Assessment in May. She also reported that the Middle Grades play turned out very well and another play is planned for the spring. A Title I SES Provider fair was held in December and parents were able to come and make a selection of their top choices for Supplemental Educational Services providers. There are 50 students that qualify for these services, and others who are signed up in a waiting list.

The WASC visiting committee is coming on January 24 at 1:30 in the cafeteria to meet with stakeholders regarding their mid cycle review. They will conduct their review on the 25th and 26th. Mrs. Girard reported there have been a lot of changes since they were here last. For instance, the Rocket Lab, and the Middle Grades program, including the sports program, and Student Council.

.02 NSAA Comparatives October 2015 – Andrew Jaramillo had some concerns about finance. He noted that retirement costs are going up and was concerned about cash flow. He also asked about check signers. The Finance Committee will be meeting and going over the Finance Committee job description. Stacy Newman suggested they review any finance policies as well in the Finance Committee. He would also like a copy of the President/CEO contract, which we will forward. Ms. Newman clarified that the contract was shared with the board at a prior Board meeting.

Jim Quinn noted that STRS is going up to 12.03% next year, which is a \$145K increase and retirement costs will be addressed in next year's budget. He also noted that the LCER is required by its bond to cover cash flow and have exceeded requirements for 2015/16. Revenue is also increasing next year and the budget will be based on a positive cash flow. The internal financial statements at the last Foundation Board meeting showed debt figures.

Gordon noted that the Board has been provided information and needs to review what is provided in the board packets. They also need to determine how much they want to manage. Requested information will be provided.

7.0 Board Comments:

Tom asked what WASC stands for – it is the Western Association of Schools and Colleges.

Marcia thanked Lupita for the WASC information. Marcia is also working on the CABA conference and thought it would be good for an administrator to attend. There are also volunteer opportunities at the conference.

Gordon shared that San Diego Assemblyman Rocky Chavez visited NSAA last Friday. He is running for U.S. Senate. It was good to have him visit and hear his feedback – he has started a charter school, and was very impressed with our school and our dual language program.

8.0 Adjournment

Chairman Scott Johnson adjourned the meeting at 8:10 a.m.

Jim Quinn noted that STRS is going up to 12.03% next year, which is a \$145K increase and retirement costs will be addressed in next year's budget. He also noted that the LCER is required by its bond to cover cash flow and have exceeded requirements for 2015/16. Revenue is also increasing next year and the budget will be based on a positive cash flow. The internal financial statements at the last Foundation Board meeting showed debt figures.

Gordon noted that the Board has been provided information and needs to review what is provided in the board packets. They also need to determine how much they want to manage. Requested information will be provided.

7.0 Board Comments:

Tom asked what WASC stands for – it is the Western Association of Schools and Colleges.

Marcia thanked Lupita for the WASC information. Marcia is also working on the CABE conference and thought it would be good for an administrator to attend. There are also volunteer opportunities at the conference.

Gordon shared that San Diego Assemblyman Rocky Chavez visited NSAA last Friday. He is running for U.S. Senate. It was good to have him visit and hear his feedback – he has started a charter school, and was very impressed with our school and our dual language program.

8.0 Adjournment

Chairman Scott Johnson adjourned the meeting at 8:10 a.m.

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

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

February 16th, 2016 – 7:30 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
- 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 **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA Comparatives December, 2016.
- 5.0 **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades
 - .02 CCSA Visit to NSAA
 - .03 WASC Visiting Committee NSAA
- 6.0 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
 - .01 Mr. Villanueva & Drama students
 - .02 2nd Grade presentations
 - .03 3rd Grade presentations
- 7.0 **ACTION ITEMS**
 - .01 Approve Local Educational Agency Plan
- 8.0 **CORRESPONDENCE**

Summary of SBCSS Fall 2015 Oversight Visit
- 9.0 **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 10.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee

Board Minutes

February 16th, 2016 – 7:30 a.m.

1.0 CALL TO ORDER:

Chairman Scott Johnson called the meeting to order at 7:30am.

2.0 ROLL CALL:

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Member Andrew Jaramillo left before the consent agenda vote.

Staff members Gordon Soholt, Lisa Lamb, Lupita Girard, Toni Preciado, Myrna Foster, Jim Quinn, Jim Southwick, Richard Villanueva, and Silvia Ramos were present.

Angel Arrington represented SBCSS.

3.0 PUBLIC COMMENTS:

SBCSS Representative, Angel Arrington, shared that while attending an Authorizer Workshop, she heard very good comments about Norton and about the Lewis Center.

4.0 Information/Specific Items:

Principal's Report- Principal Girard reported there were interviews for the 4th grade open teaching position on Friday., There was one candidate but unfortunately they did not have the proper credentials to qualify for the teaching position. She also highlighted the WASC visiting committee's 3 recommendations in the 3 year mid-cycle review report. (1-Comprehensive Plan, 2-Professional Development, 3-Assessments). The next WASC visit will be in 2019 for NSAA 6 year renewal.

Andrew Jaramillo commented that the board members should be included in the proactive planning.

Marcia Vargas requested that there be more data provided in the principal's report in regards to the demographics and achievement of English Learners and the minority students. She also requested the board members be provided with more data about reclassified students, as well as their achievement in Spanish data and assessments.

NSAA Comparatives December 2016.

Duberly Beck had questions/ concerns on the budget calculations or formulas on "Books" and "Approved textbooks". Jim Quinn clarified the categories of the "Books and "approved books". Scott Johnson had concerns with the SELPA Services, and requests clarifications on the 2014-15 SELPA Service Budget and the revised budget. In 2015-16 total budget was \$46k.

Andrew Jaramillo has questions regarding the SELPA payment and billing procedure. Jim Quinn commented that he will be attending a SELPA financial committee meeting to improve payments and charging procedures and FTE invoices.

5.0 DISCUSSION ITEMS:

Update of 9-12 grades

Gordon Soholt presented that the scheduled meeting with Dr. Morales at CSUSB was canceled due to the Dean of the College of Education was unable to attend the scheduled meeting Marcia Vargas and Duberly Beck expressed the meeting should have moved forward with CSUSB President. Ms. Vargas attended the meeting with Dr. Morales, but she was informed the meeting was canceled. She met with Kathy Spates to share as much information about the NSAA vision.

CCSA Visit to NSAA

Gordon Soholt reported there was a 30min phone call with CCSA to confirm the visit that is scheduled for Feb 24th at NSAA campus. The purpose for this visit is for CCSA to review CAASPP scores and any norm-base assessments available. All board members are encouraged to attend the Feb 24th CCSA visit.

WASC Visiting Committee NSAA

WASC report and Update was presented in the Principal's Report with provided copies in the board packet.

6.0 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**

Mr. Villanueva & Drama students

Middle grade drama students presented two excerpts from the plays in December.

2nd Grade presentations:

Nicholas Wilshire from Ms. Rodriguez class presented a POP presentation on animal adaptations in Spanish.

3rd Grade presentations:

Nicholas Ramirez from Mrs. Ramos class gave an African American History presentation on Fredrick Douglas in Spanish.

Kendra Lamb from Mrs. Aviles class gave a presentation on Harriet Tubman in Spanish.

7.0 **ACTION ITEMS**

Approve Local Educational Agency Plan

On a motion by Scott Johnson, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved the Local Educational Agency Plan.

Vincent will add the January and February minutes to present at the March 14th board meeting for approval.

8.0 **CORRESPONDENCE**

Summary of SBCSS Fall 2015 Oversight Visit

The renewal is coming up very soon. Marcia Vargas requested additional assistance from SBCSS in preparation for the upcoming fall 2016 oversight visit.

9.0 **BOARD COMMENTS:**

Marcia Vargas very much enjoyed the presentations that the students and teachers prepared for the board. She appreciates all the hard work and effort they made to put the presentations together.

Tom Rosenbaum also appreciated all of the presentations that the teachers and students have presented to the board. He asked about the WASC report. Principal Girard reviewed the information shared in the packet.

Duberly Beck very much appreciated how the WASC reps gave appreciation and encouragement to all the teachers and staff. She also requested the reports from the WASC visit and the CCSA Visit.

10.0 **ADJOURNMENT:** Chairman Scott Johnson adjourned the meeting at 9:11 a.m.

**Agenda for Regular Joint Meeting of the
High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at Norton Space and Aeronautics Academy
503 E. Central Ave., San Bernardino, CA 92408**

March 14, 2016 - Public Meeting – 7:00 a.m.

**Additional Location: The Millennium at Six Pines, Conference room
10200 Six Pines Dr., The Woodlands, TX, 77380**

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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.
 - Partnering with NSAA – Tom Rosenbaum
- 4.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve December 14, 2015 Regular Meeting Minutes and February 25 and 29, 2016 Special Meeting Minutes – Pg 3-13
 - .02 Appoint Duberly Beck as the Personnel Committee Chair
 - .03 Approve Hiring a Construction Consultant to Review Consolidation Project – Pg 14
 - .04 Approve LCER Mission Statement – Pg 15
- 5.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve February 11, 2016 Regular Meeting Minutes – Pg 16-18
 - .02 Approve AAE Graduation Requirements – Pg 19
 - .03 Approve AAE Dance Team Field Trip – Performing Arts Studios, May 20th – 22, 2016 – Pg 20-22
 - .04 Approve AAE 2nd Interim Report – Pg 23-38
 - .05 Approve AAE Consolidated Application – Pg 39-40
- 6.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve January 19 and February 16, 2016 Regular Meeting Minutes – Pg 40-44
 - .02 Approve NSAA 2nd Interim Report – Pg 45-60
 - .03 Approve NSAA Consolidated Application – Pg 61-71
- 7.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Finance Committee – Russ Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Duberly Beck
- 8.0 **SPECIAL PRESENTATIONS:**
 - .01 NSAA Student Presentations
- 9.0 **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 Staff Reports – Pg 72-96
 - .02 Foundation Financial Reports – Pg 97-99

- .03 Lewis Center Financial Reports
 - Checks Over \$10K – Pg 100-101
 - Balance Sheet – Pg 102
 - Revenue vs. Expense – Pg 103
 - Comparatives – Pg 104
 - By Department – Pg 105

.04 AAE Financial Report – Pg 106-107

.05 NSAA Financial Report – Pg 108

.06 Board Attendance Log – Pg 109

.07 Board Give and Get – Pg 110

.08 Jeanne Stambaugh Consultant Report – Pg 111

.09 Rick Piercy Consultant Report – Pg 112-114

.10 Nigro & Nigro Correspondence – Pg 115-116

10.0 **BOARD AND STAFF COMMENTS:** *(Board members and staff members may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities.)*

11.0 **CLOSED SESSION:**

.01 Personnel Evaluation

12.0 **DISCUSSION/ACTION ITEMS:**

.01 Identify Critical Issues

.02 Turn Critical Issues into Goals

.03 Develop Measureable Objectives for Each Goal

.04 Assign Responsibilities for Each Objective/Next Steps

13.0 **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.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
March 14, 2016**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:25 a.m.

2.0 Roll Call

Foundation Board Members Duberly Beck, Regina Bell, Bud Biggs, Buck Goodspeed, Andrew Jaramillo, Robert Lovingood, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Tom Rosenbaum, Russell Stringham, and Rick Wolf were present.

Foundation Board Members David Bains, Scott Johnson, Donna Siegel and Marcia Vargas were absent.

AAE School Board Committee Members Robert Lovingood, Jose Palafox, Kevin Porter, Russell Stringham and Rick Wolf were present.

AAE School Board Committee Member David Bains was absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo and Tom Rosenbaum were present.

NSAA School Board Committee Members Scott Johnson and Marcia Vargas were absent.

Staff members Valli Andreasen, Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Wes Kanawyer, Stacy Newman, Toni Preciado, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

3.0 Public Comments: Tom Rosenbaum informed the Board he is trying to contact Pete Aguilar, former mayor of Redlands, to have his staff visit the NSAA campus. He is also going to local businesses regarding sponsorships and seeing what needs NSAA has.

4.0 Foundation Board Consent Agenda:

Russ Stringham asked that Item .01 be pulled. On a motion by Kevin Porter, seconded by Robert Lovingood, vote 12-0, the Foundation Board of Directors approved Consent Agenda Items 4.02 – 4.04.

.01 Approve December 14, 2015 Regular Meeting Minutes and February 25 and 29, 2016 Special Meeting Minutes – Pg 3-13

.02 Appoint Duberly Beck as the Personnel Committee Chair

.03 Approve Hiring a Construction Consultant to Review Consolidation Project – Pg 14

.04 Approve LCER Mission Statement – Pg 15

.01 Discussion - Russ Stringham would like the minutes of minutes of February 25th to include that 47 change orders were not brought to the Finance Committee. On a motion by Andy Jaramillo, seconded by Duberly Beck, vote 13-0, the Foundation Board of Directors approved Consent Agenda Item 4.01 with the noted revision to the February 25th minutes.

5.0 AAE School Board Committee Consent Agenda

On a motion by Robert Lovingood, seconded by Russ Stringham, vote 5 - 0, the AAE School Board Committee approved Consent Agenda Items 5.01 – 5.05.

- .01 Approve February 11, 2016 Regular Meeting Minutes
- .02 Approve AAE Graduation Requirements
- .03 Approve AAE Dance Team Field Trip – Performing Arts Studios, May 20th – 22, 2016
- .04 Approve AAE 2nd Interim Report
- .05 Approve AAE Consolidated Application

6.0 NSAA School Board Committee Consent Agenda

On a motion by Andy Jaramillo, seconded by Tom Rosenbaum, vote 3-0, the NSAA School Board Committee approved Consent Agenda Items 3.01- 3.03.

- .01 Approve January 19 and February 16, 2016 Regular Meeting Minutes
- .02 Approve NSAA 2nd Interim Report
- .03 Approve NSAA Consolidated Application

7.0 Standing Board Committee Reports

- .01 (a) Budget/Audit Committee – Russ Stringham reported that the committee has requested a list of consultants and a report of executive team salary increases for last 3 years.
- (b) Fundraising Committee – Teresa Dowd updated the Board on the Art Show and Reception.
- (c) Personnel Committee – Duberly Beck reported that the committee is working on the CEO evaluation.

8.0 Discussion/Action Items

- .01 Identify Critical Issues – Pat Caldwell developed a grid of critical issues for staff to report back to the Board on. She also distributed a draft strategic plan.

Jim Q. has begun reviewing business policies and looking at district policies. We will need Administrative Regulations to go along with the policies. The CEO is to oversee policy revisions and bring a progress report in June. Kevin suggested using the critical issues to decide what policies to revise first.

Russ would like the Tetra contract reviewed by BB&K as well as a review of construction costs by a consultant.

The Grant Writer's report is in the packet. This will be reviewed as part of the budget process. Robert would like the CFO to determine what consultants are essential.

Andy is confused on the Bridge program revenue, consultants, contracts with colleges, and contracts for curriculum. We can prepare a financial statement cost evaluation.

There is less advanced funding for the solar grant. We do not want to spend funds until it comes in, but it's not coming in quickly. We have received \$100K so far.

Jim S. will check CDE data on UC/USC eligible seniors. He has a college readiness report and other data points for trade school or military.

.02 Turn Critical Issues into Goals - Postponed

.03 Develop Measureable Objectives for Each Goal - Postponed

.04 Assign Responsibilities for Each Objective/Next Steps - Postponed

.05 Partnering with NSAA – Tom Rosenbaum – Info provided in public comments.

9.0 Special Presentation:

.01 NSAA Student Presentations - Postponed

10.0 Information Included in Packet

.01 Staff Reports

.02 Foundation Financial Reports

.03 Lewis Center Financial Reports

- Checks Over \$10K
- Balance Sheet
- Revenue vs. Expense
- Comparatives
- By Department

.04 AAE Financial Report

.05 NSAA Financial Report

.06 Board Attendance Log

.07 Board Give and Get

.08 Jeanne Stambaugh Consultant Report

.09 Rick Piercy Consultant Report

.10 Nigro & Nigro Correspondence

11.0 Board and Staff Comments: None

12.0 Closed Session: Personnel Evaluation

The Foundation Board of Directors convened into closed session at 8:35 a.m. and reconvened into open session at 9:35 a.m. Chairman Biggs reported that no action was taken.

A Personnel Committee meeting was scheduled for April 7 at 7:00 am for the personnel evaluation. A Special Foundation Board meeting was scheduled for May 12 at 7:30 am.

13.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 9:40 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

April 19th, 2016 – 7:30a.m.

- 1.0** **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0** **ROLL CALL:** Chairman, Scott Johnson
- 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** **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA Comparatives March, 2016.
- 5.0** **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades
 - .02 NSAA English Learners Data
- 6.0** **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
 - .01 RIMS Science Fair 2016 NSAA Winners
 - .02 4th grade student presentations
- 7.0** **ACTION ITEMS**
 - .01 NSAA Mission & Vision
 - .02 8th grade overnight field trip (High Trails Outdoor Science School)
 - .03 7th Grade overnight field trip (Ocean Institute at Dana Point) groups A and B
 - .04 Updated 2016-2017 School Calendar
- 8.0** **CORRESPONDENCE**
- 9.0** **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 10.0** **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

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School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

April 19th, 2016 – 7:30a.m.

1.0 CALL TO ORDER: Chairman, Scott Johnson

- **In attendance-** Toni Preciado, Lisa Lamb, Angel Arrington, Jim Southwick, Jim Quinn, Ryan Dorsey, Darren Dowd, Scott Johnson, Tom Rosenbaum, Lupita Girard, Gordon Soholt, Duberly Beck, Andrew Jaramillo,

2.0 ROLL CALL: Chairman, Scott Johnson

- Call to order 7:35 am all members were present with the exception of Marcia Vargas.

3.0 PUBLIC COMMENTS:

- No public comments cards were filled.

4.0 INFORMATION:

.01 Principal's Report

Parent computer classes: 12 parents have completed a 16 weeks course, and are ready to graduate. There will be a ceremony on May 3rd, 2016 at the NSAA campus (rescheduled for June 1st 6-8 pm). Board members are invited to attend. Principal Girard will send a finalized date for the graduation ceremony (June 1st).

Support Talks: Toni Preciado coordinated the Support talks, which included data analysis, and discussion with teachers regarding their provided interventions, guided intervention instruction with grade level teams. Today there will be a support talks at 8:30am.

CAASPP: 3rd-6th grades will be attending a motivational assembly for CAASPP testing. The testing window is April 12th-May 20th with one grade level per week.

Horace Mann- donated a bicycle to raffle to our students who have perfect attendance. There will be a bicycle raffled every trimester.

Read-a-Thon- will begin April 12th students are encouraged to collect pledges.

.02 NSAA Comparatives March 2016.

Scott Johnson requested clarification with the budget comparisons on books. The budget of 4,000\$ during 14-15 academic school year, compared to 696 on this current school year but only spent \$4,000 and it is now negative -4,000%.

Jim Quinn explained that the budget had to be reduced since the prior 14-15 year there was minimal expenses, thus the budget needs to be adjusted for items into the budget going forward. Scott also asked about the SBCSS county fees, in the current fiscal year the school we have spent \$74,000, but we have if we received \$57,000. Jim Quinn clarified that until 5 months ago we have budgeted and accrued those fees but have not been billed by SB County. The report indicates a negative but we have to reverse the accuracy. The budget 1% will be the actual collections through the year.

Andrew Jaramillo requested a 3-year projection with budget, revenue, benefit expenses. Also he would like to know when the board members be given the budget for approval for the following academic school year 2016-17. Jim Quinn stated the meeting that will be in May will be for the finance committee to review the budget.

Scott would like the finance committee to look at previous year's budget, for the meeting in May.

5.0 DISCUSSION ITEMS:

.01 Update of 9-12 grades

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Gordon presented that he did meet at CCSA, with a number of vendors who proposed lease-financing options. The companies build facilities and lease them back which would possibly us to use the SBC 740 Grant. This would be little more long term, Looking into the future K-12. Jim Quinn noted that on April 27, and May 9th both applications were submitted. Lisa Lamb adding that the admin team and middle grades staff have been working on the middle grades schedule, looking to building a schedule for future growth.

.02 NSAA English Learners Data

Scott Johnson and Duberly Beck motioned to table action item 5.2, to the next NSAA board agenda for Marcia Vargas.

6.0 SPECIAL PRESENTATIONS/ANNOUNCEMENTS:

.01 RIMS Science Fair 2016 NSAA Winners

The science fair award winners were given recognition and being a part of the largest science fair in the nation. Four students were present: Julia Rodriguez, Christian Vite, Isabella Lopez, and Jaden West. It was noted that were 34 projects represented our school out of 800 in the whole science fair.

.02 4th grade student presentations

Ms. Sepulveda, 4th grade POP power point presentations.

-Gianna Beck- oral presentation of Esperanza Rising is her favorite (book report)

- Selah Johnson- oral presentation of Juliet Gordon Low, the founder of the Girl Scouts.

7.0 ACTION ITEMS

.01 NSAA Mission & Vision (there is another revised version "who will")

Motion made by Duberly Beck and seconded by Tom Rosenbaum, vote 4 to 0 board committee approved action item 7.1

Board suggests leaving the comma.

.02 8th grade overnight field trip (High Trails Outdoor Science School)

Scott Johnson suggested that field trips be approved in appropriate timely manner to the board meetings.

Note taken by Principal Girard.

Motion made by Rosenbaum and Beck, vote 4 to 0 board committee approves both over night fieldtrip for middle grades students.

.03 7th Grade overnight field trip (Ocean Institute at Dana Point) groups A and B

Motion made by Beck and Rosenbaum 4 to 0, board committee approved.

.04 Updated 2016-2017 School Calendar

The calendar provided to the board, shows the cushion in the minutes, extended 10mins, school dismissal will end at TK and K will end at- 1:35pm, 1st-8th grades will be dismissed at 2:45pm. There are budgets being made for the changes for the coming academic school year. Lisa Lamb comments that all thoughts about teachers concerns have been taken into consideration; the nutrition break that was implemented this year will continue on for the next school year. The admin. team has been working diligently to meet student needs and the growth needs.

-Scott Johnson addresses Erin Mason to present herself to the board committee. Erin mason is the NSAA Intervention teacher K-8th and teacher coach, student success team, response intervention team.

-Andrew Jaramillo has questions and concerns in regarding budgeting and scheduling, there needs to be more preparation and planning, would like the board to be a part of the planning. Andrew- the board needs to be proactive with the budget and the changes from going to 9-12th grades. .

- Scott Johnson requested for the next board meeting, the board committee would like to review the instructional minutes and due diligence, or a summary with the planning. Colored copies will be provided,

Motion made to table action item 7.4 to the next board meeting, Rosenbaum second the motion.

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8.0 **CORRESPONDENCE**

9.0 **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*

- **Not comments**

10.0 **ADJOURNMENT:** Chairman Scott Johnson (8:26am)

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**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

May 17th, 2016 – 7:30a.m.

- 1.0 **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0 **ROLL CALL:** Chairman, Scott Johnson
- 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 **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA Comparatives April, 2016.
- 5.0 **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades
 - .02 NSAA English Learners Data- Jim Southwick
- 6.0 **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
 - .01
 - .02
- 7.0 **ACTION ITEMS**
 - .01 Approve April 19th, 2016 NSAA Board Meeting Minutes
 - .02 Updated 2016-2017 School Calendar (Middle Grades, Block Schedule, Instructional Minutes)
- 8.0 **CORRESPONDENCE**
- 9.0 **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 10.0 **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

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**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K5**

May 17th, 2016 – 7:30a.m.

1.0 CALL TO ORDER: Duberly Beck called meeting to order 7:36am.

In attendance:

Angel Arrington, Guadalupe Girard, Toni Preciado, Marcia Vargas, Tom Rosenbaum, Lisa Lamb, Ryan Dorsey, Jim Quinn.

2.0 ROLL CALL: Chairman Scott Johnson, and Andrew Jaramillo were both unable to attend.

3.0 PUBLIC COMMENTS:

- No public comments.

4.0 INFORMATION:

.01 Principal's Report

-Middle grades packet, the school dance moved to the May25th.

- The middle grade testing is over this week.

-Update on the Parent computer classes there are a total of 15 graduates from NSAA that will be participating in a much larger event on May 31st. This event is being coordinated by Rodolfo Ramirez. There will be many other schools from the Fontana Unified School District that will be participating in this event, and Fontana Unified School District will be the host of this event. Principal Girard is also awaiting confirmation on program and other details.

- Finalizing all the field trips:

- 3rd grade will be going to the San Bernardino County Museum.

- 4th grade will be going to La Placita Olvera.

- 5th grade will be going to iFly and the Oak Glen Preserve.

- Sports Updates

Track season has begun. The NSAA team is representing the school very well. Mr. Dominic Chavira attending a League meeting at AAE, he informed us that we are now off our 2-year probation period. The league presented some concerns in regarding to the school field, and the school grounds. There have been many injuries due to the fields are unlevelled. The league continues to encourage NSAA to continue with the sports program, and to increase the safety of the field, and install a cage so that the volleyball team can practice in the cafeteria. Mr. Chavira is working on possibly making the Drayson Center as the home field.

- Pancake breakfast/Carwash Fundraiser

-The student council team raised \$1,492.00 including the presale tickets, the event was a very big success.

- Transitional Kinder Update:

-Currently we have 18 students in the list, Stephanie Mesinas will be the teacher. She has already begun visiting other schools to get a better view of the program this week and is staying very proactive. The administrative team is excited for to currently have 18 confirmed students. The advertising billboard and Redlands market night have been a very proactive way for recruitment for the transitional kinder and promoting NSAA in the community.

Marcia Vargas- commended about the TK program; Marcia is commending NSAA on working on building a program different from the kinder program. She feels it is really important that the TK program move forward.

- Updated Calendar: Principal Girard provided an updated schedule and calendar for the upcoming 2016-17 school year.

Tom Rosenbaum- requested how would the pick and the traffic look like with the new schedule minutes?

- There are enough CDOs to help support the traffic.

Board Comments regarding instructional minutes/Dismissal:

Duberly Beck- With the new instructional minutes and dismissal times how ill this impact Wednesday pick up? What will be the average wait time during the pick for students? Duberly would like Teachers to be encouraged to be at dismissal on time, because this will impact the flow of traffic. Also requested if there are plans to hire teachers for the middle grades?

-Electives will be provided for students.

-Excel sheet provided: 4th-5th grade Instructional minutes.

- 1st -3rd grades minutes did not change. Duberly requested a revision or clarification. There will be clarification with Veronica Calderon regarding the instructional minutes.

-Toni: the traffic in the front of the school will not change, until we have some facilities changes, it will impact the Foisy street.

-Erin: the split pick up times has caused a little bit of traffic; feel that the new dismissal times will help the flow of traffic

-Principal Girard, middle grades numbers have not increased, and the plans to hire new middle grades teachers have not been considered at this time. With the new elective classes for middle grades, Chinese and other electives will be offered to our students. Yearbook and Journalism will be offered as an elective next year also. Teresa Villanueva will be teaching the Yearbook elective class; she has expressed high interest in giving this support to our students. NSAA is also looking to providing academic support through an additional Instructional Assistant. Also, the new schedule added 40min prep time during the block or elective period each day.

Marcia Vargas- On the scheduled date with the 8th grade promotion is there anything being done for the school during the day aside from the schedule evening promotion. Marcia Suggested that there should be a special presentation for the 8th graders who will be transitioning into high school.

-Myrna Foster: Added that there has been a violin class for the 1st grade students who were selected through a lottery.

.02 NSAA Comparatives for April 2016.

-Beck- asked questions regarding what is under class supplies 15-16

Class supplies: there was a budget for \$91,000 but there has only been \$31,000 spent until April. If we are underutilizing the budget then our teachers should be aware. Everything should not be hidden under the class supplies. The board should know the specifics for the budget.

- o Security and telephone, budgeted amount was way over, \$69,000 but budgeted \$25,000.
- o Lets utilize the PR and the advertising and promotion and Market the school.
- o Looking forward to see the new budget collaborations

-Rosenbaum- are they anything the board need to know about the coming 16-17 addressed to Lisa and Jim.

-Quinn- all the allocation included, all school supplies not specifically for teachers.

- o Including titles 1,2,3
- o The phone is being charged and the eRates and CTF comes in through the revenue, security they had to change the budget.
- o The state has made changes for the budgeting and funding for 16-17.
- o There is much precaution being taken when making the budget and spending in the over all total.
- o

-Ryan- the budget for the next year \$71,000 will be budgeted for the next school year. The CTF cover 50% of the phones.

-Girard- If out of the \$91,000 there are still funds, she would like to receive an update to ensure teachers and classrooms have what they need.

-Lisa- \$29,000 classroom supplies for \$15,000 office supplies

- o There will be payment being made for the next school years curriculum.
- o The new benchmark curriculum \$300,000.

5.0 DISCUSSION ITEMS:

.01 Update of 9-12 grades

- Lisa- the changes in middle grade, has set the stage for the 9-12th. Moving into a block schedule, is helping to strength the middle grades program, and looking to expand things on campus. There will be a scheduled meeting to see our lease on the property; currently we have 12 more years left. There will need to be more developing on this campus.
- **HighMark-** will be coming to the NSAA property and there will discussions on other options for NSAA facilities.

.02 NSAA English Learners Data- Jim Southwick

Principal Girard presented the data that was provided by Jim Southwick, since he was un able to attend. This was data that was requested by Marcia Vargas in March and was tabled until today's board meeting.

The data was presented in 3 areas:

- 1: *RFEP-Reclassified-Fluent English Proficient*
2. *AMAO1-Annual Measurable Achievement Objectives*
3. *AMAO2*

-All 3 areas are aligned with Title I and Title III.

-CELDT growth Data was presented by grade level, designation, and number of students. It was noted that some students have been reclassified. The data provided covered 122 students, and the current 15-16 school year. RFEP once student have been reclassified they are monitored on a six-month basis for two years.

-Goal 2-English Learners/AMOA1

-The updated plan will be presented to the board in the next meeting.

-The goal was to reach 2% increase. The goal was met in 15-16, next year the goal will be 63.5% a realistic goal.

Principal Girard concludes with we need to celebrate the increase of students being reclassified, and the goals being met, and there is still work to be done, which she hopes to meet those needs with the implementation of the new curriculum, Benchmark.

6.0 SPECIAL PRESENTATIONS/ANNOUNCEMENTS:

.01 Teacher of the Trimester Awards (Yesenia Moreno and Juliana Teran)

-Duberly Beck and present board members presented the awards.

.02 Angelica Ramos and Carolina Torres

- Three student presentations about California and US Symbols.

-Zara from Ms. Torres came in the school year as an English only student.

-Luis Posada Ms. Ramos, he is a native Spanish speaker but has only been enrolled at NSAA for 3 month.

-Madeline Party, from Ms. Angelica Ramos class presented a reading of a book she wrote in class.

-Board suggestions: The board request that there should be bio for the special presentations noted on the board agenda for the future meeting to come.

7.0 ACTION ITEMS

.01 Updated 2016-2017 School Calendar (Middle Grades, Lock Schedule, Instructional Minutes)

-Motion was made by Duberly Beck seconded by Marcia Vargas to approve the updated 2016-17 school calendar schedules, and instructional minutes.

.02 Approve Board minutes for 4-19-16 notes:

-Motion made by Tom Rosenabum and seconded by Marcia Vargas to approve April Board Minutes.

8.0 CORRESPONDENCE

9.0 BOARD COMMENTS: *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*

- Carnival/ PTO- requesting a donation small Gatorades and small bottles. June 3rd is the school carnival.

10.0 ADJOURNMENT: Duberly Beck adjourns board meeting at 8:54am

**Agenda for Regular Joint Meeting of the
High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

Meeting at Lewis Center for Educational Research – Gym Conference Room
17500 Mana Rd., Apple Valley, CA 92307
Additional Location: 10200 Six Pines Dr, The Woodlands TX, 77380 Conference Room

June 13, 2016 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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 **SPECIAL PRESENTATIONS:**
 - .01 Employee of the Semester Presentation – Chairman Bud Biggs
 - .02 Report on Opportunity Grant – Leadership Institute – Ken Sockwell
 - .03 Rick and Linda Piercy Certificate of Appreciation – Chairman Bud Biggs
- 5.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve March 14, 2016 Regular Meeting Minutes and May 12, 2016 Special Meeting Minutes – Pg 1-5
 - .02 Approve Foundation Board Meeting Schedule – Pg 6
- 6.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve May 12, 2016 Regular Meeting Minutes
 - .02 Approve AAE Local Control and Accountability Plan
 - .03 Approve ROTC Cadet Officer Candidate Training School, MRC campus - July 15-16, 2016
 - .04 Approve ROTC Cadet Advanced Leadership Training School, MRC campus – August 5-6, 2016
 - .05 Approve Annual ASB High School Leadership Camp, Fawnskin, CA – August 26-28, 2016
 - .06 Approve Annual ASB MS Leadership Camp, Big Bear, CA - September 16-28, 2016
 - .07 Approve ROTC USS Midway overnight program, San Diego, Ca – September 10-11, 2016
 - .08 Approve ROTC Senior Cadet Wright-Patterson AFB, Ohio – October 4-9-2016
 - .09 Approve ROTC Nellis AFB, Las Vegas, Nevada – November 12, 2016
 - .10 Approve ROTC Cadet Advance Leadership Training School, MRC campus – January 3, 2017
 - .11 Approve ROTC Drill Team & Color Guard SCIDM, El Segundo, CA – February 18-19, 2017
 - .12 Approve Costa Rica Club Trip to Costa Rica – March 18-26, 2017
 - .13 Approve ROTC 10TH Annual ROTC Leadership Camp, Fawnskin, CA – March 27-31, 2017
 - .14 Approve ROTC Drill Team & Color Guard Drill Meet, Los Alamitos, Ca – April 28-29, 2017
 - .15 Approve 9th Annual Special World Vision Event – MRC campus – May 26-27, 2017
 - .16 Approve AAE School Board Committee Meeting Schedule
- 7.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve May 17, 2016 Regular Meeting Minutes
 - .02 Approve NSAA Local Control and Accountability Plan
 - .03 Approve NSAA Local Educational Agency Plan
 - .04 Approve NSAA School Board Committee Meeting Schedule

- 8.0 **STANDING BOARD COMMITTEE REPORTS:**
.01 (a) Finance Committee – Russ Stringham
(b) Fundraising Committee – Donna Siegel
(c) Personnel Committee – Duberly Beck
- 9.0 **DISCUSSION/ACTION ITEMS:**
.01 BP3600- Check Signing Policy – Pg 7
.02 BP9311 – Board Policies Revision – Pg 8
.03 Solar Project – Jim Quinn
.04 Construction Consultant Review and Tetra Contract Review – Jim Quinn – Pg 9-10
.05 Long term debt restructuring – Jim Quinn
.06 Plan to increase ADA by filling grades – Lisa Lamb
.07 Progress on NSAA charter renewal – Lisa Lamb
.08 Progress on NSAA high school – Lisa Lamb
.09 Progress on CSUSB partnership (lab school, teacher training sites, desert campus, etc.) – Lisa Lamb
- 10.0 **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
.01 Staff Reports – Pg 11-36
.02 Foundation Financial Reports – Pg 37-39
.03 Lewis Center Financial Reports
 - Checks Over \$10K – Pg 40
 - Balance Sheet – Pg 41
 - Revenue vs. Expense – Pg 42
 - Comparatives – Pg 43
 - By Department – Pg 44
.04 AAE Financial Report – Pg 45-46
.05 NSAA Financial Report – Pg 47
.06 Board Attendance Log – Pg 48
.07 Board Give and Get – Pg 49
.08 Jeanne Stambaugh Consultant Report – Pg 50-51
.09 Rick Piercy Consultant Report – Pg 52-54
- 11.0 **BOARD AND STAFF COMMENTS:** *(Board members and staff members may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities.)*
- 12.0 **DISCUSSION/ACTION ITEMS:**
.01 Board Review of Comparable Compensation Data for Charter School Executive Directors/CEOs/Superintendents/Principals
- 13.0 **CLOSED SESSION:** Public Employment: Interim CEO
- 14.0 **DISCUSSION/ACTION ITEMS:**
.01 Resolution 2016-02 – Executive Compensation – Pg 55-59
.02 At-Will Employment Agreement for Interim CEO – Pg 60-69
- 15.0 **ADJOURNMENT:** Chairman Biggs

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**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
June 13, 2016**

1.0 Call to Order

Vice Chairman Scott Johnson called the meeting to order at 7:15 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Bud Biggs (8:00 a.m.), Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Robert Lovingood, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Donna Siegel, Russell Stringham, Marcia Vargas and Rick Wolf (7:50 a.m.) were present.

Foundation Board Members Tom Rosenbaum and Regina Weatherspoon-Bell were absent.

AAE School Board Committee Members David Bains, Robert Lovingood, Jose Palafox (by phone), Kevin Porter, Russell Stringham and Rick Wolf were present.

NSAA School Board Committee Members Duberly Beck, Scott Johnson, Andrew Jaramillo and Marcia Vargas were present.

NSAA School Board Committee Member Tom Rosenbaum was absent.

Staff members Valli Andreasen, Darren Dowd, Teresa Dowd, Lupita Girard, Wes Kanawyer, Lisa Lamb, Stacy Newman, Rena Payne, Sherri Pearson, Toni Preciado, Jim Quinn, Paul Rosell and Carolyn Schmidt were also present.

3.0 Public Comments: Kelli Cole informed the Board of the GAVRT trip and that the form is due today.

4.0 Special Presentations:

.01 Chairman Bud Biggs presented Employee of the Semester awards to George Armstrong, Karen Wilson and Beth Burns. Lisa also presented a thank you to Pat Caldwell.

.02 Ken Sockwell, VPA Department Chair, reported on the Opportunity Grant he received to attend Disney’s Leadership Institute.

.03 Rick and Linda Piercy were not in attendance to receive their Certificate of Appreciation.

5.0 Foundation Board Consent Agenda:

On a motion by Kevin Porter, seconded by David Bains, vote 14-0, the Foundation Board of Directors approved Consent Agenda Items 5.01 – 5.02.

.01 Approve March 14, 2016 Regular Meeting Minutes and May 12, 2016 Special Meeting Minutes

.02 Approve Foundation Board Meeting Schedule

6.0 AAE School Board Committee Consent Agenda

Kevin asked about the Costa Rica trip. It is the first time we have had a field trip there and is through a club. Jose asked how we were raising funds. The trip is voluntary and the club is fundraising and parents will cover the rest. On a motion by Robert Lovingood, seconded by David Bains, vote 6 - 0, the AAE School Board Committee approved Consent Agenda Items 6.01 – 6.16.

- .01 Approve May 12, 2016 Regular Meeting Minutes
- .02 Approve AAE Local Control and Accountability Plan
- .03 Approve ROTC Cadet Officer Candidate Training School, MRC campus - July 15-16, 2016
- .04 Approve ROTC Cadet Advanced Leadership Training School, MRC campus – August 5-6, 2016
- .05 Approve Annual ASB High School Leadership Camp, Fawnskin, CA – August 26-28, 2016
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- .16 Approve AAE School Board Committee Meeting Schedule

7.0 NSAA School Board Committee Consent Agenda

On a motion by Marcia Vargas, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved Consent Agenda Items 7.01- 7.04.

- .01 Approve May 17, 2016 Regular Meeting Minutes
- .02 Approve NSAA Local Control and Accountability Plan
- .03 Approve NSAA Local Educational Agency Plan
- .04 Approve NSAA School Board Committee Meeting Schedule

8.0 Standing Board Committee Reports

- .01 (a) Finance Committee – Russ Stringham reported that the committee has met several times regarding solar and has signed the contract with DS Solar. David Bains read notes he had from the June 10th meeting that he was not able to present before the contract was signed. Bud Biggs noted that when we first heard consultant Simeon Trotter’s recommendations in December, the Board recommended going forward with the first phase of the solar project and discussing storage as a later phase. He doesn’t understand why it has been delayed so long. Kirt Mahlum disavowed any representation David has made against staff and noted that Lisa and Jim were personally attacked by David at the meeting last Friday. Kevin and Buck agreed. Kevin noted that we need to get the first phase started and can then look at the next steps. He didn’t like that it got personal and we shouldn’t make allegations that are not factual or based on feelings. Robert would like to know more about our projected savings. Jim Quinn will be presenting a storage proposal at a future Finance Committee meeting. Rick Wolf met with staff at AVUSD and would like our contractor to talk with them to see what issues they’ve had.

- (b) Fundraising Committee – Donna Siegel noted that the Committee has a goal of raising no less than \$20K per year and this year’s art show should be just over that. Thank you to Kim, Teresa and the Board. Pat and Donna will be meeting with the Executive Director of St. Mary’s Foundation regarding restructuring the Fundraising Committee.
- (c) Personnel Committee – Duberly Beck reported that the committee Foundation Board of Directors Agreement has been updated. Please sign the agreement and return to Teresa.

9.0 Discussion/Action Items

- .01 BP3600 – Checks over \$10K are including in the Board packet quarterly. Transactions are being brought forward to the Finance Committee. On a motion by Robert Lovingood, seconded by Kirt Mahlum, vote 14 – 0, the Foundation Board of Directors approved BP3600.
- .02 On a motion by Kirt Mahlum, seconded by Marcia Vargas, vote 14 – 0, the Foundation Board of Directors approved BP9311.
- .03 Jim Quinn will be bringing forward a proposal for more solar panels and storage.
- .04 The Tetra contract was reviewed by BB&K and their response was included in the packet. It is an enforceable contract and they felt the terms were advantageous. The consultant recommended by BB&K is doing a preliminary review of the construction project and will provide results to the Finance Committee. Kevin asked if there was a way to make this a subsequent remedial review under BB&K so it can be protected by attorney/client privileges and for our use only.
- .05 Jim Quinn is working with a bond consultant for long term debt restructuring. Union Bank renewed our line of credit. The lease at NSAA is a factor in that we could restructure it all together.
- .06 Plans are to increase ADA by filling grades. We are adding TK classes at both schools and both are full and have waiting lists. NSAA’s 8th grade is going from 17 to 50 and AAE’s 12th grade is going from 76 to 115. Both campuses are focusing on attendance and providing incentives.
- .07 Lisa Lamb provided a NSAA charter renewal timeline in the packet. We will be providing a draft to Angel Arrington by August and are working on the MOU. We will need Board support and should be aware of what is in the charter, the academic program, and scores. We will let the Board know the dates for the hearings.
- .08 Lisa, Lupita, Toni, Erin and MS teachers are working on the schedule to have secondary academic pieces in place for NSAA to grow to HS. Marcia Vargas noted that a So Cal boys scholar athlete of the year was from a San Bernardino Dual Immersion program. We are meeting with HighMark regarding the potential to relocate or rebuild NSAA. We are also meeting with SB County and SB City regarding the lease.
- .09 We are discussing a collaborative math project with CSUSB. K16 Bridge is working on a grant with them as well. Kevin Porter felt the Board needs to be cognizant of Chris making commitments on behalf of the LCER. He recommends meeting with him and getting on the same page. K16 Bridge has been operating independently of LCER. We would like to establish an ad hoc committee to evaluate the program usage, personnel, finance and effectiveness. Robert Lovingood would like to see measurables and an understanding the program. On a motion by Robert Lovingood, seconded by Andy Jaramillo, vote 14-0, the Board of Directors approved a committee to include Finance Committee members, other board members and staff to bring back a report to the Board on the K16 Bridge program.

10.0 Information Included in Packet

- .01 Staff Reports
- .02 Foundation Financial Reports

- .03 Lewis Center Financial Reports
 - Checks Over \$10K
 - Balance Sheet
 - Revenue vs. Expense
 - Comparatives
 - By Department
- .04 AAE Financial Report
- .05 NSAA Financial Report
- .06 Board Attendance Log
- .07 Board Give and Get
- .08 Jeanne Stambaugh Consultant Report
- .09 Rick Piercy Consultant Report

12.0 Board and Staff Comments: Kirt Mahlum asked about terminations in the Human Resources report. We are an At Will employer and the term “termination” means ending the employment. It could be a resignation or termination. Kevin Porter noted that the Board is only brought in if there are legal issues. The Board would like it noted on the report if it was a resignation or termination.

13.0 Closed Session: Public Employment: Interim CEO

The Foundation Board of Directors convened into closed session at 9:30 a.m. and reconvened into open session at 10:28 a.m. Chairman Biggs reported that no action was taken.

14.0 Discussion/Action Items

- .01 On a motion by Buck Goodspeed, seconded by Duberly Beck, vote 14-0 the Foundation Board of Directors approved Resolution 2016-02 – Executive Compensation.
- .02 On a motion by Kevin Porter, seconded by Marcia Vargas, vote 14-0, the Foundation Board of Directors approved the At Will Employment Agreement for the Interim CEO.

15.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 10:30 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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

**Agenda for Regular Meeting of the Norton Space and Aeronautics Academy
School Board Committee**

**Public Meeting at the Norton Space and Aeronautics Academy
503 E. Central Ave, San Bernardino
Room K-5**

**Additional Location:
One Gateway Plaza, Los Angeles, CA, 90012**

August 16th, 2016 – 7:30 a.m.

- 1.0** **CALL TO ORDER:** Chairman, Scott Johnson
- 2.0** **ROLL CALL:** Chairman, Scott Johnson (will attend via conference call)
- 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** **INFORMATION:**
 - .01 Principal's Report
 - .02 NSAA-AAE-Comparatives not included- Jim Quinn will provide at meeting.
- 5.0** **DISCUSSION ITEMS:**
 - .01 Update of 9-12 grades, Charter Renewal, School Lease (Lisa Lamb)
 - .02 Election of Board Officers (Scott Johnson)
 - .03 Update visit by Rep. Pete Aguilar (Tom Rosenbaum)
- 6.0** **ACTION ITEMS:**
 - .01 NSAA Board Resolution of Proposition 58- The LEARNING Initiative
- 7.0** **SPECIAL PRESENTATIONS/ANNOUNCEMENTS:**
- 8.0** **CORRESPONDENCE**
- 9.0** **BOARD COMMENTS:** *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 10.0** **ADJOURNMENT:** Chairman Scott Johnson

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 (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

Minutes for Regular Meeting of the Norton Space and Aeronautics Academy School Board Committee

August 16th, 2016

- 1.0 **CALL TO ORDER:** Chairman Scott Johnson (via conference call) called the meeting to order at 7:38am.
- 2.0 **ROLL CALL:** Present: Duberly Beck, Andrew Jaramillo, Scott Johnson (via conference call), Tom Rosenbaum and Marcia Vargas
Absent: None
Staff members Ryan Dorcey, Darren Dowd, Myrna Foster, Lupita Girard, Lisa Lamb, Stacey Newman, Toni Preciado, Jim Quinn, and Paul Rosell were also in attendance.
Angel Arrington represented the San Bernardino County Superintendent of Schools.
- 3.0 **PUBLIC COMMENTS:** None
- 4.0 **INFORMATION:**
.01 Principal's Report:
Principal Girard shared that both the first week of school and back to school night were very successful. David Garcia (NSAA Registrar) is working diligently with teachers to complete assessments for incoming students for 2nd grade and above. The new Transitional Kinder class is up and running. The class has reached its full capacity and we are no longer enrolling for the current school year. Erin Mason (Instructional Coach) and Toni Preciado (Vice Principal) will be providing support to the class.
Staff Update - There are two teacher positions that are in the process of being filled: Kinder and Middle School ELA/Science. Mrs. Parker, Fine Arts Teacher, resigned and the Admin Team decided to not renew the position. There are elective courses for students in the Middle Grades that meet that need: Art, Chinese, Music, Year Book, and Technology.
Benchmark Curriculum Update – Principal Girard expressed they are excited with the curriculum and materials. All teachers have been provided with the materials and are implementing them in the classroom. There will be a follow up to support teachers with the online component.
ELAC – Principal Girard states ELAC will need to re-elect an ELAC President The Vice President and Ms. Dolan have been working on NSAA's Multicultural Health Fair on September 23rd.
Marcia Vargas requested the ratio of incoming kinder English Learners to English only students. Marcia asked if Spanish and English speaking parents attend the "Parents and Pastries" meeting and suggested changing the title to "Padres y Pan Dulce".
Andrew Jaramillo feels it is very important that all parents be more proactive in the school.
Principal Girard met with PTO on effective ways to have parents attend more of the PTO meetings.
Lisa Lamb encouraged board members to attend NSAA events.
Lupita has helped build a relationship with the Mexican Consulate.
Duberly Beck requested current enrollment numbers.
Andrew Jaramillo would like to know if there is a waiting list and what grades we have availability and what grades are full.
Marcia Vargas was happy to hear that NSAA had a great first week of school and a successful back to school night.
Lisa Lamb expressed appreciation on the welcome celebration and thanked Toni Preciado for coordinating the event.
- .02 NSAA-AAE-Comparatives
Jim Quinn noted that there have been changes as to how things have been budgeted this year so the first month is not comparable. Paul Rosell explained the Desert Mountain SELPA and OT services allocations.
Andrew Jaramillo suggested that Jim Quinn keep track of the ADA that is coming in. Jim responded that we will not have those calculations until attendance has stabilized.
Duberly requested clarification of the budget line "other outgoing".
- 5.0 **DISCUSSION ITEMS:**
.01 Update of 9-12 grades
Lisa Lamb gave an update on the charter renewal. The timeline has been sent to the board. They are very close to finalizing the document. We are conveying who we are and what we want our school to look like in the next 5 years. There is a proposal to change NSAA to "Norton Science and Language Academy" NSLA. A video was created to introduce students to the proposed name change. We would like NSAA to amp up science and the GAVRT program. The board has been requested to update their bio to the charter renewal.

School Lease Update – Lisa reported that we cannot add portables to accommodate 9-12 and we will continue working with High Mark. We will be doing a walkthrough of the property with the County regarding the lease.

.02 Election of Board Officers

Scott Johnson notified board members and executive team he is in North Carolina until December with National Guard responsibilities. A new chairman should be nominated. Duberly Beck was nominated as Chair of the Committee. Lisa Lamb informed the board that the nomination will be placed on the agenda of the Foundation Board Meeting on September 12th, 2016 for approval.

.03 Update visit by Rep. Pete Aguilar

Tom Rosenbaum was contacted by Andrea (assistant to Pete Aguilar) regarding Congressman Pete Aguilar visiting NSAA September 2, 2016 from 10am-11am. Tom encouraged board members and exec team to attend. Marcia Vargas stated it is very important to attend these events and encourages ELAC representatives to be present

6.0 ACTION ITEMS:

.01 NSAA Board Resolution of Proposition 58- The LEARNING Initiative

Marcia Vargas shared Prop 58 will be on the November ballot. It was written by Ricardo Lara. The resolution statement was provided and Marcia would like for the board to sign the resolution in support of proposition 58. On a motion by Andrew Jaramillo, seconded by Duberly Beck, vote 4-0 with Tom Rosenbaum abstaining, the NSAA School Board Committee approved signing the resolution.

7.0 SPECIAL PRESENTATIONS/ANNOUNCEMENTS: None

8.0 CORRESPONDENCE: None

9.0 BOARD COMMENTS: *(Board members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*

Andrew Jaramillo thanked Lisa Lamb for the effective leadership she brings to the executive team.

Marcia Vargas thanked Lisa Lamb for her leadership.

Lisa Lamb thanked Angel Arrington for her support in the charter renewal process.

Tom Rosenbaum and Duberly Beck thanked the entire NSAA team.

10.0 ADJOURNMENT: Chairman Scott Johnson adjourned the meeting at 8:44 a.m.

**Agenda for Regular Joint Meeting of the
High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Meeting at Norton Space and Aeronautics Academy
503 E. Central Ave., San Bernardino, CA 92408
Additional Location: 10200 Six Pines Dr, The Woodlands TX, 77380 Conference Room**

September 12, 2016 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 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 **SPECIAL PRESENTATIONS:**
- 5.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve June 13, 2016 Regular Meeting Minutes – Pg 1-4
 - .02 Approve June 13, 2016 Special Meeting Minutes – Pg 5
 - .03 Approve Salvage of Unusable Donated Vans
- 6.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve August 11, 2016 Regular Meeting Minutes – Pg 6-9
- 7.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**
 - .01 Approve August 16, 2016 Regular Meeting Minutes – Pg 10-11
- 8.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Finance Committee – Russ Stringham
 - Update on Construction Review
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Duberly Beck
- 9.0 **DISCUSSION/ACTION ITEMS:**
 - .01 Approve LCER Strategic Plan – Pg 12-33
 - .02 Approve Personnel Committee Recommendation for the President/CEO Hiring Process
 - .03 Approve Personnel Committee Recommendation for the President/CEO Job Description Revision – Pg 34-36
 - .04 Approve Personnel Committee Recommendation for the Interim President/CEO Evaluation Process – Pg 37-38
 - .05 Approve to retain the name "High Desert "Partnership in Academic Excellence" Foundation, Inc" for formal purposes only (banking, taxes, reporting, etc.), and refer to the organization by the "DBA" name Lewis Center for Educational Research, and refer to the Board as the Board of Directors of the Lewis Center for Educational Research
 - .06 Approve creating the Lewis Center Foundation as an organization operating under the auspices of and reporting to the Lewis Center Board of Directors
 - .07 Approve Changing the Name of the Fundraising Committee to the Lewis Center Foundation
 - .08 Approve Updated Bylaws – Pg 39-56
 - .09 Approve an Executive Committee, comprised of the Board officers and Committee Chairs. Such committee will have and may exercise the authority of the Board in the interim time period between full Board meetings. The committee will meet at the discretion of the Chairman of the Board or the President/CEO. Actions taken by the Executive Committee will be ratified at the next regular Board meeting

- .10 Approve BP 9100 – Board Vacancies – **Pg 57**
- .11 Approve BP 9110 – Terms and Officers – **Pg 58**
- .12 Approve BP 1312.3 Update – Uniform Complaint Procedures – **This will be sent in a separate attachment**
- .13 Approve Resolution 2016-03 and Updated Conflict of Interest Code – **Pg 59-65**
- .14 Approve a Nominating Committee consisting of two members of the Board and the President/CEO, one of which will be the committee chair, for open Board Vacancy, Board Terms and Officers
- .15 Chairman to Appoint Nominating Committee Members
- .16 Bring Forward Dr. Steve Levin, Juno Project Scientist and GAVRT Lead Scientist, as a Candidate for the Board – **Letter of Intent and Resume will be sent in a separate attachment**
- .17 Chairman to Appoint Kirt Mahlum as Treasurer of the Board of Directors
- .18 Approve Duberly Beck as the Chair of the NSAA School Board Committee
- .19 Approve Changing the Name of the Norton Space and Aeronautics Academy (NSAA) to the Norton Science and Language Academy (NSLA)
- .20 Update on NSAA charter renewal – Lisa Lamb
- .21 Update on NSAA Lease – Lisa Lamb
- .22 Update on K-16 Bridge Review – Lisa Lamb
- .23 Update on CSUSB partnership – Lisa Lamb
- .24 Update on Selling Surplus Property – Lisa Lamb
- .25 Update on AAE and NSAA Test Scores – Valli Andreasen, Wes Kanawyer, Lupita Girard – **Pg 66 - 68**

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

- .01 Staff Reports – **Pg 69 - 98**
- .02 Foundation Financial Reports – **Pg 99-101**
- .03 Lewis Center Financial Reports
 - Balance Sheet – **Pg 102**
 - Checks Over \$10K – **Pg 103**
 - Comparatives – **This will be sent in a separate attachment**
 - Internal Statement – **Pg 104-109**
 - Monthly Budget Report by Departments – **Pg 110 - 121**
 - Revenue and Expenditures – **Pg 122**
- .04 AAE Financial Report – **This will be sent in a separate attachment**
- .05 NSAA Financial Report – **This will be sent in a separate attachment**
- .06 Finance Committee Meeting Notes – **Pg 123 - 126**
- .07 Fundraising Committee Meeting Notes – **Pg 127 - 129**
- .08 Board Attendance Log – **Pg 130**
- .09 Board Give and Get – **Pg 131**
- .10 Jeanne Stambaugh Consultant Report – **Pg 132 - 134**

11.0 BOARD AND STAFF COMMENTS: *(Board members and staff members may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities.)*

12.0 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 Mariposa Rd., Apple Valley, CA.

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
September 12, 2016**

1.0 Call to Order

Foundation Board Treasurer Kirt Mahlum called the meeting to order at 7:15 a.m.

2.0 Roll Call

Foundation Board Members Duberly Beck, Robert Lovingood (by phone but not agendized so not a participant in the meeting), Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Tom Rosenbaum, Russell Stringham, and Marcia Vargas were present.

Foundation Board Members David Bains, Regina Bell, Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Donna Siegel and Rick Wolf were absent.

Foundation Board Member Bud Biggs arrived at 8:12 a.m.
Foundation Board Member Robert Lovingood left at 8:00 a.m.
Foundation Board Member Jose Palafox left at 8:45 a.m.

AAE School Board Committee Members Robert Lovingood (by phone but not agendized so not a participant in the meeting), Jose Palafox (by phone), Kevin Porter and Russell Stringham were present.

AAE School Board Committee Members David Bains and Rick Wolf were absent.

NSAA School Board Committee Members Duberly Beck, Tom Rosenbaum and Marcia Vargas were present.

NSAA School Board Committee Members Andrew Jaramillo and Scott Johnson were absent.

Staff members Valli Andreasen, Veronica Calderon, Ryan Dorcey, Darren Dowd, Teresa Dowd, Myrna Foster, Guadalupe Girard, Wes Kanawyer, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn, Paul Rosell, were also present.

3.0 Information:

.01 The Foundation Board was informed that Russ Stringham has stepped down as Treasurer of the Foundation Board, which is also the Chairman of the Finance Committee. Russ stated that it has been a pleasure for him to serve. Kevin Porter gave him high praise.

.02 The Foundation Board was informed that Bud Biggs, Chairman of the Foundation Board, has appointed Kirt Mahlum as Treasurer of the Foundation Board and Chairman of the Finance Committee.

4.0 Public Comments: None

5.0 Special Presentations:

Adriana Ramirez gave a Spanish class report on Colorado and Isabella Lopez gave a Spanish class report on Massachusetts. The reports were presented via student created video projects.

6.0 Foundation Board Consent Agenda

The following items were not approved as a quorum was not present.

- .01 Approve June 13, 2016 Regular Meeting Minutes
- .02 Approve June 13, 2016 Special Meeting Minutes
- .03 Approve Salvage of Unusable Donated Vans

7.0 AAE School Board Committee Consent Agenda

The following item was not approved as a quorum was not present.

- .01 Approve August 11, 2016 Regular Meeting Minutes

8.0 NSAA School Board Committee Consent Agenda

On a motion by Marcia Vargas, seconded by Tom Rosenbaum, vote 3-0, the NSAA School Board Committee approved Consent Agenda Item 8.01.

- .01 Approve August 16, 2016 Regular Meeting Minutes

9.0 Standing Board Committee Reports

- .01 (a) Budget/Audit Committee – Lisa Lamb reported that AAE has signed a bus contract with Ebmeyer for the school year which is saving us about 16% in busing costs. There is not a construction review update at this time.
- (b) Fundraising Committee – Pat Caldwell reported that the committee has met twice regarding becoming a separate fundraising foundation operating under our 501(c)(3). The committee met with Paul Kaminski from St. Mary Foundation regarding their structure. The LCER has purchased donor database software and is working with Finance. The committee will be recommending that we refer to this Board as the Lewis Center for Educational Research Board and the new foundation as the Lewis Center Foundation. The Foundation will report to the LCER Board. The committee needs more volunteers from the LCER Board. Kevin Porter and Marcia Vargas volunteered to serve on the committee. The Board was asked to be thinking of community members to serve as well.
- (c) Personnel Committee – Duberly Beck reported that the committee has met regarding the CEO position.

10.0 Discussion/Action Items

Agenda Items 10.01 – 10.17 were tabled due to a quorum not being present.

- .18 Update on NSAA Charter Renewal - Lisa Lamb reported that we have been working with CCSA the last 2 months on a multiple measures review to support renewal. Angel Arrington and Lisa have been reviewing the charter draft as well to show the plan for growth and data to

support renewal. We will be sending the draft to YM&C by Friday. We will need support at the County Board meetings for the hearing. Dates will be sent to the Board.

.19 Update on NSAA Lease – Lisa Lamb reported that we are working with legal counsel and that the lease requirements are vague and we will need time to determine our options. Potential options are: 1. extend the lease and build out at the current site, including Head Start; 2. secure a new location and surrender the property; 3. explore Prop 39 properties within SBCUSD. We are working with HighMark to identify any properties within a 10-mile radius. The County of San Bernardino brought a team of 12 to inspect the property and wanted to know if we were using all of the space. Head Start is having to vacate their buildings and may want to place portables on site.

.20 Update on K-16 Bridge Review – Lisa Lamb reported that the Finance Committee has discussed the review but not the Personnel Committee. We are trying to get an understanding of everything involved. Lisa has met with several Superintendents that were not positive regarding Bridge. They felt they were promised things that weren't available. We need to be careful not to hurt the reputation of the Lewis Center. This is the last year of the Ramp Up Grant and there is a question of future revenue. Russ Stringham asked what Bridge provides and if other programs were available. Bridge provides a full time trainer, the LMS portion of My Mentor, Eureka Career Assessment, and Petersons test prep tools. Bridge acts like a centralized portal to these other products. My Mentor is the only part developed by the LCER, and AAE and NSAA account for 83% of usage. Ryan reported that Google Classroom is a free LMS and there are many free college assessment tools. It is felt that program needs to be refocused.

.21 Update on CSUSB partnership – Lisa Lamb reported that the grant writer is working on a grant involving CSUSB. If the grant is awarded to them, NSAA will be the site used for their middle school research.

.22 Update on selling surplus property – Lisa Lamb reported that she met with Joe Brady regarding use or sale of the 11 acres adjacent to Highway 18. His opinion was that access was an issue and it wasn't viable. There is also a portion of our land on the other side of the river that Lee Graham is farming. There could be a liability issue in his doing so as there is no formal agreement. We could look into selling or leasing that property. Lee would like to know if there will be any changes as he was planning on making improvements. We are looking at updating our specific plan as it has not been followed and is very restrictive.

.23 Update on AAE and NSAA test scores – Valli Andreasen, Wes Kanawyer and Lupita Girard went over the information that was included in the packet. We have been analyzing trends and the effectiveness of teachers. Wes has been looking at cohort data (tracking each grade level as it moves up year to year). Lupita is looking at scores when we start introducing formal instruction in English. NSAA parents are invested and realize scores will be lower due to being a full dual immersion program, not just a strand. We are looking forward to professional development, teachers sharing strategies and providing strategic interventions.

11.0 Closed Session (This item was held at the end of the meeting after Agenda Item 13.0.)

.01 Interim President/CEO Evaluation

The Board of Directors convened into closed session at 9:25 a.m. They reconvened into open session at 9:55 a.m. Kirt Mahlum, Treasurer, reported that no action was taken in closed session.

12.0 Information Included in Packet:

.01 Staff Reports - Kevin Porter asked Darren Dowd about the AAE Certificates of Occupancy. Darren reported that the As Builts have not been completed and the Town of Apple Valley is also bringing up issues from the Specific Plan that we need to resolve such as parking spaces and

landscaping before the certificates are issued. We are not at risk of being shut down. We are working on completing what they are requiring.

.02 Foundation Financial Reports

.03 Lewis Center Financial Reports

- Balance Sheet
- Checks Over \$10K
- Comparatives
- Internal Statement
- Monthly Budget Report by Departments
- Revenue and Expenditures

.04 AAE Financial Report

.05 NSAA Financial Report

.06 Finance Committee Meeting Notes

.07 Fundraising Committee Meeting Notes

.08 Board Attendance Log

.09 Board Give and Get

.10 Jeanne Stambaugh Consultant Report – Jeanne is our grant writer and is being paid out of the K-16 Bridge budget through December. She working on grants for K-16 Bridge, GAVRT and the Drown Foundation. We hope to see some grants funded.

13.0 Board and Staff Comments

Robert Lovingood would like the meetings to be via teleconference at both locations. We will look into scheduling them between County sites again.

We will be sending out a poll to schedule a special meeting to address the items that were not approved/discussed today. Please respond to the survey so we can be sure we have a quorum.

14.0 Adjournment

Treasurer Kirt Mahlum adjourned the meeting at 10:00 a.m.

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 Lewis Center for Educational Research, 17500 Mana Rd., Apple Valley, CA 92307

Additional Locations:

31 Gatewood Springs Dr., The Woodlands, TX 77381

608 Monterey St., Redlands, CA 92373

3179 Via Casita Place, Chico, CA

September 28, 2016 - Public Meeting – 7:00 a.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 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve June 13, 2016 Regular Meeting Minutes – Pg 1-4
 - .02 Approve June 13, 2016 Special Meeting Minutes – Pg 5
 - .03 Approve Sale/Disposal of IT Surplus Equipment – Pg 6-9
 - .04 Approve Sale/Disposal of Unusable Donated Vans
 - Dodge - WD8PD744455782777
 - Ford - FDXE45S21HA31654
- 5.0 **DISCUSSION/ACTION ITEMS:**
 - .01 Approve LCER Strategic Plan – Pg 10-31
 - .02 Approve Personnel Committee Recommendation for the President/CEO Hiring Process
 - .03 Approve Personnel Committee Recommendation for the President/CEO Job Description Revision – Pg 32-34
 - .04 Approve Personnel Committee Recommendation for the Interim President/CEO Evaluation Process – Pg 35-36
 - .05 Approve to retain the name "High Desert “Partnership in Academic Excellence” Foundation, Inc" for formal purposes only (banking, taxes, reporting, etc.), and refer to the organization by the "DBA" name Lewis Center for Educational Research, and refer to the Board as the Board of Directors of the Lewis Center for Educational Research
 - .06 Approve creating the Lewis Center Foundation as an organization operating under the auspices of and reporting to the Lewis Center Board of Directors
 - .07 Approve Changing the Name of the Fundraising Committee to the Lewis Center Foundation
 - .08 Approve an Executive Committee, comprised of the Board officers and Committee Chairs. Such committee will have and may exercise the authority of the Board in the interim time period between full Board meetings. The committee will meet at the discretion of the Chairman of the Board or the President/CEO. Actions taken by the Executive Committee will be ratified at the next regular Board meeting
 - .09 Approve Updated Bylaws – Pg 37-54
 - .10 Approve BP 9100 – Board Vacancies – Pg 55
 - .11 Approve BP 9110 – Terms and Officers – Pg 56
 - .12 Approve BP 1312.3 Update – Uniform Complaint Procedures – Pg 57 - 67
 - .13 Approve Resolution 2016-03 and Updated Conflict of Interest Code – Pg 68-74
 - .14 Chairman to Appoint Nominating Committee consisting of two members of the Board and the President/CEO, one of which will be the committee chair, for open Board Vacancy, Board Terms and Officers
 - .15 Bring Forward Dr. Steve Levin, Juno Project Scientist and GAVRT Lead Scientist, as a Candidate for the Board
 - .16 Approve Duberly Beck as the Chair of the NSAA School Board Committee
 - .17 Approve Changing the Name of the Norton Space and Aeronautics Academy (NSAA) to the Norton Science and Language Academy (NSLA)

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- 6.0 **INFORMATION THAT WAS NOT INCLUDED IN LAST PACKET ON 9-12-16:** *(Board members may ask questions on items for clarification.)*
- .01 Lewis Center Financial Reports
 - Comparatives – Pg 75
 - .02 AAE Financial Report – Pg 76
 - .03 NSAA Financial Report – Pg 77-78
- 7.0 **BOARD AND STAFF COMMENTS:** *(Board members and staff members may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities.)*
- 8.0 **ADJOURNMENT:** Chairman Biggs

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

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

**Special Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors**

**Minutes
September 28, 2016**

1.0 Call to Order

Foundation Board Treasurer Kirt Mahlum called the meeting to order at 7:05 a.m.

2.0 Roll Call

Foundation Board Members David Bains, Duberly Beck, Regina Bell, Bud Biggs (by phone) Buck Goodspeed, Andrew Jaramillo, Kirt Mahlum, Jose Palafox (by phone), Kevin Porter, Tom Rosenbaum (by phone), Donna Siegel, Russell Stringham, and Rick Wolf were present.

Foundation Board Members Robert Lovingood, Scott Johnson, and Marcia Vargas were absent.

Foundation Board Member David Bains left at 8:02 a.m.

Foundation Board Member Jose Palafox left at 8:55 a.m.

Staff members Valli Andreasen, Ryan Dorcey, Darren Dowd, Teresa Dowd, Sarah Grief, Wes Kanawyer, Lisa Lamb, Stacy Newman, Rena Payne, Sherri Pearson and Jim Quinn were also present.

Angel Arrington represented the San Bernardino County Superintendent of Schools.

3.0 Public Comments: None

4.0 Foundation Board Consent Agenda

Consent Agenda Item 4.01 was pulled by David Bains.

On a motion by Kevin Porter, seconded by David Bains, vote 13 – 0, the Foundation Board of Directors approved Consent Agenda Items 4.02 – 4.04.

.02 Approve June 13, 2016 Special Meeting Minutes

.03 Approve Sale/Disposal of IT Surplus Equipment

.04 Approve Sale/Disposal of Unusable Donated Vans

Dodge – WD8PD74455782777

Ford – FDXE45S21HA31654

.01 Approve June 13, 2016 Regular Meeting Minutes – Kirt Mahlum asked if any board members had received correspondence by email from David Bains regarding this item. Many noted that they had. Kirt read the correspondence David sent out regarding revisions to Agenda Item 8.01 (a) of the June 13, 2016 Regular Meeting Meetings and asked Russ Stringham if he had helped prepare the revisions as David had noted. Russ responded that he did not help prepare them but had received them from David for review. Kirt asked Bud Biggs if he approved the revisions as David had noted, and he responded that he did not. He said he and David had discussed David’s role as looking at future projects and that the section of the minutes in question was fine as is, that he had directed Lisa to sign the solar contract during the Finance

Committee meeting, and that we need to limit considerations to what was said at the June 13 meeting. David would like the Finance Committee and Admin to meet to clarify the minutes. Kirt asked what it was the Board wanted from the Committee regarding the minutes as it is a report of what was said at the meeting. We need consensus to finalize and move on. Pat suggested having the Finance Committee discuss it and bring it back for approval. There was discussion about what had happened during the process of the solar project since December.

5.0 Discussion/Action Items

.01 Approve LCER Strategic Plan – Pat Caldwell reported that the plan includes goals and objectives that will be focused on for the year. Kevin suggested listing them on board agendas for updates or focusing staff reports on the goals. Lisa noted she will include them in her reports. Kevin also asked for line items in the budget, and he would like to see revenue and reserves. On a motion by Russ Stringham, seconded by Buck Goodspeed, vote 13-0, the Foundation Board of Directors approved the LCER Strategic Plan.

.02 Approve Personnel Committee Recommendation for the President/CEO Hiring Process – Duberly Beck reported that the Committee had met and discussed options for the CEO position, including: hiring the Interim CEO as CEO and either backfill or eliminate the CAO position, or hire a new CEO and the Interim CEO either returns to the CAO position or another position within the organization. The Committee's recommendation is to keep the Interim CEO through June 30 and to post the CEO position around February/March, with the goal of hiring by July 1. The determination of the CAO position will be made at that time. On a motion by Duberly Beck, seconded by Kevin Porter, vote 13-0, the Foundation Board of Directors approved the recommendation.

.03 Approve Personnel Committee Recommendation for the President/CEO Job Description Revision – Duberly Beck reported that the CEO and CAO positions are very similar, other than overseeing the schools and special education. The job descriptions were combined for this year as the Interim CEO is doing both positions and will be evaluated on both. Some of the CAO duties have been allocated to other staff. Buck asked why we need the CAO position. David noted that we need a business background and the job description doesn't emphasize that. We could include that in the posting. On a motion by Duberly Beck, seconded by Buck Goodspeed, vote 13-0, the Foundation Board of Directors approved the job description revision.

.04 Approve Personnel Committee Recommendation for the Interim President/CEO Evaluation Process – Duberly Beck reported that not much has changed other than there is a timeline and the evaluation should be completed before the President/CEO job position is posted. Lisa suggested that on number one feedback should also come from Principals and Director of Facilities. On a motion by Regina Bell, seconded by Kevin Porter, vote 13-0, the Foundation Board of Directors approved the evaluation process with the recommended amendment.

.05 Approve to retain the name "High Desert "Partnership in Academic Excellence" Foundation, Inc." for formal purposes only (banking, taxes, reporting, etc.), and refer to the organization by the "DBA" name Lewis Center for Educational Research, and refer to the Board as the Board of Directors of the Lewis Center for Educational Research – due to the layers of names and establishing the new Lewis Center Foundation, this Board of Directors will be referred to as the LCER Board. On a motion by Duberly Beck, seconded by Regina Bell, vote 13-0, the Foundation Board of Directors approved referring to the organization and this Board as the Lewis Center for Educational Research.

.06 Approve creating the Lewis Center Foundation as an organization operating under the auspices of and reporting to the Lewis Center Board of Directors – on a motion by Kevin

Porter, seconded by Buck Goodspeed, vote 13–0, the LCER Board of Directors approved creating the Lewis Center Foundation.

.07 Approve Changing the Name of the Fundraising Committee to the Lewis Center Foundation – the Lewis Center Foundation will still be a committee of the Board and the Chairman must be a member of the LCER Board. The committee may include community members. On a motion by Regina Bell, seconded by Kevin Porter, vote 13–0, the LCER Board approved the name change.

.08 Approve an Executive Committee, comprised of the Board officers and Committee Chairs. Such committee will have and may exercise the authority of the Board in the interim time period between full Board meetings. The committee will meet at the discretion of the Chairman of the Board or the President/CEO. Actions taken by the Executive Committee will be ratified at the next regular Board meeting – There are times that action needs to be taken between regular LCER Board meetings. Rick asked if the committee would be able to approve expenditures. Andy noted that anything not budgeted over \$50K needs Finance Committee approval. He felt we are too spread out as it is. Jose concurred. Lisa is concerned about upcoming items such as NSAA lease negotiations and charter renewal. We may need to schedule additional Special Board meetings. Duberly is in favor of the committee but would like the agenda sent to the full Board and all members could attend. Regina concurs and would want to set parameters which would be spelled out in the EC Job Description. This item was tabled until a job description is developed for approval. Input will be sought from the Board.

.09 Approve Updated Bylaws – Pat walked the Board through the changes. Kirt suggested approving with the exception of section 11.0 regarding the Executive Committee. Angel Arrington noted that in section 7.3 (B) we should be very careful allowing members from contiguous counties. Local control is very important. Jose asked if adding having a local business would meet the requirement. Angel suggested posing that question to legal counsel. We could have a provision of a single position that is organization specific to our mission. It was suggested to add “pending further action by the Board” to the end of paragraph 8.0 (A). It was suggested to change “annually” to “at the annual meeting” in section 8.1. It was suggested to remove the Executive Committee from section 11.3. On a motion by Bud Biggs, seconded by Duberly Beck, vote 13 – 0, the LCER Board of Directors approved the updated bylaws with the exception of sections 7.3 (B), 8.0 (A), 8.1, 11.0 and 11.3, which will be modified and brought back for approval.

.10 Approve BP 9100 – Board Vacancies – through this policy a nominating committee will evaluate what skills the Board is looking for in a vacant board position and review applications. On a motion by Bud Biggs, seconded by Kirt Mahlum, vote 13-0, the LCER Board of Directors approved BP 9100.

.11 Approve BP 9110 – Terms and Officers – On a motion by Kevin Porter, seconded by Regina Bell, vote 13-0, the LCER Board of Directors approved BP 9110.

.12 Approve BP 1312.3 Update – Uniform Complaint Procedures – there have been revisions by the CDE and legal counsel has reviewed the updates. We currently have 2 UCP complaints and no findings were found on the student fees complaint. An appeal was filed and it is in the hands of the CDE if they want to conduct an investigation. We are still working on the LCAP complaint. UCP is a process for complaints with specific criteria. Other complaints are handled internally. On a motion by Duberly Beck, seconded by Buck Goodspeed, vote 13-0, the LCER Board of Directors approved BP 1312.3 Update.

.13 Approve Resolution 2016-03 and Updated Conflict of Interest Code – On a motion by Kevin Porter, seconded by Duberly Beck, vote 13 – 0, the LCER Board of Directors approved Resolution 2016-03 and the updated Conflict of Interest Code.

.14 Chairman to Appoint Nominating Committee consisting of two members of the Board and the President/CEO, one of which will be the committee chair, for open Board Vacancy,

Board Terms and Officers – Bud Biggs asked for volunteers and appointed Regina Bell and Rick Wolf.

.15 Bring Forward Dr. Steve Levin, Juno Project Scientist and GAVRT Lead Scientist, as a Candidate for the Board – Ryan Dorcey reported that the Board had a priority to bring a JPL member on board and Dr. Levin has submitted his letter of intent and resume.

.16 Approve Duberly Beck as the Chair of the NSAA School Board Committee – On a motion by Kevin Porter, seconded by Andy Jaramillo, vote 13 – 0, the LCER Board of Directors approved Duberly Beck as the Chair of the NSAA School Board Committee.

.17 Approve Changing the Name of the Norton Space and Aeronautics Academy (NSAA) to the Norton Science and Language Academy (NSLA) – the school is receptive to the name change and it will also be approved through our charter renewal. On a motion by Kevin Porter, seconded by Andy Jaramillo, vote 13 – 0, the LCER Board of Directors approved the name change.

6.0 INFORMATION THAT WAS NOT INCLUDED IN LAST PACKET ON 9-12-16: *(Board members may ask questions on items for clarification.)*

.01 Lewis Center Financial Reports – Andy Jaramillo wanted to be sure we are taking into consideration STRS/PERS increases. They are in our projections and the Exec Team is looking at this as well as salaries. Jim Quinn is going to do a 5 year forecast for salaries, health care, STRS/PERS, facilities and debt. We need to be proactive and build up reserves. Angel will provide Jim what they present to their Board.

- Comparatives

.02 AAE Financial Report

.03 NSAA Financial Report

7.0 Board and Staff Comments

Lisa Lamb shared that AAE as a school and Scott Gormley as Athletic Director both received the CIF Southern Section Champions for Character Award at a ceremony on Monday.

The LCER was mentioned on CNN regarding work with Matt Huffine and Tim Shields on a Raven and Tortoise project. Lisa will send the clip to the Board.

Duberly Beck clarified that regarding the June 13, 2016 Board Minutes discussion she does not want information on staff being personally attacked removed from the meeting minutes as that was what was discussed. She also commended Lisa on attending NSAA events.

In addition to the June 13, 2016 Finance Committee report discussion, Kirt Mahlum asked for the Finance Committee meeting being scheduled to include meeting minutes from May 12, May 19 and June 10, a consultant report from Howard Jaeger including possible \$ recovery, a solar update of savings, and Jim's 5 year forecast.

8.0 Adjournment

Treasurer Kirt Mahlum adjourned the meeting at 9:48 a.m.

High Desert
“Partnership in Academic Excellence”
Foundation, Inc.

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Agenda for Special Meeting of the Norton Science and Language Academy
Board Committee

Public Meeting at the Norton Science and Language Academy
503 E. Central Ave, San Bernardino
Room K-5

Additional Location:
15402 W. Sage St. #105, Victorville, CA 92392

October 7th, 2016 – 7:30 a.m.

- 1.0 **CALL TO ORDER:** Chairman, Duberly Beck
- 2.0 **ROLL CALL:** Chairman, Duberly Beck
- 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 **ACTION ITEMS:**
.01 Approve the NSLA Charter Renewal Petition, Budget, and submission of the renewal petition to the county board.
- 5.0 **BOARD and STAFF COMMENTS:** *(Board and staff members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*
- 6.0 **ADJOURNMENT:** Chairman Duberly Beck

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 48 hours before the meeting by calling (909) 386-2300.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 503 E. Central Ave., San Bernardino, CA

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**Minutes for Special Meeting of the Norton Science and Language Academy
Board Committee**

October 7th, 2016 – 7:30 a.m.

1.0 **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 7:37 am.

2.0 **ROLL CALL:** Chairman Duberly Beck, Marcia Vargas, and Andy Jaramillo (by phone) were present.

Members Scott Johnson and Tom Rosenbaum were absent.

Staff Members Lupita Girard and Toni Preciado were also present.

3.0 **PUBLIC COMMENTS:**

There were no public comments.

4.0 **ACTION ITEMS:**

.01 Approve the NSLA Charter Renewal Petition, Budget, and submission of the renewal petition to the county board.

Ms. Beck asked if everyone had a chance to review the charter documents. Ms. Vargas said she did, and she had provided her input and feedback to Teresa Dowd. On a motion to approve by Andy Jaramillo, seconded by Marcia Vargas, vote 3-0, the NSLA Charter Renewal Petition, Budget and submission of the renewal petition to the county board was approved.

5.0 **BOARD and STAFF COMMENTS:** *(Board and staff members may ask a question for clarification, make a brief announcement, or make brief report on his or her own activities)*

Ms. Girard shared that NSAA received feedback about the Charter document from Angel Arrington from SBCSS. Some of the points for editing Ms. Girard mentioned:

- Parent volunteers: Ms. Girard mentioned the need to eliminate the Volunteer form, as it includes the need to encourage parents to volunteer for 30 hours. The volunteer form has been removed from the charter.
- Expulsion Appeal to the SBCSS Board: Ms. Girard mentioned that the charter was edited to include that the right to appeal will be included in the written notice sent to parents.
- Citations for charts/graphs: Erin Mason provided citations for the charts/ graphs with data for the charter.
- Secondary grades enrollment: Ms. Girard shared that she is asking Lisa for support in speaking about the enrollment data table for the high school projections, but that she added how NSLA anticipates community interest based on the small setting, and being the only dual language high school.
- Ms. Vargas mentioned that she provided Teresa Dowd with a couple of ideas to add to the charter regarding: SST- Process - Marcia feels home visits are important and shared one experience from a home visit. Ms. Vargas said that as a teacher her attitude changed towards the student and **the child's attitude changed at school**. She suggested we include a statement in the SST process that allows the possibility for home visits such as: **“Home visits if necessary.”**

Ms. Preciado:

- Will bring Ms. Vargas suggestion for “Home visits” to be presented at the next MTSS meeting.
- Mentioned the Latino Family Literacy Project, which Ms. Vasquez is leading with 20 families who are being selected, based on the 1st grade English Learners with very low reading comprehension skills.

Ms. Beck also mentioned the Latino Book Fair at CSUSB that NSLA attends on a yearly basis.

Ms. Vargas would like to thank the writers who took part in the 1,012 pages. She felt it was a well-written document.

Ms. Beck also agreed and appreciated the inclusion of comparative data from similar schools.

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 (909) 386-2300.

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Ms. Girard clarified the dates for the Charter Renewal process as follows: On the November 7th Board meeting there will be an opportunity for NSAA to make public comments, but the actual presentation to the SBCSS board will take place on Dec. 5th when everyone's support will be greatly appreciated. Mrs. Girard said that it will be important to encourage parents to support the December 5th presentation. NSAA parents will be notified to submit letters of support for the December 5th board presentation.

Marcia asked about the name change process. Ms. Preciado said that the process will begin once the charter is approved, but the official changes will not begin until Fall 2017.

6.0 **ADJOURNMENT:** Chairman Duberly Beck

Ms. Beck adjourned the meeting at 7:52 am.

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 (909) 386-2300.

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APPENDIX E

Instructional Minutes Dual Immersion Program Minutes

NORTON SPACE AND AERONAUTICS ACADEMY
DUAL LANGUAGE IMMERSION PROGRAM
INSTRUCTIONAL MINUTE BREAKDOWN
2016-2017

Kindergarten	First Grade	Second Grade	Third Grade	4th & 5th Grade	6th-8th Middle Grades
Total Instructional Minutes=255	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330
90% 10%	80% 20%	70% 30%	60% 40%	50% 50%	29% Spanish 71% English
Spanish 225 minutes	Spanish 265 minutes	Spanish 231 minutes	Spanish 198 minutes	Spanish 160 minutes	Spanish 95 minutes
Opening Activities 20 minutes Language Arts 110 minutes Math 70 minutes PE/Art/Music 25 minutes	Opening Activities 20 minutes Language Arts 145 minutes Math 60 minutes Social Studies 20 minutes PE/Art/Music 20 minutes	Opening Activities 20 minutes Language Arts 121 minutes Math 60 minutes Social Studies and Language Arts integrated 30	Opening Activities 10 minutes Language Arts 78 minutes Math 50 minutes Social Studies 30 minutes PE/Art/Music 30 minutes	Spanish Language Arts 60 minutes Social Studies 60 minutes PE 20 minutes Art/Music 20 minutes	Spanish Language Arts & Social Studies 95 minutes
English 30 minutes	English 65 minutes	English 99 minutes	English 132 minutes	English 160 minutes	English 230 minutes
ELD/ALD Science/Social Studies 30 minutes	ELD/ALD Science 65 minutes	ELD/ALD (Reading/Writing in English) and Science 69 minutes PE/Art/Music 30 minutes	ELD/ALD (Reading/Writing in English) 52 minutes Science 60 minutes Math Skills/Vocabulary 20 minutes	Science 55 minutes Math 55 minutes English Language Arts (Word Study, Book Club) 50 minutes	Science & English Language Arts 95 minutes Math 55 minutes PE 40 minutes Enrichment classes 40 minutes

Daily Instructional Minutes	Time	Minutes	Less Lunch/Passing	Instructional Minutes Per Day
Mon. Tues. Thur. Fri.	8:15-2:45	390	60	330
Wednesday Early Release	8:15-1:35	320	60	260
Parent Conference Days	8:15-12:30	255	45	210
Yearly Breakdown	# Days	x Minutes		Weekly Total Instructional Min.
Monday	32	330		10560
Tuesday	38	330		12540
Wednesday	38	260		9880
Thursday	38	330		12540
Friday	34	330		11220
Total Days	180		Total Minutes	56740
Less Minimum Day	Time	Less	Minimum Day	Instructional Minutes Per Day
Thur. Oct. 20	8:15-12:30	120	Early Release	210
Fri. Nov. 4	8:15-12:30	120	End of 1st Trimester	210
Thur. Nov. 10	8:15-12:30	120	Parent Conference	210
Mon. Nov. 14	8:15-12:30	120	Parent Conference	210
Tues. Nov. 15	8:15-12:30	120	Parent Conference	210
Wed. Nov. 16	8:15-12:30	50	Parent Conference	210
Thur. Nov. 17	8:15-12:30	120	Parent Conference	210
Fri. Nov. 18	8:15-12:30	120	Parent Conference	210
Fri. Dec. 16	8:15-12:30	120	Early Release	210
Fri. Mar. 3	8:15-12:30	120	End of 2nd Trimester	210
Fri. Mar 10	8:15-12:30	120	Parent Conference	210
Mon. Mar 13	8:15-12:30	120	Parent Conference	210
Tues. Mar 14	8:15-12:30	120	Parent Conference	210
Wed. Mar 15	8:15-12:30	50	Parent Conference	210
Thur. Mar 16	8:15-12:30	120	Parent Conference	210
Fri. Mar 17	8:15-12:30	120	Parent Conference	210
Thur. May 25	8:15-12:30	120	Early Release	210
Thur. June 8	8:15-12:30	120	Early Release Last Day of School	210
			Total Minutes Subtracted	2020
			Total Annual Instructional Minutes	54720
State Required Minutes 1st-3rd	50,400		Extra	4,320

Daily Instructional Minutes	Time	Minutes	Less Lunch/Passing	Instructional Minutes Per Day
Mon. Tues. Thur. Fri.	8:15-2:45	390	60	330
Wednesday Early Release	8:15-1:35	320	60	260
Parent Conference Days	8:15-12:30	255	45	210
Yearly Breakdown	# Days	x Minutes		Weekly Total Instructional Min.
Monday	32	330		10560
Tuesday	38	330		12540
Wednesday	38	260		9880
Thursday	38	330		12540
Friday	34	330		11220
Total Days	180		Total Minutes	56740
Less Minimum Day	Time	Less	Minimum Day	Instructional Minutes Per Day
Thur. Oct. 20	8:15-12:30	120	Early Release	210
Fri. Nov. 4	8:15-12:30	120	End of 1st Trimester	210
Thur. Nov. 10	8:15-12:30	120	Parent Conference	210
Mon. Nov. 14	8:15-12:30	120	Parent Conference	210
Tues. Nov. 15	8:15-12:30	120	Parent Conference	210
Wed. Nov. 16	8:15-12:30	50	Parent Conference	210
Thur. Nov. 17	8:15-12:30	120	Parent Conference	210
Fri. Nov. 18	8:15-12:30	120	Parent Conference	210
Fri. Dec. 16	8:15-12:30	120	Early Release	210
Fri. Mar. 3	8:15-12:30	120	End of 2nd Trimester	210
Fri. Mar 10	8:15-12:30	120	Parent Conference	210
Mon. Mar 13	8:15-12:30	120	Parent Conference	210
Tues. Mar 14	8:15-12:30	120	Parent Conference	210
Wed. Mar 15	8:15-12:30	50	Parent Conference	210
Thur. Mar 16	8:15-12:30	120	Parent Conference	210
Fri. Mar 17	8:15-12:30	120	Parent Conference	210
Thur. May 25	8:15-12:30	120	Early Release	210
Thur. June 8	8:15-12:30	120	Early Release Last Day of School	210
			Total Minutes Subtracted	2020
			Total Annual Instructional Minutes	54720
State Required Minutes 4th-5th	54,000		Extra	720

Instructional Minutes
 6thGrade-8th Grade 2016-2017

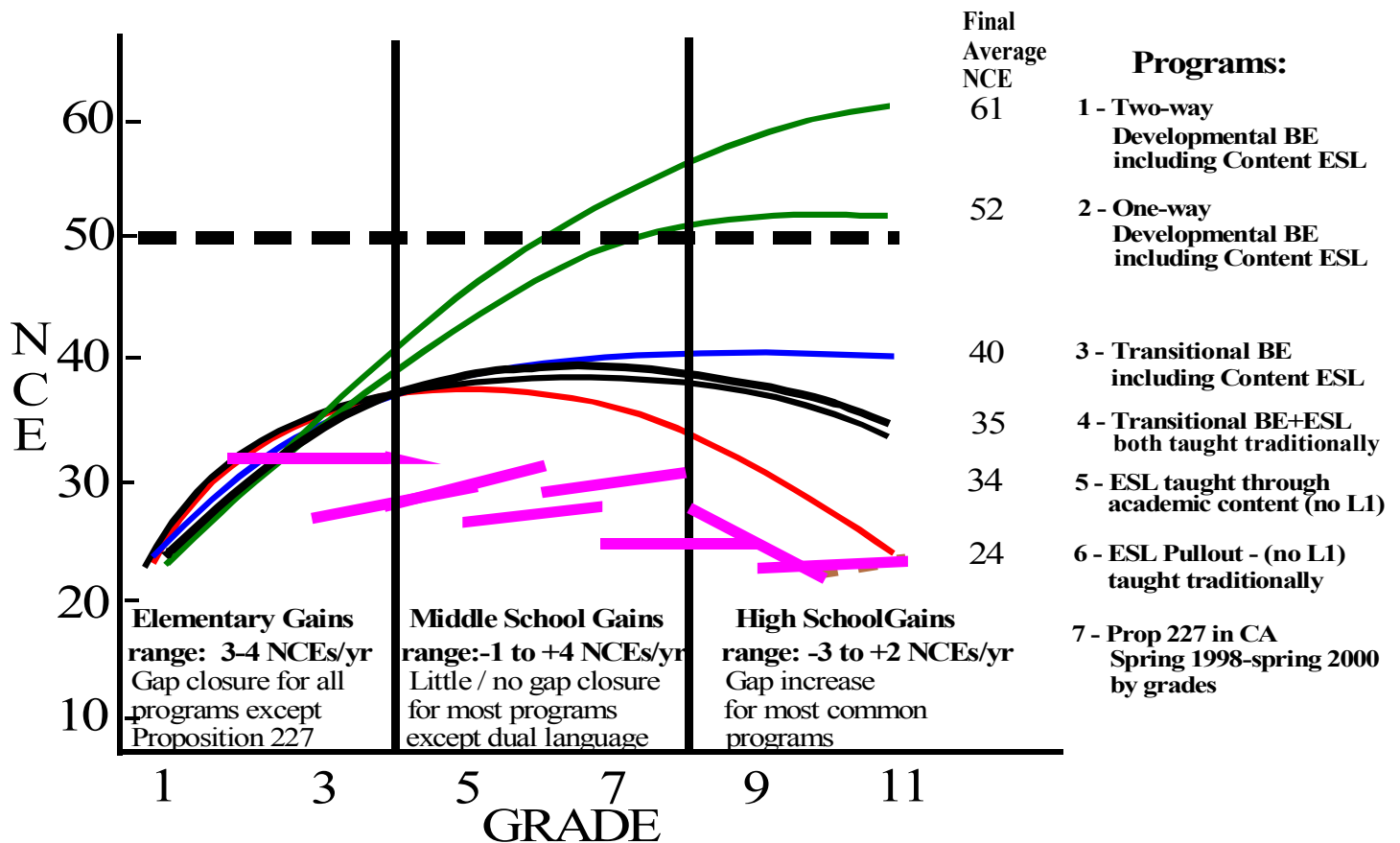
Daily Instructional Minutes	Time	Minutes	Less Lunch/Passing	Instructional Minutes Per Day
Mon. Tues. Thur. Fri.	8:15-2:45	390	55	335
Wednesday Early Releas	8:15-1:35	320	45	275
Parent Conference Days	8:15-12:30	255	35	220
Yearly Breakdown	# Days	x Minutes	Weekly Total Instructional Min.	
Monday	32	335		10720
Tuesday	38	335		12730
Wednesday	38	275		10450
Thursday	38	335		12730
Friday	34	335		11390
Total Days	180		Total Minutes	58020
Less Minimum Day	Time	Less	Minimum Day	Instructional Minutes Per Day
Thur. Oct. 20	8:15-12:30	115	Early Release	220
Fri. Nov. 4	8:15-12:30	115	End of 1st Trimester	220
Thur. Nov. 10	8:15-12:30	115	Parent Conference	220
Mon. Nov. 14	8:15-12:30	115	Parent Conference	220
Tues. Nov. 15	8:15-12:30	115	Parent Conference	220
Wed. Nov. 16	8:15-12:30	55	Parent Conference	220
Thur. Nov. 17	8:15-12:30	115	Parent Conference	220
Fri. Nov. 18	8:15-12:30	115	Parent Conference	220
Fri. Dec. 16	8:15-12:30	115	Early Release	220
Fri. Mar. 3	8:15-12:30	115	End of 2nd Trimester	220
Fri. Mar 10	8:15-12:30	115	Parent Conference	220
Mon. Mar 13	8:15-12:30	115	Parent Conference	220
Tues. Mar 14	8:15-12:30	115	Parent Conference	220
Wed. Mar 15	8:15-12:30	55	Parent Conference	220
Thur. Mar 16	8:15-12:30	115	Parent Conference	220
Fri. Mar 17	8:15-12:30	115	Parent Conference	220
Thur. May 25	8:15-12:30	115	Early Release	220
Thur. June 8	8:15-12:30	115	Early Release Last Day of School	220
			Total Minutes Subtracted	1950
			Total Annual Instructional Minutes	56070
State Required Minutes 6th-8th	54,000		Extra	2,070

Figure 6

ENGLISH LEARNERS= LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SEVEN PROGRAM MODELS

(Results aggregated from a series of longitudinal studies of well-implemented, mature programs in five school districts and in California from 1998-2000)

- Program 1: Two-way developmental bilingual education (BE), including Content ESL
- Program 2: One-way developmental BE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught traditionally
- Program 7: Proposition 227 in California (sequential 2-year cohorts, spring 1998-spring 2000)



APPENDIX F

School Information

NORTON ACADEMY 2016-2017 SCHOOL YEAR

NSAA STUDENT CALENDAR - 180 School Days

Grades TK-8 school starts at 8:15am

TK + Kinder dismissal every day at 1:30pm

Grades 1-8 dismissal at 2:45pm (M, T, Th, F) & 1:35 (W)

Grading Periods K-8

August 9-November 4	1st Trimester
November 7-March 3	2nd Trimester
March 6 -June 8	3rd Trimester

Holidays

Sept. 5 - Labor Day	Feb. 13 - Lincoln's Bday
Nov. 11 - Veteran's Day	Feb. 20 - President's Day
Nov.21-25 Thanksgiving Break	March 20-March 31-Spring Break
Dec. 19-Jan. 6 - Winter Holidays	May 29 - Memorial Day
Jan. 16- MLK Day	

Special Dates

Kinder orientation - August 8	
Kindergarten Recognition & Awards Assemblies-June 8	
Student First Day--August 9	Student Last Day--June 8
Teacher First Day--August 5	Teacher Last Day--June 9
8th Grade Promotion & Awards Assemblies-June 7	

No School	Holiday	Teacher In-Service, No School	* Trimester Ends	Early Dismissal 1:35
First and last days of school	Parent-Teacher conferences for all grades-Nov. 10-18 & March 10-17 & minimum days at 12:30 pm			

July-16

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (0)

August-16

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days- 17

September-16

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 21

October-16

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days- 20

November-16

M	T	W	TH	F
	1	2	3	4*
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

School Days- 16

December-16

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 12

School Days

August	17
September	21
October	20
November	16
December	12
January	16
February	18
March	13
April	20
May	21
June	6

180

Teacher Work Days

185

January-17

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days- 16

February-17

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

School Days- 18

March-17

M	T	W	TH	F
		1	2	3*
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days- 13

April-17

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

School Days- 20

May-17

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days- 21

June-17

M	T	W	TH	F
			1	2
5	6	7	8*	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 6

NORTON SPACE AND AERONAUTICS ACADEMY



BELL SCHEDULE/HORARIO ACADEMIC DAY*/EL DIA ACADEMICO* 2016-2017 TK-Kinder – 5th Grade

7:45 – 8:05	Breakfast program/Programa de desayuno
7:55 – 8:15	Arrival of students not in Breakfast Program
8:15	School Begins/El día escolar empieza
9:25 – 9:40	TK-Kinder Recess / Recreo de Kinder (Mesinas, Loreto, J. Sepúlveda)
9:45 – 10:00	TK-Kinder Recess / Recreo de Kinder (Ramos, Moreno, Carreón)
9:25 – 9:40	1 st Grade Recess/Recreo de primer grado
9:45 – 10:00	2 nd Grade Recess/Recreo de segundo grado
10:05 – 10:20	3 rd Grade Recess/Recreo de 3er grado
10:25 – 10:40	4 th & 5 th Grade Recess/Recreo de 4to y 5to grado
10:45 – 11:30	Kinder Lunch Recess /Almuerzo y recreo de Kinder (Recess 10:45 – 11:05, Eat inside 11:05 – 11:30)
11:15 – 12:00	1 st Grade Lunch Recess/ Almuerzo y recreo de 1er grado (Recess 11:15 – 11:35, Eat inside 11:35 – 12:00)
11:45 – 12:30	2 nd Grade Lunch Recess/ Almuerzo y recreo de 2do grado (Recess 11:45 – 12:05, Eat inside 12:05 – 12:30)
12:15 – 1:00	3 rd Grade Lunch Recess/ Almuerzo y recreo de 3er grado (Recess 12:15 – 12:35, Eat inside 12:35 – 1:00)
12:40 – 1:25	4 th & 5 th Grade Lunch Recess/ Almuerzo y recreo de 4to y 5to grado (Recess 12:40 – 1:00, Eat inside 1:00 – 1:25)
1:30 p.m.	Dismissal—Kinder/Salida de Kinder
2:45 p.m. *	Dismissal—1 st -5 th grades/Salida de 1er a 5o grados*

*** Every Wed. is a MINIMUM DAY with dismissal at 1:35 for TK - 8th graders**
*** Cada miércoles es día mínimo, los estudiantes de Kinder Transicional a 8^o salen a la 1:35pm.**

NORTON SPACE AND AERONAUTICS ACADEMY



**BELL SCHEDULE/HORARIO—EARLY DISMISSAL
PARENT-TEACHER CONFERENCES
CONFERENCIAS DE PADRE-MAESTRO
12:30 pm Release Days-
12:30 pm Días mínimos
2016-2017**

7:45 – 8:05	Breakfast program/Programa de desayuno
7:55 – 8:15	Arrival of students not in Breakfast Program
8:15	School Begins/El día escolar empieza
9:25 – 9:40	TK-Kinder Recess / Recreo de Kinder (Mesinas, Loreto, J.Sepúlveda)
9:45 – 10:00	TK-Kinder Recess / Recreo de Kinder (Ramos, Moreno,Carreón)
9:25 – 9:40	1st Grade Recess/Recreo de primer grado
9:45 – 10:00	2nd Grade Recess/Recreo de segundo grado
10:05 – 10:20	3rd Grade Recess/Recreo de 3 ^{er} grado
10:25 – 10:40	4 th & 5 th Grade Recess/Recreo de 4 ^o grado y 5 ^o grado
10:00 – 10:30	Kinder Lunch/Almuerzo de Kinder
10:30 – 11:00	1st Grade Lunch/Almuerzo de 1 ^{er} grado
11:00 – 11:30	2nd Grade Lunch/ Almuerzo de 2 ^o grado
11:30 – 12:00	3rd Grade Lunch /Almuerzo de 3 ^{er} grado
12:00 -12:30	4 th & 5 th Grade Lunch/Almuerzo de 4 ^o grado y 5 ^o grado
12:30 p.m.	Dismissal Grades K-5

G10 PE	G9 Span	G8 Span	G7 ISAI	G6 Computer Lab
G1	G2 5 th Grade	G3	G4 ELA	G5 Math

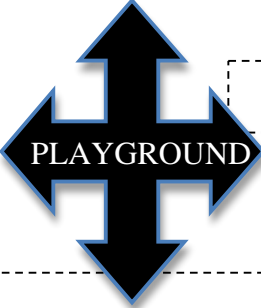
FOISY ST.

AREA #2—
Drop off and
Pick up zone
for 3rd -8th
Grade

AREA #2—
Area de llevar y
recoger los
niños de 3° a
8° grados.

E14 4 th Grade	E13 4 th Grade	E12	E11 Library	E10 Science
E1 2 nd Grade	E2	E3 Rocket Lab	E4 2 nd Grade	E5

Restroom—
B/G--Staff



F1 3 rd Grade
F2
F3
F4

CENTRAL AVE.

Restrooms G/B
D5
D4 1 st Grade
D3
D2
D1



D8 ISAI K-5	D9 RSP K-5	C4	C5
-------------------	------------------	----	----

Restrooms G/B



Facilities

C3	Kinder
C2	
C1	



K5 Meeting Room
K4 TK

Lunch Area

AREA #1
Drop off and Pick up zone for Kinder -2nd grade
Zona para llevar y recoger para niños
de kinder a segundo grado

Cafeteria

BALL FIELD

Public RR.	Nurse	Kitchen	Facilities
Public RR.			
Office	K3 STAFF LOUNGE		
Principal and Vice Principal 's Offices	K2 Psychologist/ Counselor Dean		

NORTON SPACE AND AERONAUTICS ACADEMY



Creating Global Citizens

2016-2017 STUDENT-PARENT HANDBOOK

MISSION

Our NSAA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

VISION

We are a bilingual, biliterate, and multicultural community that achieves at the highest academic levels.

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School Calendar

NORTON ACADEMY 2016-2017 SCHOOL YEAR

NSAA STUDENT CALENDAR - 180 School Days

Grades TK-8 school starts at 8:15am

TK + Kinder dismissal every day at 1:30pm

Grades 1-8 dismissal at 2:45pm (M, T, Th, F) & 1:35 (W)

Grading Periods K-8

August 9-November 4 1st Trimester
 November 7-March 3 2nd Trimester
 March 6-June 8 3rd Trimester

Holidays

Sept. 5 - Labor Day
 Nov. 11 - Veteran's Day
 Nov. 21-25 Thanksgiving Break
 Dec. 19-Jan. 6 - Winter Holidays
 Jan. 16- MLK Day
 Feb. 13 - Lincoln's Bday
 Feb. 20 - President's Day
 March 20-March 31-Spring Break
 May 29 - Memorial Day

Special Dates

Kinder orientation - August 8
 Kindergarten Recognition & Awards Assemblies-June 8
 Student First Day-August 9 Student Last Day-June 8
 Teacher First Day-August 5 Teacher Last Day-June 9
 8th Grade Promotion & Awards Assemblies-June 7

No School
 Holiday
 Teacher In-Service, No School
 * Trimester Ends
 Early Dismissal 1:35
 First and last days of school
 Parent-Teacher conferences for all grades-Nov. 10-18 & March 10-17 & minimum days at 12:30 pm

July-16

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (0)

August-16

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days- 17

September-16

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 21

October-16

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days- 20

November-16

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

School Days- 18

December-16

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 12

January-17

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days- 18

February-17

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

School Days- 18

March-17

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days- 13

April-17

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

School Days- 20

May-17

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days- 21

June-17

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days- 8

School Days

August 17
 September 21
 October 20
 November 18
 December 12
 January 16
 February 18
 March 13
 April 20
 May 21
 June 8

180

Teacher Work Days

185

CAMPUS INFORMATION

The Norton Space & Aeronautics Academy (NSAA) is located at the following location:

503 E. Central Avenue
San Bernardino, CA 92408
(909) 386-2300 • Fax (909) 386-7855
Registrar Ext. 744
Web: www.lewiscenter.org/nsaa
Twitter: https://twitter.com/nsaa_school
Facebook: <https://www.facebook.com/pages/Norton-Space-and-Aeronautics-Academy-NSAA/131675083524631>

HOURS

The Norton Space & Aeronautics Academy is open from 7:30 a.m. to 3:30 p.m. If you call before or after hours, please leave a message on voice mail. For faster service, it is recommended that you call during office hours.

ON-LINE INFORMATION

Main Website www.lewiscenter.org

Click on the link for NSAA to find the following:

Wednesday Folder	Dual Immersion
Bell Schedule for TKinder-5th	Grade Newsletters
Bell Schedule for the Middle Grades (6th-8th)	Medication Form
School Calendar	Menu - Breakfast/Lunch
Calendar of Events	NSAA Founder's Group
Lunch application	One-To-One Laptop Presentation
Back to School Flyer	Parent-Student Handbook
English Learners Advisory Committee-ELAC	School Accountability Report Card (SARC)
NSAA Summer 2016 Information	Staff Directory
Common Core State Standards	Attendance Policy
Next Generation Science Standards	Instructional Minutes
Chinese Classes	Title I Information
Community Events	Local Control and Accountability Plan
School Site Council (SSC)	Local Educational Agency Plan
Nurse's Corner	Dress Code Information
Parents and Pastries Meeting Information	Fees Policy
Counselor's Corner	Discipline Policy

Our website and all documents are available in both Spanish and English.

NSAA STAFF LIST AND ROOM
ASSIGNMENTS FOR 2016-2017

LISTA DEL PERSONAL DE LA NSAA Y SUS SALONES PARA EL
CICLO ESCOLAR 2016-2017

**CHIEF EXECUTIVE OFFICER/CHIEF
ACADEMIC OFFICER**

**DIRECTOR EJECUTIVO/DIRECTOR
ACADÉMICO**

Lisa Lamb – K2

**PRINCIPAL
DIRECTORA**

Lupita Girard

**VICE PRINCIPAL
SUBDIRECTORA**

Toni Preciado

**DEAN
DECANA**

Myrna Foster

SCHOOL PSYCHOLOGIST

PSICÓLOGO ESCOLAR

Marcelo Congo—K2

SCHOOL COUNSELOR

CONSEJERA

Sharmeen Mahmud—K2

REGISTRAR

REGISTRADOR

David García—K2

OFFICE STAFF

PERSONAL DE OFICINA

Vincent García-Admin. Assistant
Sophia Martínez -Office Assistant
Open-Receptionist

NURSE

ENFERMERA

Juliana Terán

LIBRARY

BIBLIOTECA

Leslie Butler-E11

CAFETERIA STAFF

PERSONAL DE LA CAFETERIA

Kathy Gómez
Erica Cairo
Angela Rodríguez
Amber Durazo

FACILITY STAFF

PERSONAL DE MANTENIMIENTO

Eric Lord
Nick Taylor

HELPDESK TECHNICIAN

HELPDESK TÉCNICO

430

Jeovanni DeReza-K4

ENRICHMENT/ROTATION TEACHERS

**MAESTROS EN
ROTACIÓN/ENRIQUECIMIENTO**

Claudia Muñoz-Art/Arte
Alejandro Robles- Music/Música
Cecilia Dolán-PE/Ed. Física
Jessica Hsieh-Chinese/Chino

ISAI

CLASES INTENSIVAS

Cari Walworth—D8

LEARNING CENTER

CENTRO DE APRENDIZAJE

Marisa Caceres RSP TK-5th-D9

SPEECH PATHOLOGIST

TERAPEUTA DEL LENGUAJE

Nancy Chávez—D9

INSTRUCTIONAL COACH

ENTRENADORA DE INSTRUCCIÓN

RTI COACH

Erin Bostick Mason—G6

SUPPORT TEACHER/ MAESTRA DE

APOYO

Anna Vásquez—E3

CDOS-CHARACTER DEVELOPMENT

OFFICERS

OFICIALES DEL DESARROLLO

DEL CARÁCTER

Teresa Monroy
Anthony García
Michael García
Elena García
Marc García
María Manzanilla
María Fernanda Macías

INSTRUCTIONAL AIDES

ASISTENTES DOCENTES

Georgina Flores-ISAI
Mayra Alvarez
Norma Cortez
Jennifer Morales
Ana Villalpando
Angélica López-Learning Center
Yocelin Valencia-RSP/ISAI Middle
Grades-G7

**TRANSITIONAL KINDER/
KÍNDER TRANSICIONAL**

Stephany Mesinas-K4
KINDERGARTEN/KÍNDER
María Carreón—C1
Angélica Ramos-C2
Yesenia Moreno —C3
Olga Loreto—C4
María López-C5

1ST GRADE/1^{ER} GRADO

Sylvia Cruzado—D1
Olga Arán -D2
Silvia Villagrana—D3
Esmeralda Gabriel —D4
Daisy Mejía—D5

2ND GRADE/2^O GRADO

Erika Garibay—E1
Ana Monterroso —E2
Rodolfo Remigio -E4
Crystal Rodríguez—E5

3RD GRADE/3^{ER} GRADO

Karla Manes— F1
Ileana Avilés—F2
Sylvia Ramos –F3
Erika Zavala – F4

4TH GRADE/4^O GRADO

Micaela Sepúlveda – E12
Alberto Maldonado– E13
Irma Leaños – E14

5TH GRADE/5^O GRADO

Lilia Ávila – G1
Yvette Fregoso – G2
Angélica Quintero – G3

MIDDLE GRADES-GRADOS INTERMEDIO

**SOCIAL STUDIES/SPANISH LA
CIENCIAS SOCIALES Y ARTES DEL LENGUAJE EN
ESPAÑOL**

Steven Loera—G8
Open—G9

**ENGLISH LANGUAGE ARTS/SCIENCE
(ENG.)**

**ARTES DEL LENGUAJE EN
INGLÉS/ CIENCIAS NATURALES (INGLÉS)**

Richard Villanueva—G6
Gloria Feliciano—E10

**PHYSICAL EDUCATION
EDUCACIÓN FÍSICA**

Chavira-G10

NORTON SPACE AND AERONAUTICS ACADEMY



BELL SCHEDULE/HORARIO ACADEMIC DAY*/EL DIA ACADEMICO* 2016-2017 TK-Kinder – 5th Grade

7:45 – 8:05	Breakfast program/Programa de desayuno
7:55 – 8:15	Arrival of students not in Breakfast Program
8:15	School Begins/El día escolar empieza
9:25 – 9:40	TK-Kinder Recess / Recreo de Kínder (Mesinas, Loreto, M.López)
9:45 – 10:00	TK-Kinder Recess / Recreo de Kínder (Ramos, Moreno, Carreón)
9:25 – 9:40	1 st Grade Recess/Recreo de primer grado
9:45 – 10:00	2 nd Grade Recess/Recreo de segundo grado
10:05 – 10:20	3 rd Grade Recess/Recreo de 3er grado
10:25 – 10:40	4 th & 5 th Grade Recess/Recreo de 4to y 5to grado
10:45 – 11:30	Kinder Lunch Recess /Almuerzo y recreo de Kínder (Recess 10:45 – 11:05, Eat inside 11:05 – 11:30)
11:15 – 12:00	1 st Grade Lunch Recess/ Almuerzo y recreo de 1er grado (Recess 11:15 – 11:35, Eat inside 11:35 – 12:00)
11:45 – 12:30	2 nd Grade Lunch Recess/ Almuerzo y recreo de 2 ^{do} grado (Recess 11:45 – 12:05, Eat inside 12:05 – 12:30)
12:15 – 1:00	3 rd Grade Lunch Recess/ Almuerzo y recreo de 3er grado (Recess 12:15 – 12:35, Eat inside 12:35 – 1:00)
12:40 – 1:25	4 th & 5 th Grade Lunch Recess/ Almuerzo y recreo de 4 ^{to} y 5 ^{to} grado (Recess 12:40 – 1:00, Eat inside 1:00 – 1:25)
1:30 p.m.	Dismissal—Kinder/Salida de Kínder
2:45 p.m. *	Dismissal—1 st -5 th grades/Salida de 1 ^{er} a 5 ^o grados*

*** Every Wed. is a MINIMUM DAY with dismissal at 1:35 for TK - 8th graders**
*** Cada miércoles es día mínimo, los estudiantes de Kinder Transicional a 8^o salen a la**
1:35pm.
6.16.16

**BELL SCHEDULE/HORARIO—EARLY DISMISSAL
PARENT-TEACHER CONFERENCES
CONFERENCIAS DE PADRE-MAESTRO
12:30 pm Release Days-
12:30 pm Días mínimos
2016-2017**

7:45 – 8:05 Breakfast program/Programa de desayuno
7:55 – 8:15 Arrival of students not in Breakfast Program

8:15 School Begins/El día escolar empieza

9:25 – 9:40 TK-Kinder Recess / Recreo de Kínder (Mesinas, Loreto, M.López)
9:45 – 10:00 TK-Kinder Recess / Recreo de Kínder (Ramos, Moreno, Carreón)
9:25 – 9:40 1st Grade Recess/Recreo de primer grado
9:45 – 10:00 2nd Grade Recess/Recreo de segundo grado
10:05 – 10:20 3rd Grade Recess/Recreo de 3^{er} grado
10:25 – 10:40 4th & 5th Grade Recess/Recreo de 4^o grado y 5^o grado

10:00 – 10:30 TKinder Lunch/Almuerzo de Kínder Transicional & Kínder

10:30 – 11:00 1st Grade Lunch/Almuerzo de 1^{er} grado

11:00 – 11:30 2nd Grade Lunch/ Almuerzo de 2^o grado

11:30 – 12:00 3rd Grade Lunch /Almuerzo de 3^{er} grado

12:00 -12:30 4th & 5th Grade Lunch/Almuerzo de 4^o grado y 5^o grado

12:30 p.m. Dismissal Grades TK-5

**NSAA Middle Grades
Parent Teacher Conference Schedule
2016-2017**

Period/ Clase	PE Chavira G10	Open Math G5	Feliciano Science & ELA E10	Villanueva Science & ELA G4	Open Spanish & History G9	Loera Spanish & History G8
Block 1 8:15 – 9:27 72 min	6A 6B	6B 6A	7A	7B	8A	8B
Nutrition 9:27 – 9:37 10min						
Block 2 9:37 – 10:48 71 min	8A 8B	8B 8A	6A	6B	7A	7B
Lunch 10:48-11:18 30 min						
Block 3 11:18 – 12:30 72 min	7A 7B	7B 7A	8A	8B	6A	6B



NSAA Middle Grades Schedule

Horario de los Grados Intermedios

BLOCK SCHEDULE 2016-2017

Block/ Clase	PE Chavira G10	MATH OPEN G5	SCI/ELA Villanueva G4	SCI/ELA Feliciano E10	SS/SLA OPEN G9	SS/SLA Loera G8
Block 1 8:15-9:50 95 min	6B 6A	6A 6B	8B	7B	7A	8A
Elective 9:55-10:35 40 min	TBD	Music	Chinese	Art	Technology	Yearbook
Nutrition 10:35-10:45 10 min	☺	☺	☺	☺	☺	☺
Block 2 10:45-12:20 95 min	7B 7A	7A 7B	8A	6A	6B	8B
Lunch/ Almuerzo 12:25-1:10 45 min	☺	☺	☺	☺	☺	☺
Block 3 1:10-2:45 95 min	8B 8A	8A 8B	7A	6B	6A	7B

Wednesday/Miércoles

Block/Clase 1	8:15-9:45	90 min
Nutrition	9:45-9:55	10 min
Block/Clase 2	9:55-11:25	90 min
Lunch/Almuerzo	11:30-12:05	35 min
Block/Clase 3	12:05-1:35	90 min

Board approval date 5/17/16

NORTON SPACE AND AERONAUTICS ACADEMY
DUAL LANGUAGE IMMERSION PROGRAM
INSTRUCTIONAL MINUTE BREAKDOWN
2016-2017

Kindergarten	First Grade	Second Grade	Third Grade	4th & 5th Grade	6th-8th Middle Grades
Total Instructional Minutes=255	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330	Total Instructional 8:15-2:45 Total=330
90% 10%	80% 20%	70% 30%	60% 40%	50% 50%	29% Spanish 71% English
Spanish 225 minutes	Spanish 265 minutes	Spanish 231 minutes	Spanish 198 minutes	Spanish 160 minutes	Spanish 95 minutes
Opening Activities 20 minutes Language Arts 110 minutes Math 70 minutes PE/Art/Music 25 minutes	Opening Activities 20 minutes Language Arts 145 minutes Math 60 minutes Social Studies 20 minutes PE/Art/Music 20 minutes	Opening Activities 20 minutes Language Arts 121 minutes Math 60 minutes Social Studies and Language Arts integrated 30	Opening Activities 10 minutes Language Arts 78 minutes Math 50 minutes Social Studies 30 minutes PE/Art/Music 30 minutes	Spanish Language Arts 60 minutes Social Studies 60 minutes PE 20 minutes Art/Music 20 minutes	Spanish Language Arts & Social Studies 95 minutes
English 30 minutes	English 65 minutes	English 99 minutes	English 132 minutes	English 160 minutes	English 230 minutes
ELD/ALD Science/Social Studies 30 minutes	ELD/ALD Science 65 minutes	ELD/ALD (Reading/Writing in English) and Science 69 minutes PE/Art/Music 30 minutes	ELD/ALD (Reading/Writing in English) 52 minutes Science 60 minutes Math Skills/Vocabulary 20 minutes	Science 55 minutes Math 55 minutes English Language Arts (Word Study, Book Club) 50 minutes	Science & English Language Arts 95 minutes Math 55 minutes PE 40 minutes Enrichment classes 40 minutes

DUAL LANGUAGE IMMERSION

Norton Space and Aeronautics Academy is a **Dual Immersion Program School** which supports our charter educational goals. Our goal is for all Dual Immersion students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five (5) years.

What is a dual immersion program?

Dual immersion, also known as Two-way immersion programs, integrates language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language. The NSAA uses the research based 90/10 Model where English is used for a minimum of ten percent of the time beginning in Transitional Kinder and kindergarten, and the percentage increases annually until both English and the target language are used equally.

Norton Space School follows the 90/10 model. Below is a table that shows the subjects taught in Spanish and/or the number of minutes a subject is taught in English.

In both models, instruction is delivered in and through the two languages, however, only one language at a time is used for instruction. Two-way immersion programs combine a maintenance bilingual education with a foreign language immersion model and minimally last from five to seven years. Transitional Kinder and Kindergarten students attend school for the full day. New students entering Norton School in grades above 2, should come from a bilingual classroom or bilingual home environment to be considered for the program.

What are the goals of a dual immersion school? Bilingualism: High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language.

Bi-literacy: High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students as well as in the target language.

Multicultural proficiency: Understanding of different cultures and development of high self-esteem. All participants will demonstrate their ability to appreciate the values of other cultures in our society.

Norton Academy: A Language and Science Academy



UNIFORM DRESS CODE

Research has shown that schools that have adopted a uniform policy show academic improvement and fewer behavioral violations. The purpose of a uniform dress code is to ensure student safety.

Transitional Kinder - 5th GRADE UNIFORMS



-Bottoms: khaki pants, skirts, skorts, Bermuda shorts.

NO JUMPERS OR DRESSES.

Pants must fit snugly at the waist, utilizing a belt to keep pants at waist level. Skirts, skorts, and Bermuda shorts may not be shorter than five (5) inches above the knee.

-Shirts: Navy blue polo shirts

All shirts should be tucked in or worn at a length that prevents underclothing or midriff from showing.

MIDDLE GRADES UNIFORMS (6th , 7th & 8th)



-Bottoms: navy pants, skirts, skorts, Bermuda shorts. NO JUMPERS OR DRESSES.

Pants must fit snugly at the waist, utilizing a belt to keep pants at waist level. Skirts, skorts, and Bermuda shorts may not be shorter than five (5) inches above the knee.

-Shirts: Light blue polo shirts- all shirts should be tucked in or worn at a length that prevents underclothing or midriff from showing.

FOR ALL

-Shoes: Black, navy blue, or white **ATHLETIC TENNIS** shoes ONLY

-Sweaters/Jackets/Coats: Navy blue or black, no graphics or lettering.

Hoods are NOT ALLOWED IN CLASS.

-Socks: blue, black or white

-Cold weather: mittens, ear-muffs, and umbrellas are permitted

-If shirts extend beyond the bottoms packets, students will be required to tuck them in.



HAIR

Hair must be of a natural born color. It may not be worn or styled in a manner that distracts from the educational process (i.e. Mohawk, striped, engraved styles, or anything deemed distracting by school administration).

TATTOOS/PIERCINGS

Tattoos (toy ones included) or drawings on the body may not be visible while on campus

Facial piercings are NOT allowed at NSAA. Ear piercings are permitted.

OTHER

Clothing accessories (belts, buckles, hats, beanies, scarves, ties, etc.) must reflect the chosen uniform dress code colors. All hats must be removed indoors. Hats must be worn properly with the bill of the cap straightforward. Bandanas, doo-rags or sweatbands are not permitted.

Backpacks are to be kept neat and free from excessive/distracting writing, drawings, buttons, indicative of gang affiliation or other decorations.

The uniform dress code is mandatory whenever a student is on campus. All students must dress for school according to the established dress code policy. The school uniform may not be altered in any way and must be worn properly.

Repeated dress code violations will be subject to progressive disciplinary actions, up to and including suspension or expulsion.

Some classes/school activities may occasionally require clothing that varies from the established uniform policy. Students will be notified in advance of the day and time. The clothing worn must still be modest in nature and reflect the tone of the NSAA uniform policy. At no time, are tank tops or sleeveless tops allowed.

ROCKETS ARE COLLEGE BOUND/SPIRIT DAY

Fridays have been designated as NSAA Spirit days, and students are encouraged to wear any college or university t-shirt, or any NSAA t-shirts including previous Rocket Races commemorating t-shirts. School t-shirts are only allowed on Fridays.

FIELD TRIPS

Any decisions regarding the implementation of the dress code are made at the sole discretion of the site administrators.

If you are not sure what is appropriate, please call the school office or discuss the attire with an administrator prior to wearing the attire to school. Students not following this Uniform Dress Code Policy will be given a Dress Code Infraction Notification and the opportunity to correct the issue the following day. Parents will be asked to bring proper uniform attire for students who do not take corrective action after being notified.

CAMPUS VISITOR POLICY

- The NSAA visitor policy has been established for adult visitors wishing to visit the campus.
- All adult visitors must sign in at the office and be issued a "Visitor Pass". The Visitor Pass must be worn for the entire visit. The principal must approve visits. Parents must make arrangements with their child's teacher prior to observing in the classroom, and such observations **shall not exceed one hour per trimester**.
- Visitor Parking - all visitors will be directed to designated "VISITOR" parking areas.
- Non-NSAA students are not allowed on campus.
- The Principal has final discretion regarding visitors.
- We appreciate that parents who wish to visit classrooms give 24 - 48 hour notice to the teachers and front office.
- Friends and relatives are not permitted to come to school with students. Under special circumstances, exception can be made with an administrator's authorization. This must be requested 24-48 hours prior to the visit.
- All food deliveries must be pre-approved by the Principal's office.
- Under NO circumstances may parents enter the school grounds and confront an adult or child concerning a personal, or school problem. If you need to meet with a teacher, counselor, or administrator, please make an appointment.

CLOSED CAMPUS

The NSAA is a closed campus. This means that students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy. Any student who leaves the campus at anytime during the day, without prior approval being granted from the school administration may be subject to a disciplinary consequence for closed campus violation.

CORPORATE STRUCTURE

The High Desert "Partnership In Academic Excellence" Foundation, Inc. The Lewis Center for Educational Research operates under the governance of a non-profit 501 (c) (3) educational foundation, the High Desert "Partnership in Academic Excellence" Foundation, Inc. The Board of Directors are non-paid and meet quarterly. The President/CEO is a non-voting member of the Foundation Board and answers directly to the Board of Directors. All employees of the Lewis Center, including the NSAA, work for the Foundation.

The Foundation Board acts in the oversight capacity of the School Board. The NSAA School Board Committee, which is chosen from members of the Foundation Board, meets on the third Wednesday of each month at 9:00 a.m., at 503 E. Central Avenue, San Bernardino, CA 92408. The meetings are open and follow all legal requirements of the Brown Act.

**High Desert "Partnership in Academic Excellence" Foundation, Inc.
Board of Directors/Mesa Directiva**

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THE LEWIS CENTER EDUCATIONAL RESEARCH

The Lewis Center for Educational Research and its two schools (NSAA and the Academy for Academic Excellence, NSAA) are under the direction of the Board of Directors for the High Desert Partnership in Academic Excellence Foundation, Inc. (HDPIAEF) and it is administered by the LCER Executive Administrative staff. The LCER is one organization comprised of a number of divisions and departments committed to a common goal of providing educational resources and programs for children in our community, state and nation. Our operation is funded through several sources, including public and private grants, fundraising, and Average Daily Attendance (ADA). These resources are carefully tracked and applied with care and stewardship. Every employee is fully aware of the tremendous responsibility we have to our customers our benefactors to operate with utmost integrity.

THE NORTON SPACE AND AERONAUTICS ACADEMY

The Lewis Center for Educational Research (LCER) is the umbrella organization for the Norton Space and Aeronautics Academy (NSAA). The NSAA is a public charter school chartered by the San Bernardino County Board of Education and the State of California. Norton Space and Aeronautics Academy is a **Dual Immersion Program School** which supports our charter educational goals. Our goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five (5) years. (For more detailed information about how a dual immersion program works and for research based information, please click on the Dual Immersion link on the webpage.)

LCER CODE:

As part of the Lewis Center for Educational Research, the Norton Space and Aeronautics Academy is dedicated to the highest standards of personal integrity. The following guidelines are designed around the fundamental principles on which the school was founded, Courage, Generosity, and Honor, and are intended to provide clear guidelines of acceptable conduct and dress. They are designed to protect students and staff, to reduce distraction to the educational environment, and to ensure that all those on campus represent the highest standards possible.

Courage

- We expect students to demonstrate courage.
- Courage to try especially when class work and/or homework is challenging.
- Courage to choose wisely -respect for the classroom rules, respect for school staff, and respect for the rights of others to learn in a safe, friendly school environment.

Generosity

- We expect students to be generous with what they have.
- Generosity of self -willing to give up time in order to make sure schoolwork has first priority.
- Generosity of time -willing to give up time with one's friends to ensure that new students feel welcome at school

Honor

- We expect students to demonstrate a sense of honor and personal integrity.
- Honor family -students represent their families. We expect students to demonstrate honor for families in their speech, actions, and dress.
- Honor others -Students have a responsibility to honor the rights of others to learn. Students are to honor the academic environment of the school by not disrupting the classroom environment and not using profanity at any time while on campus.

- Honor self -Students have a responsibility to honor themselves by doing their best on a daily basis

NSAA AS A LABORATORY SCHOOL

The NSAA functions as a lab school for the LCER. Traditionally, a lab school serves as a place for educational research to occur, including the development and analysis of instructional methodologies. Lab schools also serve as a place for the professional development of instructors. The NSAA, in conjunction with the LCER, the University of Redlands, and the University of California at Riverside, has established itself as a laboratory school so that positive educational change can occur on a global scale. Families enrolled in the NSAA agree to participate in on going educational research efforts. These include the completion of questionnaires, surveys, and evaluative or diagnostic assessments. This specifically includes the family survey and any other surveys as deemed necessary by the NSAA. Additionally, students and parents may be asked to voluntarily participate in experimental studies. In such a case, the LCER and NSAA follow carefully established guidelines for experimental research as outlined by the American Psychological Association (APA) guidelines. The results of the research conducted at the LCER and NSAA will be made public through publications and presentations and on the LCER website. Strict guidelines for maintaining individual privacy are adhered to as outlined by APA's standards.

PARENTAL INVOLVEMENT

NSAA encourages parents to be involved as partners in the educational process for their student. The various avenues for involvement are:

- The Local Control and Accountability Plan
- Parent Teacher Organization (PTO)
- Parents and Pastries Meetings
- Parenting with Love & Logic classes and other parent workshops
- Volunteer in the classroom and around campus for various activities on campus such as pictures, and health screenings.
- School Site Council and ELAC Committees

NSAA Volunteers Policies & Procedures

1. The safety of the children is NSAA's first concern. Please report any unsafe situations that you may notice.
2. All volunteers must be cleared through the Lewis Center's HR department (fingerprinted and TB-cleared). An ID badge will be issued and **MUST** be worn at all times while working on campus. All volunteers must have a tuberculosis risk assessment, intra-dermal tb test, or chest x-ray showing that the volunteer does not have risk factors for tuberculosis nor do they have active tuberculosis on file with the Human Resource Department. Volunteers are also required to immediately notify the Human Resource Department if they have had any exposure to TB after the assessment, test or x-ray date. The District Registered Nurse will be available on select days to administer the TB risk assessment free of charge for our volunteers. Please contact Human Resources for more information.
3. Volunteers are to ***sign-in*** each time they come to NSAA in the school office and ***sign-out*** as they leave. Sign-in books are located at the front reception desk.

4. Volunteers are NEVER to take children off of the NSAA campus by themselves.
5. Teachers and Character Development Officers (CDOs) will handle the discipline needs of a student. Volunteers are not to discipline students.
6. Volunteers will not address other students' parents regarding their child's discipline or academic needs.
7. Babysitting is not provided. If you are scheduled to volunteer, please make arrangements for your children.
8. Smoking is **NOT** permitted on the NSAA campus.
9. Volunteers should maintain a professional image and display appropriate manners while at NSAA.
10. Proper dress is required for all volunteers. Volunteers must be neat and clean in appearance. Volunteers are expected to follow the same dress code rules that have been set for the staff of the LCER. Use common sense.
11. When volunteers are working outside, they are under the direction of the CDOs and NSAA staff.
12. Volunteers are to keep personal student information confidential.

Classroom Policies for NSAA Volunteers

1. Please do not bring siblings to class.
2. Please have cell phones turned off or to vibrate.
3. Teachers value your assistance and often prepare items and schedule activities with you in mind. Be sure to let the teacher know in advance if you will not be able to come in on your scheduled day.
4. Please do not visit with the other adults in the classroom.
5. Help the students BUT do not do the work for them.
6. Notify the teacher of any discipline problem and let the teacher handle it.
7. As a volunteer you should be open to correcting papers, copying, filing, helping with the bulletin boards, helping student with seatwork, and various other duties assigned by the teacher.
8. Try to honor your commitment. Please give the teacher advance notice if you will not be able to volunteer.
9. Please dress modestly and in compliance with the standard of our dress code.

Emergency Procedures for NSAA Volunteers

1. Stay Calm.
2. Evacuate your area quickly and quietly. Assist the teacher in walking the children to designated evacuation area. It is especially important to keep the students together.

3. If you are in an area outside of a building, DO NOT enter the building to get to the evacuation area. Walk around the outside of the building. If you are inside pick the safest route possible.
4. Have the teacher in charge take roll to account for all guests.
5. Facilities and administrative staff will check all building, restrooms, and classrooms to make sure all areas are clear. Under NO circumstances are you to reenter a dangerous area.
6. Wait for instructions indicating that it is clear to return to the site you have evacuated. Do so in an orderly fashion.
7. Safety is our #1 priority.

Parent Volunteers will be invited to attend a parent volunteer workshop. It is required that all volunteers are fingerprinted and TB-cleared They will also be required to sign in and out at the school office at which they are volunteering.

SCHOOL SITE COUNCIL

The basic principle underlying the establishment of the School Site Council (SSC) is that those individuals who are most affected by the operation of their school should have a major role in the decisions regarding how their school functions. The Council consists of members of the staff and parent representation. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program.



NSAA ATTENDANCE POLICY—

Attendance every day is essential for the success of your child in school. Because Norton Space and

Aeronautics Academy is a **dual immersion program, daily attendance is even more important** in order for your child to succeed and benefit from our program. We highly encourage each family to ensure their child is at school daily in order to engage in active learning. Students who arrive on time are better prepared to master the material provided by the instructor and consistently perform higher than those who come late or are habitually absent. In addition, consistent tardiness and absences affect our school monetarily. All schools in California are compensated based on their attendance (Actual Daily Attendance). The state no longer recognizes excused absences and does not compensate the school for students who do not attend, for any reason. Unfortunately, our operating costs are unaffected by attendance -it costs us the same to operate each day, regardless of the number of students.

Students are expected to attend all classes and to be on time unless properly excused. The NSAA requests that appointments be scheduled after school, if possible. If an appointment must be scheduled during school hours, please schedule it at a time where the student can still attend a portion of the day. **Students may not be checked -out within 30 minutes of the end of the school day.**

The State of California (46010,46010.5,48205 Ed Code) has determined that excused absences are limited to the following reasons:

- Personal illness (school requires a doctor's note verifying absence after 4 days).
- Visitation to a medical office, clinic, doctor or dentist
- Funeral of an immediate family member limited to one day in state and three days out of state
- Quarantine of the home under the direction of a county or city health officer
- Student serving on Jury Duty
- Personal court appearance (requires verification)
- Observance of a holiday or ceremony of his/her religion
- Attendance at religious retreats and shall not exceed four hours per semester
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at

religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Students who are absent for any of the reasons listed above will receive an unexcused absence. Irregular attendance including but not limited to excessive early sign outs, tardies and/or absences are grounds for SART (Student Attendance Review Team), Administrative review and/or disenrollment from NSAA. A maximum of twelve (12) absences per year (both excused and unexcused) are allowed. Any more than twelve (12) absences per year will be deemed excessive and grounds for Administrative Review, which may lead to disenrollment. Remember that 3 tardies equal an absence.

Truancies & Unexcused Absences Reasons NOT acceptable for being absent from school and are considered truancies:

- Oversleeping/ alarm clock not working
- Repairing car or household items
- Going to the beach, lake, river, mountains or desert
- Visiting friends, baby-sitting, taking care of other family members
- Personal problems
- Bus not available/missing bus
- College courses taken during school hours
- DMV or Driver Training appointments

Administrators will:

- Support teachers by assigning and monitoring detention

CDOs will:

- Patrol de campus and check for students that are out of class without a pass or in an unauthorized area.
- Assist students in getting to class on time.
- Check on every student who is out of class, and return wanderers to their classroom.

Teachers will:

- Make every effort to monitor hallways during passing periods.
- Be a positive adult presence.
- Show students that they want students to be on time.
- Make parent contacts when tardiness becomes a problem.
- Notify attendance office and administrators of chronically tardy students.

Students will:

- Arrive to each class on time and be prepared to learn.
- Attend detention when assigned.

Parents will:

- Support their child in arriving to class on time.
- Communicate with teachers, proctors, and administrators regarding tardiness.
- Support the discipline process at the school.

Absences and Make-Up Work

Students are responsible for work missed while absent. The instructor can assist the student in

obtaining a list of class assignments that need to be completed in a timely manner. Students who are absent should be proactive in finding out from their instructor(s) what was missed during their absences from school. Generally speaking, there is one day granted for each day of an excused absence in order to turn in the makeup work in a timely fashion.

Please discuss make up work options with your instructors.

In the case of planned absences, please note the following: If you must pull your child from school for time periods other than the already arranged school holidays, please notify your child's teachers at least 3 days in advance to give them time to put work together. If arrangements are made in advance to collect work to be done while the student is gone, then that work is due the first day the student returns to school. Teachers may opt to not give work before the student leaves, but assign it after the student returns. We highly encourage parents to make arrangements for family vacations and time outs during the assigned school holidays.

Home Hospital Instruction

If a student will be absent for an extended illness of more than two weeks, the parent must contact the school office for a homebound hospital packet. Arrangements will be made for a home instructor. Home instructors are only assigned if the absence is two weeks or more and if there is a doctor's statement describing the illness or disability as well as the anticipated duration of the illness. Students who are absent for any of the reasons listed above will receive an unexcused absence. A maximum of twelve absences per year (both excused and unexcused) are allowed. Any more than twelve (12) absences per year will be grounds for Administrative Review, which may lead to disenrollment.

Tardiness

Student success is directly related to maintaining good attendance patterns at school.

Administrators, proctors, teachers, students and parents must work together to ensure that students are present and on time to each class of the day. Only by working together will we be able to change a culture of tardiness. While there will be consequences for being tardy. There must also be support by each person in our school community to make sure that students get to class on time. Administrators will support teachers by assigning and monitoring detention. Proctors will patrol the campus and assist students in getting to class on time. Teachers will be a positive adult presence and show students that they want them to be on time every day. Teachers will also make parent contact when tardiness becomes a problem.

Students will arrive to each class on time and be prepared to learn. Parents support their child in arriving to class on time and support the discipline process at the school.

Consequences for arriving late to class include:

First Tardy: Warning issued by teacher

Second Tardy: Warning issued by teacher

Third Tardy: Teacher notifies parent by phone or in writing. Warning by administration. 1st attendance letter sent home

Fourth Tardy: Fifth Tardy: Sixth Tardy and up: lunch detention. 2nd attendance letter sent home

Ninth tardy: After School detention for the Middle Grades. 3rd attendance letter sent home

Twelve tardy: After School Detention for the Middle Grades. 4th attendance letter sent home

Fifteen tardy: SART letter sent home, after school detention and loss of extra curricular activities

Eighteen tardy: Letter sent from attendance with date and time of a SART meeting and In House Discipline

Thirty-sixth tardy: Final SART letter sent home.

Late Sign-In

- Students who arrive after 8:15 a.m. are considered truant, and must sign in with the school office.
- Once parents have signed in the students. The students will receive a tardy slip and may proceed to assigned classroom.
- The instructor will record the tardy.

Acceptable excuses are:

- Illness
- Visitation to a medical office, clinic, doctor or dentist (note required from office)
- Funeral of immediate family member
- Quarantine of home

Early Sign-Out

- Only authorized adults (listed on the emergency card) with photo ID can sign out a student at the school office. A note is not sufficient.
- For student safety, students will not be released from class until the parent arrives on the school campus.

Acceptable early sign-out excuses are:

- Illness
- Visitation to a medical office, clinic, doctor or dentist
- Funeral of an immediate family member
- Quarantine of the home
- School-sponsored events
- Jury Duty
- Religious event

We understand that there are times when a child cannot attend school due to serious illness, injuries, or a family reason. When an unavoidable situation occurs and a child must miss school.

- Please call the attendance line at (909)386-2300 Ext. 744 or e-mail NSAAattendance@lcer.org to verify an absence. Please be sure to state your name, child's name, teacher, reason for absence, and dates your child has been or will be absent. Absences not called in will be considered unverified (UNV). Students with three (3) or more unverified absence may be referred to the District's Attorney's Office.

- If you are unable to call or e-mail please bring in a signed note to the office in order to verify the absence stating your name, child's name, teacher, reason for absence, and dates if more than 1.
- If student is absent 3 days or more a doctor's note is required upon returning and may be turned in to the front office.

- If a student is absent or tardy 5 or more days in the school year, parents will be notified and a reporting process may begin.

- Please remember 3 tardies will be considered an absence.

- Students in the Middle grades with 3 or more unexcused absences or 9 or more tardies will be assigned

Detention on the Wednesday following the mentioned absence or tardy, from 1:30-2:30 p.m.

DETENTION

NSAA is a Love & Logic school, and as so we want to impress upon our NSAA students the importance of taking ownership of their actions and behaviors, including completion of their work and their attendance. During this time, students are expected to use their good judgment and complete work missed due to lateness or absences.

Teachers will not assign work at this time.

NSAA has established an in-school detention program for students who receive 9 or more tardies, 3 or more unexcused absences and/or varying discipline concerns. Detention applies to MIDDLE GRADE (6th-8th) students and will be held on Wednesday's from 1:30 to 2:30 pm.

ATTENDANCE AWARDS

In addition, every year we place incentives for our students to be here daily such as certificates, pencils, stickers, and trophies at the end of the year. Other incentives include sponsorship by community partners. (Bicycle donated by Horace Mann). We celebrate attendance accomplishments each trimester, and at the end of

each school year. The following are the ways students are recognized:

- Trimester Perfect Attendance Recognition: NO Absences and NO tardies during each trimester
- Annual Perfect Attendance Trophy: NO absences and NO tardies.

- * * * * **Note:** Students who arrive tardy **will not** be eligible for the perfect attendance awards and there are **NO EXCEPTIONS**. Please be aware that for students in the Middle Grades, each period constitutes a class, and they could be marked tardy or absent for any of those classes if they are not present on time.

We hope that you will help us reduce absences and excessive tardiness in order to achieve a higher daily attendance rate! Our students success AND our **school funding** relies on our students' Average Daily Attendance (ADA).

If you have any questions please contact Mr. David García, NSAA Registrar at dgarcia@lcer.org or by calling 909-386-2300 ext. 744.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to

request that the school not disclose directory information about them.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Norton Space and Aeronautics Academy (NSAA) receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the NSAA to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a

legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the NSAA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine

eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

PHOTO RELEASE/ YEARBOOK

Upon enrollment, you had the opportunity to indicate that you did not want photos taken of your student. If you indicated that please be advised that this does not apply to the school yearbook.

CAMERAS/CELL PHONES

To protect student privacy, cameras of all types – both still and video, (including cell phones, tablets or entertainment devices) – may **not** be used at school without permission from an administrator. (Ed Code 51512)

PARENT SUPPORT SERVICES

Parental Ownership

The Norton Academy (NSAA) recognizes parents (guardian) as the central figures in ensuring that their children are prepared and ready to learn every day. This Parental Ownership is key to the overall academic progress and developmental success of each child. As such, parents will have the primary responsibility in preparing their child(ren) in being ready to learn by having all required materials, completed assignments, appropriate attitude, motivation and behaviors, needed rest and nourishment to perform at their best at all times. If at any time the child is not ready to learn, school staff will call upon the parent to aid in resolving these concerns. This will include assisting in addressing behavioral issues, inappropriate dress, missing or incomplete class assignments, etc. When called upon, the parent will respond positively in a responsible, appropriate and timely manner.

Parents are recommended to develop Parental Ownership in the following ways:

- Attend any and all training classes to include our primary curriculum of "Parenting with Love & Logic[®]".
- Attend any training classes (programs) to aid the student in choosing behaviors that will strengthen his/her character development.

- Participate in lab school and other related research activities to include: providing information, filling out questionnaires, participating in the family survey
- Communicate regularly with school staff to maximize academic performance levels.
- Attend academic and other intervention meetings, as requested.

STUDENT OWNERSHIP

Consistent with Love & Logic[®] principles, students will be given the tools to own and solve their problems (i.e. any and all solutions to the presenting problem will be considered as long as they don't cause a problem for anyone else).

Students are required to actively develop student ownership skills in the following ways:

- Actively seek adult support for solutions to their problems.
- Contact their teachers when needed, check their grades on a regular basis, and utilize on campus support services when needed.

SUPPORT SERVICES

The Norton Space and Aeronautics Academy (NSAA) provides a complement of educational support services to students with mild to moderate disabilities in order to meet their unique needs and challenges. These services include, but are not limited to, speech and language, inclusion support in the regular education classroom, pull out support (remediation in reading, math, and written language skills) and separate class support (self-contained classroom), educational therapies and counseling.

The NSAA subscribes to the Child-Find/Proactive Intervention model. The Individuals with Disabilities in Education Improvement Act (IDEIA) mandates that schools actively seek out, identify, and serve students (ages: 0-21, Education Code 56300) with disabilities that negatively impact their education. This places the primary responsibility of providing appropriate educational services with the local educational agency ("LEA.") The NSAA implements outreach programs, policies and procedures consistent with Federal and State law and uses Desert Mountain SELPA policies, procedures and forms to assist in these efforts.

The NSAA uses a Student Success Teams (SST) process. A team of people relevant to the students' educational needs will be formed to include an LEA representative, regular & special education teachers, school psychologist, parents and others as needed to proactively and effectively identify the needs of any student, and formulate an Individual Education Plan (IEP) or a 504 plan as needed. The Student Success Teams (SST) flow chart will be utilized as a tool to guide the process and as a record to ensure compliance.

NSAA staff members play an integral part in supporting and encouraging parental involvement by assisting the parent in understanding their rights related to special education to include a variety of assessments and services. For example, consistent with Federal and State law, special education staff members will assist the parent in preparing a written request for said services. The special needs department will then assist the parents with the AR process and any needed assessments.

The Counselor at NSAA

The counselor is here to provide supports to all students in the areas of academic achievement, personal/social emotional development, as well as, high school and college readiness (e.g. character counts workshops, On Course lessons, etc.). The counselor will also provide individual and group counseling as needed in consultation with teachers. Parents and teachers may refer students to counselor through email and phone. It is important to note student-counselor relationship entails limits of confidentiality. The discussion between student and counselor will stay between student and counselor unless there is concern of student's safety.

Please refer to NSAA website at Counselor Corner for resources of outside therapist, crisis and referral hotlines.

SPECIAL NEEDS

Child Find, Assessment, Identification, and Service Requirements

Norton Space and Aeronautics Academy (NSAA) provides a full complement of educational support services to students with a variety of learning challenges/disabilities in order to meet their unique needs and challenges.

These services include, but are not limited to, speech and language, inclusion support in the regular education classroom, intensive specialized academic instruction (ISAI), (pull-out remediation in reading, math, and written language skills) and other educational therapies (occupational therapy, physical therapy and counseling), as recommend by the IEP team.

NSAA subscribes to the Child-Find/Proactive Intervention model. The Individuals with Disabilities in Education Improvement Act (IDEIA) mandates that schools actively seek out, identify, and serve students (ages: 0-21, Education Code 56300) with disabilities that negatively impact their education. This places the primary responsibility of providing appropriate educational services with the local educational agency ("LEA."). NSAA implements outreach programs, policies and procedures consistent with Federal and State law and uses Desert Mountain SELPA policies, procedures and forms to assist in these efforts.

NSAA uses the *Academic Review* (AR) process. A team of people relevant to the students' educational needs will be formed to include an LEA representative, regular &

special education teachers, school psychologist, school counselor, parents and others as needed to proactively and effectively identify the needs of any student, and formulate an Individual Education Plan (IEP) or a 504 plan as needed. The *Academic Review* (AR) flow chart will be utilized as a tool to guide the process and as a record to ensure compliance.

NSAA staff members play an integral role in supporting and encouraging parental involvement by assisting the parent in understanding their rights related to special education to include a variety of assessments and services. For example, consistent with Federal and State law, special education staff members will assist the parent in preparing a written request for said assessments. The special needs department will then guide the parents with the AR process and any needed assessments.

The NSAA ensures that each IEP or 504 plan offered provides a combination of general education and/or special education supports which are reasonably calculated to deliver academic benefit and a free and appropriate education as required by the IDEIA.

For more information regarding the NSAA's special education services, please contact the special needs department at 760-946-5414, ext. 296.

NSAA SCHOOL DISCIPLINE PLAN— EXPECTATIONS AND RULES FOR STUDENT CONDUCT

The NSAA Core Beliefs Regarding STAFF, PARENT AND STUDENT INTERACTIONS

NSAA is a Love & Logic[®] School:

The faculty and staff of the NSAA believe that a well-disciplined student body is essential for academic success. To achieve this goal, we have adopted a common set of beliefs based on the Love & Logic[®] Principles, regarding discipline at the NSAA. This set of core beliefs, agreed upon by NSAA staff, will be adhered to when dealing with issues and concerns:

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult's emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students "pay" for past misdeeds.
- We believe that school issues should be handled by school personnel, and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

Our school staff dedicates itself to following a set of core beliefs (listed above) that provide a guide for dealing with student discipline. The cores beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and their resulting consequences.

BEHAVIOR CODE

Love and Logic Rules for our School:

Students are free to make their own choices as long as it doesn't create a problem for anyone else.

In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect who attend the NSAA. We have observed that students who get the most out of their time at the NSAA and find it to be an enjoyable and educational experience practice the following skills:

- Respect students and staff
- Comply with rules and regulations
- Engage in uplifting conversations
- Use appropriate language
- Come on time and prepared for class and work with their peers to create an educational environment
- Remain in supervised campus area
- Refrain from inappropriate public displays of affection (no kissing, no extended hugging, etc.). A brief hug is permitted.
- Refrain from bringing anything relating to drugs, alcohol or weapons on campus
- Refrain from gum chewing, spitting, defacing, damaging, littering or destroying school property
- Electronic devices are not permitted on campus. Administration and staff reserve the right to confiscate such items and return them to the parent / student at their discretion. Any inappropriate use of picture phones will be reported to the District Attorney.
- A student under suspension may not attend any school function held on or off campus. During a suspension, a parent or guardian is encouraged to pick up class work, if available, to be completed at home.

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend the NSAA:

- 1) Treat others with the same respect with which you are treated by the adults at our school
- 2) Your actions, dress, words, and possessions may not cause a problem for anyone else. Problem actions include, but are not limited to:

- Use of inappropriate language
 - Disrupting the learning of other students
 - Touching, pushing, shoving, or hitting another student
 - Not following a teacher or another adult’s request/instructions
 - Playing in the restrooms
 - Chewing gum
 - Littering and not keeping our campus clean
 - Arriving to school late
 - Not being prepared for class or not completing your homework
 - Leaving the campus area
 - Bringing electronic items to school.
 - Not following the NSAA Dress Code
- 3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students are not able to or choose not to solve their problem, the teacher, staff, and/or principal will set the consequence depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.
- 4) If students and/or parents feel that the consequences appear not to be fair, they may request a “due process” hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

The 9 Essential Skills in Love & Logic®

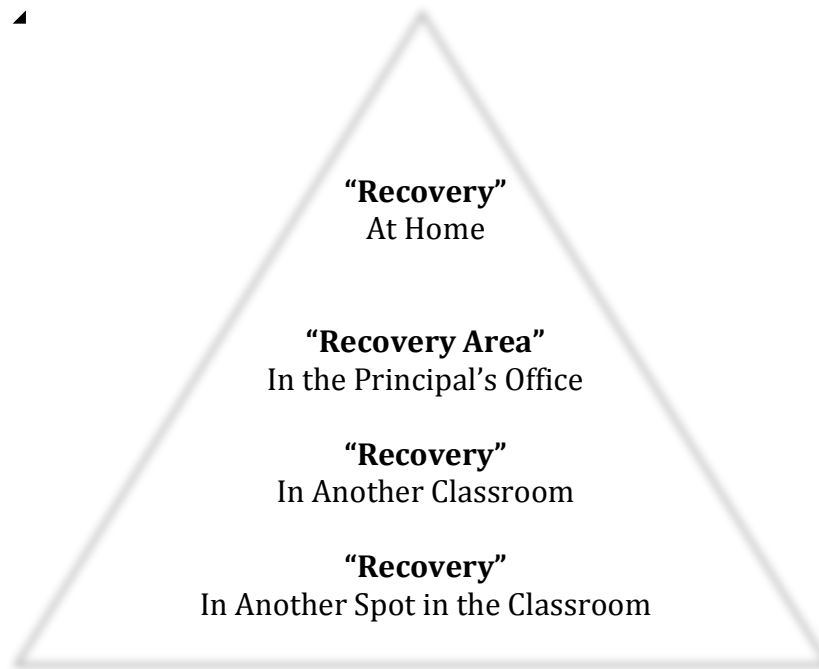
The following skills will be used in conjunction with the Core Beliefs to handle situations among students, parents, and staff

- Neutralize Arguing
- Delay Consequences
- Empathy
- The Recovery Process
- Develop Positive Relationships
- Set Limits with Enforceable Statements
- Use Choices to Prevent Power Struggles
- Use Quick and Easy Interventions
- Guide People to Own and Solve Their Problems

The Recovery Process

Based on the behavior and responses by students, NSAA will be implementing the Pyramid of Short-Term Recovery Settings school-wide in order to preserve safety and optimal learning for all. This tool is not intended to be punitive or humiliating. Each alternative setting merely represents a place where a student can go *temporarily* with the goal of eliminating the disruption—so that the teacher can continue teaching. As one moves up the pyramid, the setting becomes more restrictive. When in the “recovery zone” the student is supervised but receives minimal attention. They will not be asked to do work during that time or receive counseling—the counseling and support will come later.

When the student is in the Recovery Zone, they should stay just long enough to get calmed down and be able to return to the learning in their classroom. In most cases, the student makes the decision when they are ready to return to their regular classroom.



Classroom Discipline Plans

Each teacher will create an approach to managing discipline in their own classroom using the theories and strategies of Love and Logic[®] and other tools. NSAA has adopted a common set of beliefs based on the Love & Logic[®] Principles, regarding discipline (see page 1). This set of core beliefs will be adhered to when dealing with issues and concerns in the classroom.

Love and Logic[®]

“There will never be enough consequences to motivate tough kids to learn and to behave if we are not first developing positive relationships. And without positive teacher-student relationships no discipline plan will work.”

Four Basic Principles of Love and Logic[®]

- 1) Share the control
- 2) Share the thinking
- 3) Balance consequences with empathy
- 4) Maintain self-concept

Love and Logic Basic Rules

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

Use of Physical Force

The only times any school employee may physically restrain a student are:

1. The student is a danger to him/herself or others
2. There is a danger to property

CELL PHONE POLICY

State Law:

- State law allows students to have cell phones on campus but schools may regulate their use (California Education Code # 48901.5.)

NSAA Policy:

- The Norton Space and Aeronautics Academy cell phone policy allows students to have cell phones, but they are not to be visible during regular school hours 7:00-3:00 pm. Students may be allowed to use their phone under a teacher or administrators' supervision.
- Students are not allowed to take pictures or videos.
- Phones are to be turned off during class time and hidden from view. Placing the cell phone in vibrate/silent mode is NOT considered "turned off".
- Cell phones may be collected prior to taking standardized exams (CAASPP, STAR, trimester exams).

Emergency Procedures:

- Parents who need to contact students in an emergency are directed to phone the school office.
- Students who need to make an emergency call during school hours must contact the administration.
- Students are directed not to use cell phones during an emergency evacuation as it may interfere with the safety and efficiency of the procedure.
- Cell phone use during a major crisis could add to the overload and knock out cell phone systems quicker than would normally occur.

Consequences/Other Actions:

- The first time a phone is seen in class, student will be asked to put it away.
- Second offense (any time during the year), the phone will be taken by the teacher, the parent will be notified and the phone returned to the parent/student. The school will not be responsible for theft or damage to cell phones.
- Third offense, phone is taken and sent to the office with a referral. The site administrator will notify the parent and the phone may be kept in the office for the remainder of the quarter.
- Any further incident will result in suspension.

At any step, should a student refuse to give the phone to the teacher, the teacher should contact the office and ask for the site administrator. The student may be suspended.

SERIOUS OFFENSES

Students in violation of state law or any other serious offense, as described in California Education Code, are subject to suspension and recommendation for expulsion. Some offenses may require school officials to notify local law enforcement agencies. NSAA does not permit the following:

- Possession or use of illegal drugs
- Possession or use of alcohol
- Acts or threats of violence
- Possession or use of dangerous articles

- Acts or threat of bullying
- Acts or threats of sexual harassment
- Use and misuse of district facilities and equipment
- Misuse of the Internet.

A student under suspension may not attend any school function held on or off campus. During a suspension, a parent or guardian is encouraged to pick up class work, if available, to be completed at home. Upon receiving 20 days of suspension, a student will receive an automatic recommendation for expulsion from NSAA.

NSAA BEHAVIOR PLAN

Each teacher will implement a classroom management plan, consistent with Love & Logic© principles, with their students. We believe that each student is an individual and therefore should be treated as such. Teachers will have the freedom, in their classes, to select and implement a consequence that will best assist each student in becoming a responsible citizen.

Philosophy

Staff members at NSAA have the important responsibility of assisting in the development of appropriate student conduct. Self-discipline is the key. This type of training is a necessary and an integral part of a total well-rounded educational program. Furthermore, we are certain that the academic school years are critical to each individual in his/her character development. The staff at NSAA is dedicated to providing a nurturing learning environment and a successful experience for every student. We know that cooperation and open communication between our school and the community will help foster positive behavior, strong values and maturity in our young people. The acceptance of, and adherence to conduct, based on the overall idea of civility, will provide students with a healthy, productive school environment.

Goals

These attitudes are the necessary requirements for citizenship in a democratic society, and can be summed up in these behavior goals.

1. Our students are expected to respect constituted authority. This includes compliance with school rules and regulations and those provisions of civil law that apply to the conduct of minors.
2. Our students are responsible for maintaining high standards of civility, courtesy, decency, morality, and proper language. Their behavior should reflect consideration for the rights and privileges of others at all times.
3. Our students are responsible for attending classes regularly, being on time, and having in their possession materials deemed necessary by the instructors for that particular class.

Teachers will utilize the most appropriate and effective classroom management techniques possible in order to ensure a sound educational environment. They will deal with general campus behavior in the same manner.

ANTI-BULLYING POLICY

The staff of NSAA remains vigilant in our attempt to reduce bullying among students and to eliminate bullying from the campus. The following guidelines have been developed to achieve this result.

An act of bullying, by either an individual student or a group, is expressly prohibited on school property and at school sponsored functions. This policy applies not only to students who directly engage in an act of bullying, but also to students who, by their behavior, initiate, condone or support another student's act of bullying.

False accusations of bullying against another student are also prohibited. Appropriate discipline will be taken against the student or students falsifying the reported incident of bullying.

The administration will act to investigate all complaints of bullying, and will discipline or take appropriate action as deemed necessary to deter future bullying.

Bullying is defined as any written or verbal expression, including the use of technology, physical act or gesture, or pattern thereof, by a student that is intended to cause, or is perceived as causing distress, to one or more students. This includes behavior that substantially interferes with another student's educational benefits, opportunities, or performance. Bullying may be verbal, written, or physical relating to the victim's sex, race, national origin, disability, physical or mental features or dispositions. This includes name calling, pulling or touching the clothing of the person, graffiti, notes, cartoons, offensive graphic posters or book covers, putting food, gum or other substances on a person or his/her personal belongings, and any physical acts of violence.

A person who engages in an act of bullying, reprisal, or false reporting of bullying, or permits, condones or tolerates bullying, is subject to discipline for that act in accordance with our school's policies and procedures.

Consequences for students who commit acts of bullying may range from behavioral interventions or warnings up to and including suspension and/or expulsion and legal action. Disciplinary consequences will be severe to deter future violations and to appropriately discipline prohibited behavior. Victims may also press legal charges for harassment. Ed Code 48900 (r).

SPECIFIC EDUCATION CODES

The State of California has passed laws to help both public and private schools deal with violence and other crimes on campus. In some instances the law gives no discretion to school administrators as to what must be done. The following education codes are listed to inform parents and students of some of the specific laws that we must apply.

California Education Code **48900**: (Grades TK-12)

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.

- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defines in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidates a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Section 32050
- r. Engaged in an act of bullying including but not limited to bullying by means of an electronic act as defined in Education Code 32261.
- t. Aid or abet the infliction or attempted infliction of physical injury.

California Education Code **48900.2** (Grades 4-12)
Committed sexual harassment as defined in Section 212.5.

California Education Code **48900.3** (Grades 4-12)
Caused, attempted to cause, threatened to cause, or participated in, an act of hate violence, as defined in subdivision (e) of Section 233.

California Education Code **48900.4** (Grades 4-12)
Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either pupil or school personnel by creating an intimidating or hostile educational environment.

California Education Code **48900.7**
Has made terroristic threats against school official or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

California Education Code **48915** MANDATORY RECOMMENDATION FOR EXPULSION
(Grades TK-12)

- (A) 1. Causing serious physical injury to another person, except in self-defense.
- 2. Possession of any knife, or other dangerous object of no reasonable use to the pupil.
- 3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- 4. Robbery or extortion.
- 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (B) 1. Possessing, selling, or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- 5. Possession of an explosive.

Right to Attend a Safe Campus

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. As such, the LCER adopts Board Policy 5145 outlining the search and their property, student use areas, student lockers, and /or student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

A student's person and/or personal effects (e.g. backpacks, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the LCER rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials that are dangerous to the health or safety of school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules and regulations.

For the health and safety of our students, staff, and guests, NSAA adheres to California State law, which prohibits tobacco use or any product containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. Employee's use of electronic nicotine delivery services (ENDS), such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, which mimics the use of tobacco products is also prohibited. This policy applies anytime, anywhere by anyone on all NSAA property, and at all school-sponsored events. School property includes but is not limited to buildings, grounds and vehicles owned or leased by the school. School-sponsored events include but are not limited to sporting events, school fundraisers and other events held on and off school property.

School Safety Plan

NSAA has a comprehensive Staff Safety Plan, which is reviewed and updated annually. The plan includes what to do in the event of an earthquake, fire, or bomb threat. It includes lockdown procedures for situations on our campus, the adjacent school campuses, or in the community. During the school year students and staff participate in drills.

ACADEMIC INTEGRITY POLICY

The Norton Space and Aeronautics Academy has adopted a policy of academic integrity. Prohibited activities under this policy include:

- Cheating
- Plagiarism
- Forgery

Any student suspected of or caught doing any of these prohibited activities is subject to one or more of the following consequences:

- Receiving a zero grade on the assignment or test
- Receiving a failing grade for the class
- Suspension from the NSAA
- Expulsion from the NSAA

Any student assisting in any of the above will also be subject to consequences. The instructor and administration will determine the severity of the consequence.

Cheating

Cheating on an assignment or test robs a student of any inherent value of the assignment or test. In addition, cheating may unfairly affect other students by changing a grading scale or curve. The choice to cheat on an assignment or test may reflect more serious academic issues including fear of failure, an outside of school schedule that prevents the student from completing work, and/or incorrect class placement. Whatever the cause, students who engage in cheating compromise their integrity, dignity, and self-worth. All assignments should be considered individual unless specifically stated by the instructor as otherwise.

Cheating includes:

- Exchanging assignments with other students, whether you believe the assignment will be copied or not
- Using any form of assistance during tests or quizzes without the expressed permission of the instructor
- Giving or receiving answers during tests or quizzes. It is the student's responsibility to secure his or her own paper, thereby removing the opportunity for another to copy

Plagiarism

The ability to present thoughts and ideas clearly and coherently in a written form is a cornerstone.

All assignments must be written in the student's own words. Quotations, thoughts, and ideas taken from another's writing must be given appropriate credit in the paper.

Plagiarism includes:

- Taking someone else's assignment or portion of an assignment, and submitting it as your own
- Submitting material written by someone else, or rephrasing the ideas or thoughts of another, without giving the author's name and/or source
- Presenting the work of someone else, including tutors, friends, parents, or siblings, as your own
- Submitting purchased papers, in whole or in part
- Submitting papers from the Internet as your own, in whole or in part
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not

Forgery

There are many times when a parent or legal guardian must sign school documents. Some documents become part of the official school record and some are returned to individual instructors. It is vital that every document possesses a valid signature. Forgery places a student in the position of having his or her integrity questioned, not just in the specific incident, but also in any situation that requires trust. Any documented incidents of forgery will be dealt with as described above.

GRADING POLICY

Purpose

Up to this point in time, the NSAA has operated with a standards based, uniform grading policy in grades TK-5. The standards based reporting system will remain for these grades now using the Common Core State Standards. However, the Middle Grades will be moving to a weighted grading system. The scores for students in grades 6-8 will be reported as A, B, C, D or F.

What is the function of grades at the NSAA?

As the NSAA academic achievement and mastery of content knowledge and skills are of highest priority. Grades are the most visible indicator that demonstrates whether students have achieved mastery of the knowledge and skills in any course. The grade provides administrators, counselors and teachers with information regarding student performance. Administrators need to make informed decisions regarding students' progress at the NSAA. This is only possible if we all have the same view of the relative value of a grade. Teachers need to be assured that students are as fully prepared as possible to master the content of their course, based on mastery of prior knowledge and skills.

Philosophy of Mastery Learning

What is Mastery Learning? Although somewhat of a naïve summary, mastery learning is a concept that students must demonstrate they have successfully learned and integrated the skills and concepts necessary to be competent in a specific course of study. The concept has been around for a long time with 80% usually being set as the level that demonstrates mastery in an area. Students must demonstrate mastery before they can continue on to other units of study. A more detailed summary of Master Learning can be found at:

<http://www.edpsycinteractive.org/files/mastlear.html>

Consider the two following scenarios and their impact on subject matter competence:

1. A student passes all assessments, quizzes and tests. However, the student fails to complete a major portion of in-class and homework assignments. Has the student demonstrated subject matter competency? Should the student receive a passing grade?
2. A student completes all in-class and homework assignments with a passing grade. However, the student fails most or all of the quizzes and tests given in class. Has the student demonstrated subject matter competency? Should the student receive a passing grade?

In the first scenario, the student has indeed demonstrated subject matter competence. The student is able to successfully pass assessments of subject matter competence. Should the student receive a passing grade? Yes, the grade is a reflection of mastery, not responsibility.

In the second scenario, the student has not demonstrated subject matter competence. Regardless of the student's diligence in completing homework assignments, the student has not shown mastery of the content of the course. Should the student receive a passing grade? No, the grade is a reflection of mastery, not responsibility.

Issues to Consider

It is difficult to accept that a student who does not complete assignments could receive a passing grade. However, it is a reality. For grades to have any validity, they must be a measure of subject matter competency, not responsibility and diligence. Homework, when appropriate, can and should be an evaluative tool, as well as a method for review.

Does the NSAA discourage homework? No, we recognize that homework will vary from instructor to instructor and from course to course. The instructor of a particular course is the person most capable of determining the amount, appropriateness and type of

homework given. All this policy does is establish a weighted limit that homework contributes to the final grade in a course.

Teachers need to collaborate on homework so as not to overtax a student or family. Cross-curricular assignments provide for a single assignment to provide homework in multiple subjects. Homework needs to have genuine education value.

What about students who traditionally do not perform well on quizzes and tests? Sometimes, students use “test anxiety” as an excuse for poor preparation. However, we all recognize that students respond to testing situations differently. It becomes incumbent upon us as professionals to provide students with a variety of opportunities to demonstrate knowledge and skill development, rather than a single approach that may or may not meet the intended goal. Assessments must be frequent. It is not appropriate to suggest that one test at the end of a quarter provides teachers with enough information, and students with the opportunity, to demonstrate what they have learned.

To this end, you will note that there are two different “test” categories; quizzes are frequent, informal, and should be used as formative assessments that are given on an every-week or every-other-week basis. These formative assessments inform the instructor regarding student learning of the concepts taught during that time period. A formative assessment should be as valuable to the instructor as to the student.

Tests should be infrequent and test mastery of large “chunks” of material. They can consist of chapter or novel tests and quarter, trimester or semester tests. These assessments reveal student mastery of the content. Tests may be broken down into smaller segments, given over a longer period of time, for students who may need that type of assistance.

The following table gives the relative weight for each area for grades 6-8:

Homework	20%
In-class work (including labs/presentations)	20%
Quizzes	20%
Tests	25%
Quarter/Semester Benchmarks	15%

All teachers in the Middle Grades are expected to use this grading scale in arriving to a final grade when calculating Progress Reports, and Trimester grades.

Grades will be assigned based on performance

- A: 90% - 100%**
- B: 80% - 89%**
- C: 70%- 79%**
- D: 60%-69%**
- F: 60% and below**

Parent/Student Reference Grading Periods
Referencia de los períodos de calificación para los padres y los estudiantes

Sent Home/ Enviado a Casa

Progress Reports/ Informes de progreso 1st Trimester/1er Trimestre	September 28 th , 2016
1st Trimester ends/ Termina 1er Trimestre	November 4 th , 2016
Report Cards/ Boleta de calificaciones 1st Trimester/1er Trimestre	November 14-20 th , 2016
Progress Reports/ Informes de progreso 2nd Trimester/ 2^o Trimestre	January 18 th , 2017
2nd Trimester ends/ Termina 2^o Trimestre	March 3 rd , 2017
Report Cards/ Boleta de calificaciones 2nd Trimester/2^o Trimestre	March 13 th -17 th 2017
Progress Reports/ Informes de progreso 3rd Trimester/ 3^{er} Trimestre	May 10 th , 2017
3rd Trimester ends/ Termina 3^{er} Trimestre	June 8 th , 2017
Report Cards/ Boleta de calificaciones 3rd Trimester/3^{er} Trimestre	June 8 th , 2017

TK-5th STANDARDS-BASED REPORT CARDS GRADING POLICY

- The Common Core State Standards set high expectations for student, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed.
- Standards describe what students should know and be able to do at each grade level in all subjects. A standards-based report card is a positive step in better communicating grade-level expectations for student learning.

- The standards based report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.
- The standards based report card Includes academic content and expected behaviors. The report card reports academic and behavior expectations using 1, 2, 3. It also includes information about the student’s primary language, attendance, reading levels, and if any support services are provided for the student.

GRADING SCALE	
I= INTRODUCED	I= INTRODUCED The standard was introduced, but not assessed for mastery.
P=PRACTICED	P=PRACTICED The standard was practiced, but not assessed for mastery.
3=CONSISTENTLY MEETS STANDARD	3=CONSISTENTLY MEETS STANDARD The standard was assessed and the student demonstrated mastery of grade level skills and concepts. The student demonstrates proficiency of the standard expected at the time of the report. The student, with few errors, grasps and applies key concepts, processes, and skills for the grade level.
2=PROGRESSING TOWARDS STANDARD	2=PROGRESSING TOWARDS STANDARD The student has not yet met the standards but is progressing toward achieving skills and learning end-of-year grade level concepts. The student is beginning to, and occasionally does, meet the standard expected at the time of the report. The student is beginning to grasp and apply key concepts, processes, and skills for the grade level.
1=LIMITED PROGRESS TOWARDS STANDARD	1=LIMITED PROGRESS TOWARDS STANDARD Student is not meeting the grade level standards and demonstrates inconsistent understanding and application of the concepts. Intervention is needed from teachers and parents.

Grade Marks of Zero

The NSAA has a no zero policy in all subjects. There are definitions and limitations to this policy – please read this section carefully and completely.

A zero in a gradebook creates a number of issues that run counter to the school’s grading philosophy and policy.

1. Mathematically speaking, a zero is an unfair grade, particularly when a passing percentage in core classes is 70%.
2. Students have no reason to complete the assignment once a zero is assigned. Therefore, they miss the opportunity to learn those skills and concepts.
3. The assignment no longer shows up as “late” in the gradebook. Parents, who may be giving the gradebook a cursory glance, no longer see the assignment as late and assume it has been done when, in fact, it has not been completed.

Assignments received after the due date shall be reviewed by the teacher and as long as the assignment has been completed satisfactorily shall receive a mark of at least 50%. If the assignment has not been completed satisfactorily, it needs to be returned to the student to add any missing elements.

If a student fails to complete an assignment(s) at the end of a trimester or semester grading period, then that assignment may be marked as a zero or as “incomplete.”

Honor Roll

Students in Transitional Kinder through 5th grade earn Honor Roll by having 3 in Spanish Language Arts, Math, or English Language Arts depending on their grade level. Students who received honor roll during the three trimesters in a school year will earn a Principal’s Honor Roll award at the end of the year.

Students in the Middle Grades earn the following Honor Roll awards depending on their GPA:

Honors 3.0

Excellent Honors 3.5

Highest Honors 4.0

Seal of Biliteracy Pathway Awards

Students meeting the Seal of Biliteracy Pathway Awards specifications demonstrating grade-appropriate bilingualism will receive this award in Kinder, 5th, and 8th grade.

Middle Grades Dances

Only students with C or better in their grades will be allowed to participate in trimester dances. Exceptions will be made under a waiver by teacher and administrator’s discretion.

Student Council Expectations-Middle Grades

1. Student Council members are expected to participate in all activity set up, tear down and to attend the activity.
2. Use the Student Council time to work on Student Council projects and complete the responsibilities of your specific position and help others as needed.
3. Follow all NSAA and LCER rules.
4. Be a positive role model on campus at all times.

Failure to meet the above expectations will result in a lower grade in the Student Council class. Working an outside job does not excuse students from their responsibilities. Students can be removed from Student Council if the student does not meet the above responsibilities.

Students will be removed from Student Council for the following reasons:

1. Violation of the Academic Integrity Policy.
2. Violation of the School/Drug/Alcohol Policy.

3. Excessive absences.
 4. Suspension from school for more than one day.
 5. GPA below 2.5 in any grading period for the current year.
 6. Violating activities by acts that embarrass the school or student body image
-

NSAA HOMEWORK POLICY

Homework Outcomes

- 1) To provide a connection between the home and school (teacher and parent) around what the student is learning in class.
- 2) To provide a means to develop a sense of personal responsibility for work that is required.
- 3) To practice and develop key skills that need further support and focus.
- 4) To develop a love of reading

Homework Guidelines

The following amounts of time are suggested by research as appropriate maximum amounts of time per day for homework by grade level:

- TK & K—0-10 minutes*
- 1st—10 minutes*
- 2nd—20 minutes*
- 3rd—30 minutes*
- 4th—40 minutes*
- 5th—50 minutes*
- 6th—60 minutes*
- 7th—70 minutes*
- 8th—80 minutes*

**Plus 20- 30 minutes of reading each night*

Our policy reinforces that homework is to be done nightly in the period of time appropriate for that grade level. **Students are responsible for completing the amount of time, not the amount of work.** The homework sent home for each child is focused on being a reinforcement of instruction and skills that need strengthening or practice by your student and to help your child develop responsibility.

Homework is also intended to be a meaningful means to share with parents what is being studied and focused on in class so parent involvement, monitoring, and support are KEY in making homework and learning meaningful for each child.

Research References (here are a few references we looked at as a staff):

- ASCD-- <http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Five-Hallmarks-of-Good-Homework.aspx>
- National Education Association: <http://www.nea.org/tools/16938.htm>
- Northwest Regional Educational Laboratory: <http://www.netc.org/focus/strategies/home.php>

- Rethinking Homework-- <http://www2.scholastic.com/browse/article.jsp?id=3750270>

ATHLETIC PROGRAM AT NSAA-MIDDLE GRADES

Philosophy

The philosophy of Norton Space & Aeronautic Academy Athletic Department is to pursue victory through Courage, Generosity and Honor. Our goals are to teach student athletes how to work together in knowledge and ability and to show students that physical activities are a vital part of a balanced lifestyle.

Goals

- To foster an interest and enjoyment of physical activity, providing wholesome alternatives in the use of leisure time, building motor skills, and developing the student's physical capacities in the areas of strength, flexibility, and cardiovascular fitness.
- To develop an understanding of how the body works and motivate students toward the maintenance of health, both mental and physical.
- To provide opportunities to develop proper attitudes toward winning and losing and competing along with teammates toward a common goal.
- To encourage development of character qualities, including self-control, responsibility, accountability, and learning by setting and realizing goals.
- To foster a healthy and realistic self-concept through physical activity in interscholastic sports.
- To provide necessary instruction in fitness and sport that will encourage success as students move on in life.
- To promote school spirit and sense of pride among students.

Academics

Playing interscholastic athletics is a privilege, and will never be given priority over academic activities. Students, therefore, are responsible for maintaining a high standard of academic performance while participating in the NSAA's athletic program.

- Students will be evaluated for athletic eligibility at the conclusion of each grading period to determine if they have maintained the grade requirements.
- A student is scholastically eligible if:
 - The student has maintained, during the previous grading period, a minimum 2.0 grade point average on a 4.0 scale in all enrolled courses.
- These academic eligibility requirements apply to all athletes regardless of grade level.
- Students will be allowed to miss practices for academic tutoring or other mandatory appointments of an academic nature, provided such appointments are pre-arranged with coaches and/or Athletic Director.
- Students must attend their scheduled classes in order to participate in an athletic event. Special circumstances (i.e. doctor's appointments, dentist appointments) will be reviewed by the athletic department in order to grant permission to play. Students who are absent for the entire day without a valid excuse will not be allowed to participate in that day's practice or game. If the coach is not aware of the unexcused absence and the student participates in that day's practice or game, the student will not be allowed to participate in the next regularly scheduled game.

Warning to student and parent

SERIOUS, CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

By its very nature, competitive athletics may put students in situations in which SERIOUS, CATASTROPHIC and perhaps FATAL accidents may occur.

Many forms of athletic competition result in violent physical contact among players, the use of equipment, which may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury.

Students and parent must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will totally eliminate all risk of injury. Just as driving an automobile involves choice of risk; athletic participation by Middle School students also may be inherently dangerous. There have been accidents resulting in death, paraplegia, quadriplegia and other very serious permanent physical impairment as a result of athletic competition.

By granting permission for your son/daughter to participate in athletic competition, you, the parent/guardian, acknowledge that such risk exists.

Students will be instructed in proper techniques to use athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must refrain from improper use and techniques.

If any of the foregoing is not completely understood, please contact the Athletic Director for further information. He can be reached by calling 909-386-2300 or by visiting him or her in their Class before or after school hours.

BEFORE A STUDENT MAY TRYOUT OR PARTICIPATE ON AN ATHLETIC TEAM, THE "ATHLETIC PACKET" MUST BE COMPLETED AND TURNED IN TO THE ATHLETIC OFFICE. STUDENTS MUST HAVE A PHYSICAL EVALUATION, WITH THE PROPER PAPERWORK COMPLETED BY A PHYSICIAN, PRIOR TO TRYING OUT FOR ANY SPORT. NO EXCEPTIONS!

Equipment/uniforms

- All students are responsible for equipment and uniforms issued to them and must replace any equipment or uniforms damaged in a manner other than normal wear or damage caused by normal play.
- All students must turn in all school-owned equipment in a timely manner.
- If equipment or uniforms are not turned in when required, the following steps will take place:
 - 1st will be given a written reminder
 - 2nd will result in a verbal reminder
 - 3rd will result in a discipline referral sent to the Administration and will result in restrictions from ALL extracurricular activities (i.e. dances, field trips, etc.) and participation from any other sports teams. Upon receipt of the uniform/equipment the restrictions will be lifted.

Athlete's code of ethics

Athletics is an integral part of the school's total educational program. All school activities, curricular and extra-curricular, in the classroom and on the playing field, must be congruent with the school's stated goals and objectives established for the intellectual, physical, social and moral development of its students. It is within this context that the following Code of Ethics is presented.

As an athlete, I understand that it is my responsibility to:

1. Place academic achievement as the highest priority.
2. Show respect for teammates, opponents, officials and coaches.
3. Respect the integrity and judgment of the game officials.
4. Exhibit fair play, sportsmanship and proper conduct on and off the playing field.
5. Maintain a high level of safety awareness.
6. Refrain from the use of profanity, vulgarity and other offensive language and gestures.
7. Adhere to the established rules and standards of the game to be played.
8. Respect all equipment and use it safely and appropriately.
9. Refrain from the use of alcohol, tobacco, illegal and non-prescriptive drugs, anabolic steroids or any substance to increase physical development or performance that is not approved by the United States Food and Drug Administration, Surgeon General of the United States or American Medical Association.
10. Know and follow all state, section and school athletic rules and regulations as they pertain to eligibility and sports participation.
11. Win with character, lose with dignity.

Discipline

- All students participating in the Norton Space & Aeronautic Academy Program are expected to maintain conduct in accordance with the Parent/Student Handbook, while representing the school, at home and away contests (games), and while traveling.
- Suspensions are to be served on the day scheduled and students may not participate in any athletic practices or events that day.
- Ultimate authority regarding discipline issues lies with the administrators of the Norton Space & Aeronautic Academy
- Additional penalties may be imposed by the Athletic Director.

Participation

- Participation in the NSAA's Athletic Program is defined as "being an active, eligible member of one of the many teams that are sponsored by the NSAA". There are no guarantees as to actual playing time, or number of games played.
- It is expected that a student attend all practices and games. If a student attends school on a given day, he/she is expected to attend practice on that day, if one is scheduled.
- Excused absences include illness, medical or dental appointments, vacation, academic tutoring, or other valid reasons that the NSAA deems "excused".

- **Students and parents are encouraged to schedule vacations, medical appointments, etc. at times that will not conflict with the athletic schedules or classes.**
- A student must be in attendance at school for at least 4 periods or they may not participate in practice/game on that day.
- Unexcused absences will result in loss of playing time as determined by the coach of the team, and recurring unexcused absences may ultimately lead to dismissal from the team.

Transportation

- The majority of the time the NSAA will be providing transportation to Athletic competitions. We require that all the Athletes will ride the School Provided Transportation to and from the Athletic event. Athletes must ride the School Provided Transportation accordingly, One team at the back of the bus and another team at the front of the bus (ex: boys team at the back and girls team at the front).
- If there are circumstances that a child has to ride home from an Athletic event they must fill out a form (from the Athletic Office) **a day prior** to the game.

If by chance we do need parents to transport athletes to athletic events, they must follow these guidelines:

- Be a minimum of 25 years old
- Show proof of insurance (\$100,000/\$300,000)
- Follow all applicable vehicle laws including seat belt laws
- Obtain volunteer DOJ fingerprint clearance
- Not have any felony driving convictions
- Turn in an accurate and complete Off-Site Form (can be obtained from the School Office) to the CDO in the Kiosk prior to leaving NSAA

If these procedures are not followed, the Administration will forfeit that game. It is vitally important that we protect the safety of our students.

Off-site event/attendance form

The NSAA **requires** the Off-Site Event/Attendance Form to be completed by each and every driver of students to an athletic event. This applies to drivers of their own children. This form enables the NSAA to know where each student is at all times. This information is necessary due to the fact that any number of incidents could arise where the NSAA and/or the student's parents, might need to get in touch with the athlete. In addition, if there is an accident, the NSAA can inform the authorities which students are in which cars, thereby speeding up the process for the authorities. A call can also be made to the parent of the student in that particular car without alarming all parents. If there are any delays, due to traffic, etc., where the athletes will be late returning to campus, the NSAA can inform the parents of the delay by knowing which vehicle their student is riding in and verifying the time of their arrival.

These forms will be given to each driver from the School Office. The Off-Site Event portion of the form is filled out prior to the driver arriving on campus. Then when the driver picks up the athletes, the Attendance side of the form will have the names and phone numbers of all athletes on the team, the driver can simply check off those athletes riding in their car and hand the form to the proctor at the gate prior to leaving campus.

This form is then given to the Attendance Office, verifying the athlete's attendance. It is then forwarded to the Principal who will take the forms home with him in the case of an emergency or delay.

These forms are required and are not optional.

Vehicle rules

- While in the vehicle passengers will wear seatbelt provided.
- The number of passengers shall not exceed the number of seatbelts provided.
- Passengers shall at all times conduct themselves in a manner that influences others in a positive way.
- Athletes may NOT drive other athletes regardless if notes are provided. The ONLY exception to this rule is for siblings to ride together.
- Drivers will at all times operate the vehicle in a lawful manner.
- Drivers will ensure that all passengers have a safe and secure place to sit.
- Drivers will refrain from using a cell phone or any other device that would be a distraction while driving the vehicle.

**California education code for Athletics
Section 44811**

Before a student may tryout or participate on an athletic team, this form must be signed by the parent(s) indicating they have read and understand Section 44811 of the California Education Code. This form should be returned to the athletic office along with the parent consent form.

44811. Disruption of class work or extracurricular activities: punishment: exemptions

- (a) Any parent, guardian, or person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor
- (b) A violation of subdivision (a) shall be punished as follows:
 - (1) Upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000), or by imprisonment in a county jail for not more than one year, or by both fine and imprisonment.
 - (2) Upon a second conviction, by imprisonment in a county jail for a period of not less than 10 days, and not more than one year, or by both imprisonment and a fine not exceeding one thousand dollars (\$1,000). The defendant shall not be released on a probation or for any other basis until he or she has served not less than 10 days in a county jail.
 - (3) Upon third or subsequent conviction, by imprisonment in a county jail for a period of not less than 90 days, and not more than one year, or by both imprisonment and a fine not exceeding one thousand dollars (\$1,000). The defendant shall not be released on probation, or for any other basis, until he or she has served not less than 90 days in a county jail.
 - (4) Upon a showing of a good cause, the court may find that for any mandatory minimum imprisonment specified by paragraph (2) or (3) of this subdivision, the imprisonment shall not be imposed, and the court

may grant probation, or the suspension of the execution of imposition of the sentence.

ADDITIONAL INFORMATION

To maintain a well-ordered and safe campus, the Lewis Center for Educational Research (LCER) and the Norton Space and Aeronautics Academy (NSAA) have developed a series of policies, procedures, and guidelines to ensure that all students are safe from injury and can concentrate on pursuing their academic goals.

Drop off and Pick Up:

Students are allowed to be dropped off in the morning at 7:45 if they are eating breakfast at school and at 8:00 a.m. if they are not eating breakfast. All gates close at 8:15 a.m. Students should arrive and be ready to be in line by 8:00 a.m. so that there is time to get to their classroom on time. At the end of the day, students in TK-2 are picked up at from the main driveway and students in 3rd -8th from the Foisy Street area. Parents are responsible for dropping off and picking up students on time. **We also ask for patience and respect at drop off and pick up times and that all traffic laws guidelines, and signs are followed for the safety of our children.** These guidelines and all other traffic laws will be enforced by the City of San Bernardino. Once school is dismissed, the average time for pick-up is between 15-20 minutes. Please plan your time accordingly.

Emergency Procedures

Please instruct your children that in the event of an emergency, they must follow all directions given by any staff member. The escape route for each classroom has been posted, and each child should be familiar with the general location of that route. Please remember, do not park in the fire lane, behind other cars, or block emergency access areas. If an emergency does occur, we will use the Emergency Information Card as your instructions to us as to whom we should release your child to, whom to call, any special needs your child may have, etc. The emergency card is vitally important and should have current information at all times. Please keep your Emergency Information Cards up to date and notify us of any changes.

School Closure

Please contact your local radio stations in the event of possible school closure due to inclement weather. You may also look for updates on Facebook, Twitter or via email. Do not contact the school.

Health Services

Immunization Requirements California law requires students to have received all their necessary immunizations or have a personal belief or medical waiver on file in order to enroll in school. This is extremely important to safeguard your child from disease. If your student is in need of immunizations, there are free clinics available. The health office has information on those locations.

Emergency Cards

California Education Code 49403 requires that all parents submit an emergency card with information as to home phone, work phone, emergency contacts, etc. **IT IS VITAL THAT WE RECEIVE THIS INFORMATION AT THE START OF EACH SCHOOL YEAR AND WHENEVER INFORMATION CHANGES!** Without an up-to-date emergency card on file, (if your student is injured or ill), we may have to call 911 for treatment at your expense.

Please include at least 2-3 local numbers of persons who could care for your student if you are not available.

Health Concerns

For your student's health and safety, it is important that we are aware of any health condition that they may have. Please note ANY health problems on the appropriate space on the emergency card. This information is necessary for us to meet health and safety concerns for your child and also for any emergency personnel that may care for him/her. Medical information is confidential and will only be shared with staff that may need to know. Please contact the school if you have any questions on this.

Medications at School

School personnel will dispense medications to students only as prescribed (by a physician and authorized by the parent/guardian) during the school day in order for them to be able to attend school without jeopardizing their health. This includes "over the counter" medications. (Education Code 49423

If you wish us to give your student any new medications and/or you request that we give necessary medication ordered previously, you must fill out a medication form, which can be found in the school office or now on line. Please be aware that the following regulations must be followed if your student is to receive medications at school.

- A child must never transport medications. Parents/guardians are responsible for bringing medication to school and taking it home when any medication is discontinued, outdated, and/or unused before the end of the school year. Medication left after 1 week after the end of the school year **will be destroyed**.

When possible, a paper, email, or phone call reminding parents/guardians to pick up medications will be sent before medications are destroyed.

- School personnel will give only prescribed doses at prescribed intervals. They will not cut or break medication if the pill comes in a larger dose. Please inform your pharmacist or doctor of this.
- All medications are kept in a locked area and dispensed by trained, but unlicensed, school personnel. If this is not acceptable to you, then you or your designee may come to the school and give the medication.

Anaphylaxis Treatment

Notification to Parents

California Education code 49414 authorizes school districts to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction. As of January 2015, SB 1266 now requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis

Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases unknown causes. This is a life-threatening allergic condition, requiring immediate treatment. Administering epinephrine to students during a medical emergency may help to insure the student's health and safety at school. Therefore, The Lewis Center for Educational Research has adopted a policy for giving life-saving epinephrine to students in need of such treatment.

This policy states that a credentialed, licensed school nurse or trained, unlicensed school

staff, under the direct or indirect supervision of the credentialed school nurse, may administer epinephrine in the form of an EpiPen during a severe, life-threatening allergic reaction. The EpiPen rapidly delivers a pre-measured sterile, single dose of epinephrine by direct injection through the skin. After administration, 911 will be called. **If parents/guardians do not wish their child to receive this treatment in the case of a severe, life-threatening allergic reaction, they must so indicate in writing within two weeks of the beginning of school or initial enrollment if new to the school.**

Lock Down Procedure

In the event of an emergency not requiring evacuation, the NSAA will institute a "lock down" procedure. This means that all the students will go with staff and adults into a safe area. Attendance and necessary precautions will be taken to ensure student and adult safety. Being cautious and prepared is the best way to ensure the safety of everyone at the NSAA. Look for possible updates on Facebook, Twitter or via email. For everyone's safety do not contact the school.

Personal Property

Students are not permitted to bring personal equipment (i.e. basketballs, footballs, baseballs, electronics and others) on campus unless authorized to do so by the site administrator or other staff in writing.

Bottles and Containers

Students are encouraged to bring bottled water as needed. Energy drinks are not allowed on the TK-8 campus. Glass bottles and containers are not allowed on the NSAA campus.

Academic Testing

In the spring of each year, all students (3rd-8th grade) are required to participate in the state computerized assessments to measure their progress mastering the Common Core State Standards in English Language Arts and Math. Students will take the California Assessment of Student Performance and Progress. This program is designed to measure their academic growth over the preceding year. The results from this test are used by the State of California to evaluate the overall effectiveness of our program. Students in 5th grade and 8th grade will continue to take the California State Tests (CST) in Science. These tests use the previous format of paper and pencil.

Computer Use

In order to facilitate unhampered academic research endeavors, the Lewis Center for Educational Research provides restricted computer access. While the benefits gained from this service are clearly enormous, there is the potential for abuse. In order to continue this service, we ask that all students, staff and visitors sign an "Internet User Policy" wherein they agree to access only academically appropriate programs, materials and content. Failure to abide by this agreement may lead to disciplinary action.

Lost and Found

If your child's name is written in the garment, it can be returned once it is found. The Lost and Found is located outside. All lost and found items will be donated to a local charity at the end of each month. Please retrieve any lost items before then.

Volunteer Drivers

At times, the school depends on parents to transport students. The following procedures must be in place before you drive students.

Volunteer drivers who are transporting students in their private vehicle are required to:

- Be a minimum of 25 years old
- Obtain volunteer DOJ fingerprint clearance
- Provide proof of minimum liability coverage of \$100,000/300,000. Proof of insurance must be updated every 6 months.
- Not have any felony driving convictions. • Turn in an accurate and complete Off-Site Form to the office prior to leaving the NSAA.
- Provide a DMV driver record (obtained at any DMV). This policy does not apply when transporting your children only. To register as an NSAA Volunteer Driver contact the school office to:
 - 1 Submit a copy of your current California Driver's License.
 - 1 Submit completed Volunteer Driver Acknowledgement form
 - 2 Submit proof of the required liability insurance
 - 3 Obtain volunteer fingerprint clearance.
 - 4 Submit a DMV driver record.

APPENDIX

School Bus Safety: A Parent's Guide

The LCER is different from other school districts, in that we do not provide transportation to and from school. We also charter buses for transporting students to athletic events and field trips. It is important to understand that riding the school bus is a privilege. This privilege can be revoked when serious misconduct occurs or when minor infractions occur repeatedly. Title 5 CAL. Section 14203 of the State law reads:

Pupils transported in a school bus shall be responsible to and under the authority of the driver of the bus. The bus driver is responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway. Continued misconduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation.

At the conclusion of a trip, student's in grades TK-8 are released only to a parent or guardian, police official, school official, or an older brother or sister unless they have a signed note from the parent.

Rules of Safe Conduct

Students must:

- Be at the bus approximately 15 minutes before scheduled departure
- Wait for the school bus in a safe place.
- Do not cross between two or more parked buses.
- Never try to get anything that is dropped around the bus. Tell the driver or the teacher.
- Be courteous and respectful to the bus driver, obeying their directions. They are responsible for student safety while you are on the bus. Drivers need to give as much attention as possible to the task of driving the bus. A disciplinary problem could distract them.

- Although school buses are the safest form of highway transportation in the United States, there are specific steps that you and your children can take to improve their safety.
 - Observe and discuss with your child the school bus “Danger Zones.” The Danger Zone is the space all around the school bus. It goes out to 12 feet. The school bus driver cannot see children in this zone, especially around the wheels. It is very dangerous to be in this area because if the bus driver cannot see you, he/she may hit you. You must be very careful whenever you get on or off of the bus.

If the charter bus is equipped with seat belts,

- All seatbelts must be fastened. Ask your driver for assistance if they need to be adjusted to fit you.
- Take your seat, face forward, and remain seated while the bus is in motion.
- Talk in a quiet manner.
- Students are to remain quiet at all railroad crossings.
- Be courteous to your fellow passengers. Keep your hands, feet and objects to yourselves.
- ABSOLUTELY NO FOOD OR DRINKS are allowed on the bus. (WATER will be allowed, if the driver allows it).
- Small, handheld electronic devices such as iPods with earplugs, electronic games etc. may be allowed on the bus but need to remain in a backpack when not in use. Athletic equipment must remain in an athletic bag and will be stored in bus storage during the trip.
- Personal hygiene items (hairspray, deodorant, lotions, etc.) are to remain in a backpack at all times. They may NOT be used while on the bus. ABSOLUTELY NO AEROSOL items may be on the bus at any time.
- No loose batteries are allowed outside of a backpack.
- Animals of ANY kind shall not be allowed on school bus. Bringing such items on the bus creates disciplinary problems.
- Backpacks or athletic bags are allowed as necessary.
- Do not put anything out the windows

When you arrive at your destination, follow these guidelines:

- Stay seated until the bus comes to a FULL STOP. The driver will tell you when to go.
- Let those closest to the front off first. It is easier than everyone trying to get off at once.
- Line up on the way out.
- Use the front door unless directed differently from the bus driver.
- Use the handrails going up and down the steps to protect yourself from slips and trips.
- Watch your step...don't jump off the bus.
- Never reach back into the bus through the windows.

Notice of Unsatisfactory Conduct

When infractions occur, the driver will submit a Notice of Unsatisfactory Conduct to the Sr. Manager of General Administration and school administrator, including:

Student name
Date of occurrence
Nature of the trip (Athletic event, field trip, etc.)
Nature of Misconduct
Driver's signature

A copy of this note will be mailed to the home. The parent may call to discuss their child's conduct. If parent contact is not made, the student may lose their bus riding privilege until contact is made.

Although emergencies are rare, state law requires that children participate in emergency evacuation training.

The pupil will be instructed on emergency evacuation procedures on the bus that they will be riding. They will be instructed on how to open the emergency doors and the important fact that they must never play with the doors or to attempt to open them, except in an actual emergency or if so instructed by the School Bus Driver.

Who is to be in charge if something happens to the driver?

School employees, teachers, coaches or other adults on the bus will be in charge if something happens to the bus driver. If there are no other adults on the bus, older students will be trained in how to use the two-way radio or cell phone and how to apply the parking brake. Students riding in the front of the bus will know where the first aid kit and fire extinguisher are located. Students seated next to the exits will be instructed on how to open the exits and help with the evacuation of other students if necessary.

In case of emergency **STAY CALM.**

- Stay in your seat until the driver tells you what to do.
- Do not touch emergency equipment or safety releases until told by the driver or adult in charge.

If you do use an emergency exit:

- Do not crowd, let those closest to the exit go first.
- Wrap loose clothing around you, so you will not get caught.
- Keep your hands free; leave everything behind.
- Duck your head as you go out.
- Bend your knees if it is a big jump down.
- Get away from the exit so others can get out.

If you have any questions or concerns or if you need to contact someone at the Lewis Center during an off-campus event, call 909-386-2300 for the main campus. The school operator will answer and direct your call to the appropriate school employee.



NSAA 2016-2017 Acknowledgement Page

Please return to 1st period Teacher by August 12th

Student Name: _____

Grade: _____

(Please Print)

Homeroom Teacher (first period): _____

All of the following information referred to in this page is located in our website at:

[http://www.lewiscenter.org/NSAA/NSAA-2016-2017-Summer-Info-
Informacion-de-Verano-de-la-NSAA-2016-2017/index.html](http://www.lewiscenter.org/NSAA/NSAA-2016-2017-Summer-Info-Informacion-de-Verano-de-la-NSAA-2016-2017/index.html)

If my child(ren)'s teacher(s) provided me with this option, I have my **illuminate** information (ID and Password) and will keep it accessible and safe. This will be used as follows:

- To watch the ongoing accuracy of my child's attendance. (TK-8th)
- To make periodic updates for Emergency contact information. (TK-8th)
- To stay proactive regarding the academic progress of my student (3rd -8th) _____

(Initials)

Parent/Student Handbook/Summer information

I hereby acknowledge receipt of the 2016-2017 Parent-Student Handbook and Summer information further acknowledge I have read and agree to abide by the guidelines and information presented in this document. I also understand that the LCER/NSAA reserves the right to change procedures outlined in this handbook as deemed necessary. Any necessary changes to the handbook will be posted to the website.

(Initials)

Emergency Card Update

Please verify the emergency contact information and ensure that everything is accurate. If any changes need to be made please cross out the information and make any necessary changes on the form or attach a new sheet if necessary. Once the information is correct please sign and date the form with your corrections. This must be returned along with the emergency card by **Friday, August 12, 2016** to your child's teacher (middle grades to your 1st period teacher). Please ensure our records are accurate throughout the year as this information is vital in case of an emergency.

(Initials)

Photo/Yearbook Release

I have read the Photo Release form located in the Registrar Documents under the Resource Desk and will submit a signed copy to the Registrar *if I do not consent* to the release of any information and/or photographs or videos concerning our child as related to school activities, honors, or awards, including the school yearbook.

(Initials)

Internet User Agreement (IUA)

I have read/agree to the posted IUA and each of the following sections and have gone over it with my student with an age appropriate conversation:

Personal Responsibility	Acceptable Use	Privileges	Network Etiquette & Privacy
Security	Vandalism	Updating	Internet Safety

(Initials)

Parent Signature

Date

LEWIS CENTER FOR EDUCATIONAL RESEARCH**INTERNET USER POLICY 2016-2017**

We are pleased to announce that electronic information services are available to parents, students, teachers of the NSAA, volunteers and staff of the LCER. We believe in the educational value of such electronic services and recognize the potential of such to support curriculum and students learning at our Center. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We will make every effort to protect students and teachers from any misuse or abuse as a result of their experience with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Please read this document carefully. When signed by you, and if appropriate, your guardian/parent, it becomes a legally binding contract. We must have your initials where indicated and your signature and that of your guardian/parent (if you are under 18) before allowing you with internet and/or email access.

Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action.

TERMS AND CONDITION OF THIS CONTRACT

1. PERSONAL RESPONSIBILITY I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. I understand that all the rules of conduct described in the School handbook apply when using the network. Violations of this Contract will lead to discipline action including suspension, expulsion, or prosecution when appropriate.

I have read and understand this provision.

Initial _____

2. ACCEPTABLE USE Use of electronic information services must be in support of education and research. I am personally responsible for this provision at all times when using the electronic information service.

- a) Use of other organizations' networks or computing resources must comply with rules appropriate to that network.
- b) Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.
- c) Use of commercial activities by for-profit institutions is generally not acceptable.
- d) Use of product advertisement or political lobbying is also prohibited.
- e) I am aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.

I have read and understand this provision.

Initial _____

3. PRIVILEGES The use of the information system is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The site administrator (operating under the aegis of the Foundation Board and the Lewis Center) will decide what is appropriate use and their decision is final. The site administrator may revoke electronic information services privileges at any time deemed necessary.

I have read and understand this provision.

Initial _____

4. NETWORK ETIQUETTE AND PRIVACY You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to the following:

- a) **BE POLITE** Never send or encourage others to send abusive messages.
- b) **USE APPROPRIATE LANGUAGE** You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
- c) **PRIVACY** Do not reveal your home address or personal phone number or the addresses and phone numbers of students or colleagues.
- d) **ELECTRONIC MAIL** Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
- e) **DISRUPTIONS** Do not use the network in any way that would disrupt use of the network by others.
- f) **CONSIDERATIONS:**

- Do be brief. Few people will bother to read a long message
- Do minimize spelling errors and make sure your message is easy to understand and read

- Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it
- Do get the most appropriate audience for your message, not the widest
- Do remember that humor and satire is very often misinterpreted
- Do remember that if you post to multiple groups, specify all groups in a single message
- Do cite references for any facts you present
- Do forgive the spelling and grammar errors of others
- Do keep signatures brief
- Do remember that all network users are human beings. Don't "atttack" correspondents; persudae them with the facts
- Do post only to groups you know

I have read and understand this provision. Initial _____

5. SERVICES The Lewis Center for Educational Research (LCER) makes no warranties of any kind, whether expressed or implied, for the service it is providing. The LCER will not be responsible for any damage suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, or service interruptions caused by the system or your own omissions. Use of any information obtained via the information systems is at your own risk. The Lewis Center specifically disclaims any responsibility for the accuracy of information obtained through its services.

I have read and understand this provision. Initial _____

6. SECURITY Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account without written permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the informaiton system.

I have read and understand this provision. Initial _____

7. VANDALISM Vandalism is defined as any malicious attempt to harm or destroy data of other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. Initial _____

8. UPDATING The information services may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

I have read and understand this provision. Initial _____

REQUIRED SIGNATURES

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my electronic information service privilege, and the appropriate legal action. I also agree to report any misuse of the information system to the site administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pronography, unethical or illegal solicitation, racism, sexism, inappropriate languages, and other issues described above. All the rules of conduct described above and in the School Handbook apply when I am on the network. I understand this document will be kept on file by the Lewis Center for Educational Research.

User Signature _____ Date _____

Parent or Guardian

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract. As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for the Lewis Center for Educational Research to restrict access to all controversial materials, and I will not hold the Lewis Center responsible for materials acquired on the network. I also agree to report any misuse of the information system to the Lewis Center site administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues

I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print) _____ Phone _____

Signature _____ Date _____

LEWIS CENTER FOR EDUCATIONAL RESEARCH

Póliza de Usuario del Internet 2016-2017

Estamos contentos en anunciar que los servicios electrónicos de información están disponibles a los padres, los estudiantes, los maestros del NSAA, los voluntarios y el personal del LCER. Creemos en el valor educativo de tales servicios electrónicos y reconocemos el potencial de tal para apoyar el currículo y a los estudiantes que aprenden con nosotros. Nuestro objetivo en proporcionar este servicio es promover excelencia educativa facilitando el compartir recursos, la innovación y la comunicación. Haremos un gran esfuerzo por proteger a los estudiantes y a los maestros de cualquier maltrato o abuso como consecuencia de su experiencia con el servicio de información. Todos los usuarios deben estar continuamente en guardia para evitar cualquier interacción inadecuada e ilegal con el servicio de información.

Favor de leer este documento cuidadosamente. Cuando sea firmado por usted, o también si es apropiado, por el tutor legal, se convierte en un contrato legal. Debemos tener sus iniciales en donde se indica y también la firma de su padre o guardián (si eres menor de 18) antes de dar permiso para usar el Internet y/o e-mail.

Se enumeran abajo las provisiones del contrato. Si el usuario no cumple con estas disposiciones, el acceso a estos servicios pueden ser revocados y usted puede ser sujeto a acción disciplinaria.

TÉRMINOS Y CONDICIONES DE ESTE CONTRATO

1. RESPONSABILIDAD PERSONAL Yo acepto responsabilidad personal para reportar cualquier maltrato al administrador del sistema. El maltrato puede entrar de muchas formas, pero es visto comunmente como cualquier mensaje(s) enviado o recibido que indica o sugiere pornografía, solicitación sin ética o ilegal, el racismo, el sexismo, idioma inadecuado, y otros asuntos descritos abajo. Comprendo que todas las reglas de conducta descrita en la guía de la Escuela aplican cuando se usa el Internet. Las infracciones de este Contrato llevarán a acción de disciplina incluyendo una suspensión, expulsión, o el proceso legal cuando sea apropiado.

He leído y he comprendido esta provisión.

Iniciales _____

2. USO ACEPTABLE El uso de servicios electrónicos de información deben apoyar a la educación y la investigación. Yo soy personalmente responsable de esta disposición en todo momento utilizando el servicio de información electrónica.

- f) El uso de las redes de otras organizaciones o recursos de computación deben cumplir con las reglas adecuadas para esa red.
- g) La trasmisión de cualquier material en violación de los EE.UU. u otra organización de algún estado son prohibidos. Esto incluye, pero no se limita a cualquier material con derechos del autor, amenazas o material obsceno, o material protegido por el secreto comercial.
- h) La utilización de las actividades comerciales por instituciones sin fines de lucro generalmente no es aceptable.
- i) El uso de anuncios de productos o cabildeo político está también prohibido.
- j) Estoy consiente de que el uso inadecuado de recursos de información electrónica puede ser una violación local, estatal y federal y que puedo ser perseguido con un proceso legal por no seguir estas leyes.

He leído y he comprendido esta provisión.

Iniciales _____

3. PRIVILEGIOS El uso del sistema de información es un privilegio, no un derecho, y el uso inapropiado resultará en la cancelación de esos privilegios.

El administrador del sitio (que opera debajo la égida de la Fundación y el Centro Lewis) decidirá que es el uso apropiado y su decisión es definitiva. El administrador puede revocar los privilegios de los servicios de información electrónica en cualquier momento que se considere necesario.

He leído y he comprendido esta provisión.

Iniciales _____

4. ETIQUETA Y PRIVACIDAD DEL RED Se espera que usted respete las reglas de etiqueta generalmente aceptados sobre el uso de la red. Estas reglas incluyen, pero no se limitan a lo Siguiente:

- a) **TENER CORTESÍA** No envíe ni facilite a otros enviar mensajes abusivos.
- b) **USAR LENGUAJE APROPIADO** ¡Usted puede estar solo con su computadora, pero lo que usted dice puede ser visto globalmente! Nunca diga malas palabras, use vulgaridades, ni cualquier otro lenguaje inapropiado. Las actividades ilegales de cualquier tipo están estrictamente prohibidas.
- c) **PRIVACIDAD** No revele su domicilio ni número de teléfono personal, ni las direcciones y los números de teléfono de estudiantes o el del personal.
- d) **CORREO ELECTRÓNICO** El correo electrónico (e-mail) no se garantiza que sea privado. Los mensajes relacionados que apoyen actividades ilegales deben ser reportados a las autoridades.
- e) **INTERRUPCIONES** No use la red en cualquier manera en que pueda interrumpir el uso de la red para otros.
- f) **CONSIDERACIONES:**

- Sea breve. Pocas personas leerán un mensaje largo.
- Minimice las faltas de ortografía y asegúrese que su mensaje sea fácil de leer y comprender.
- Use títulos que sean correctos y descriptivos para sus artículos. Las introducciones indican el tema de algo antes de que lo lean.
- Consiga la audiencia más apropiada para su mensaje, no más grande.
- Recuerde que el sobreuso del humor y la sátira puede ser mal interpretado.
- Recuerde que si usted coloca a varios grupos, especifique todos los grupos en un solo mensaje.
- Cite referencias para cualquier información que presente.
- Perdone los errores ortográficos y gramáticos de los demás.
- Mantenga su firma breve
- Recuerde que todos los usuarios de la red son seres humanos. No "ataque" a correspondientes; convénzalos con hechos
- Mande mensajes solamente a grupos que le sean conocidos.

He leído y he comprendido esta provisión.

Iniciales _____

5. SERVICIOS El LCER no hace garantías de cualquier tipo, si expresado o implicado, para el servicio que proporciona. El LCER no será responsable de ningún daño sufrido mientras en este sistema. Estos daños incluyen pérdida de datos en consecuencia de demoras, fallos de entregas, o de interrupciones de servicio causadas por el sistema o sus propias omisiones. El uso de cualquier información obtenido a través de los sistemas de información está a su propio riesgo. El Centro Lewis específicamente renuncia cualquier responsabilidad por la certeza de información obtenida por sus servicios.

He leído y he comprendido esta provisión.

Iniciales _____

6. SEGURIDAD La seguridad en cualquier sistema de computadora es una prioridad alta porque hay tantos usuarios. Si identifica un problema de seguridad, notifique al administrador del sistema inmediatamente. Nunca demuestre el problema a otros usuarios. Nunca utilice la cuenta de otro individuo sin permiso escrito de esa persona. Todo el uso del sistema debe estar bajo su propia cuenta. Cualquier usuario identificado como un riesgo de la seguridad será negado acceso al sistema de la información.

He leído y he comprendido esta provisión.

Iniciales _____

7. VANDALISMO El vandalismo es definido como algún atentado malicioso para dañar o destruir los datos de otras agencias o las redes que están conectadas al sistema. Esto incluye, pero no es limitado a, el cargar o la creación de virus de computadora. Cualquier vandalismo resultará en la pérdida de servicios de computadora, acción disciplinaria y referencia legal.

He leído y he comprendido esta provisión.

Iniciales _____

8. ACTUALIZACION Los servicios de la información pueden requerir ocasionalmente nueva matrícula y información de cuentas de usted para continuar el servicio. Debe notificar el sistema de información de cualquier cambio en su información de cuenta.

He leído y he comprendido esta provisión.

Iniciales _____

FIRMAS REQUIRIDAS

Comprendo y respetaré las provisiones y las condiciones de este contrato. Comprendo que cualquier infracción de las provisiones arriba puede resultar en acción disciplinaria, el revocamiento de mi privilegio electrónico del servicio de información y de la acción legal apropiada. Yo también concuerdo en informar cualquier maltrato del sistema de información al administrador del sitio. El maltrato puede ser de muchas formas, pero puede ser visto como cualquier mensaje enviado o recibido que indica o sugiere pornografía, solicitud sin ética o ilegal, el racismo, el sexismo, los idiomas inadecuados, y otros asuntos descritos arriba. Todas las reglas de conducta descritas arriba y en el Manual de padres y estudiantes de la escuela aplican cuando estoy en la red. Comprendo que este documento será mantenido en el archivo por el LCER (Centro Lewis para la Investigación Educativa).

Firma del Usuario _____ Fecha _____

Padre o Guardián

Los estudiantes menores de 18 años también deben tener la firma de un padre o guardián que ha leído este contrato. Como el padre o guardián de este estudiante, he leído este contrato y entiendo que está diseñado para propósitos educativos. Entiendo que es imposible que el Centro Lewis de Investigación Educativa pueda restringir el acceso a todo material controversial, y no voy a mantener al Lewis Centro como responsable por los materiales adquiridos en la red. También me comprometo a informar de cualquier mal uso del sistema de información al administrador del sitio del Centro Lewis. El mal uso puede ser en muchas formas, pero puede ser visto como cualquier mensaje enviado o recibido que indica o sugiere pornografía, solicitud ilegal o no ética, racismo, sexismo, lenguaje inapropiado y otros temas. Acepto la responsabilidad de la supervisión si y cuando el uso de mi hijo no está en el ambiente escolar. Yo doy mi permiso para emitir una cuenta para mi hijo, y certifica que la información contenida en este formulario es correcta.

Nombre del Padre o Guardián (Por favor imprima) _____ Teléfono _____

Firma _____ Fecha _____



Norton Space & Aeronautics Academy Extensions/Classroom Directory

CLASS	TEACHER	ROOM #	EXTENSION
Transitional Kinder	Ms. Stephany Mesinas	K-4	717
Kinder	Ms. María Carreón	C-1	726
Kinder	Ms. Angelica Ramos	C-2	718
Kinder	Ms. Yesenia Moreno	C-3	720
Kinder	Ms. Olga Loreto	C-4	766
Kinder	Open	C-5	715
First	Ms. Silvia Cruzado	D-1	721
First	Ms. Olga Aran	D-2	725
First	Ms. Silvia Villagrana	D-3	711
First	Ms. Esmeralda Gabriel	D-4	713
First	Ms. Daisy Mejía	D-5	716
Second	Ms. Erika Garibay	E-1	714
Second	Ms. Ana Monterroso	E-2	734
Second	Ms. Antonia Alvarado	E-4	719
Second	Ms. Crystal Rodríguez	E-5	712
Third	Ms. Karla Manes	F-1	736
Third	Ms. Ileana Avilés	F-2	737
Third	Ms. Erika Zavala	F-4	740
Third	Ms. Sylvia Ramos	F-3	738
Fourth	Ms. Verónica López	E-12	746
Fourth	Mr. Alberto Maldonado	E-13	735
Fourth	Open	E-14	732
Fifth	Ms. Lilia Avila	G-1	741
Fifth	Ms. Yvette Fregoso	G-2	743
Fifth	Ms. Angélica Quintero	G-3	749
Middle Grades	Mr. Rodolfo Remigio-SS/SLA	G-8	764
	Ms. Rosalva Manzanero- SS/SLA	G-9	763
	Mr. Robert Borghi-ELA/Science	G-4	748
	Mr. Dominic Chavira/PE	G-10	707
	Ms. Micaela Sepúlveda/Math	G-5	723
	Ms. Gloria Feliciano-ELA/Science	E-10	747
ISAI	Ms. Cari Walworth/Georgina Flores	D-8	742
RSP/ISAI Middle Grades	Mr. Steve Bradberry- SPED	G-7	765
RSP	Ms. Marisa Caceres/Angélica López	D-9	729
Intervention	Ms. Mason x 761/Ms. Vasquez x 728	G-6/E-3	761/728
Speech Therapist (RSP)	Ms. Nancy Chávez	D-9	730
NSAA Office		Building A	909-386-2300
CEO	Lisa Lamb	Building A	
Principal	Lupita Girard	Building A	701
Vice Principal	Toni Preciado	Building A	706
Dean of Students	Myrna Foster	Building A	733
Admin. Assistant-Principal	Vincent García	Building A	703
Admin. Assist.-Office Services	Teresa Villanueva	Building A	704
Office School Assist	Sophia Martinez	Building A	702
Receptionist	Nancy Dust	Building A	700
Facilities	Eric Lord/Nick Taylor		722/909-486-0087
Teacher Workroom	Staff Lounge	Building A	724
		K-5	710
Help Desk Technician	Jeovanni DeReza	K-4	789/760-713-3844
School Psychologist	Marcelo Congo	K-2	745
School Counselor	Sharmeen Mahmud-Shahed	K-2	709
Registrar	David Garcia	K-2	744
Nurse	Nurse Heather/Nurse Juliana	Building A	739
Computer Lab		G-6	761
Library	Leslie Butler	E11	727/760-219-5458
Cafeteria	Gomez/Cairo/Rodriguez/Durazo	Building A	708



Creating Global Citizens

NSAA PARENT VOLUNTEER WORKSHOP

NSAA TALLER PARA PADRES VOLUNTARIOS

August 23, 1016

Workshop Overview

1

- Get to know NSAA

2

- Understand Policies and Procedures

3

- Supporting in the classroom

4

- Complete Steps for Clearance

5

- Sign up for school wide events

Taller de hoy

1

- Conocer NSAA

2

- Entender pólizas y procedimientos

3

- Apoyar en el salón de clases

4

- Completar los pasos para ser voluntario

5

- Incribirse para los eventos escolares

NSAA Mission Statement

- Our NSAA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.
- La misión de la NSAA es asegurar el aprendizaje de una población estudiantil diversa de estudiantes que estarán listos para la Universidad como resultado de nuestra educación bilingüe, bilingüe, segura y rigurosa.

Policy & Procedure


Polizas y procedimientos

Volunteer Handbook

- Policies & Procedures
- Classroom Policies
- Emergency Procedures

Manual de voluntarios

- Pólizas y procedimientos
- Expectativas para los voluntarios
- Procedimientos de emergencia



Your support in our classrooms
Su apoyo en nuestros salones

School Wide Events & PTO

Eventos Escolares y PTO

- Room Parents
- Family Reading Night
- Rocket Races
- Art Show
- Talent Show
- Carnival
- Multicultural Fair
- BookFair
- Barnes&Nobles Hispanic Heritage Month event
- Thanksgiving Food Drive
- NSAA Family Dinners
- Middle School events (pancake breakfast, Dances, etc.)
- Staff Appreciation Week Luncheon
- Los padres del salón
- Noche de familiar de la lectura
- Carreras de cohetes
- Exhibición de arte
- Show de talento
- Carnaval
- Feria multicultural
- Feria del Libro
- Mes de la Herencia Latina, Barnes & Nobles
- Día de Acción de Gracias
- Las cenas familiares de NSAA
- Eventos de los grados intermedios (desayuno de panqueques, bailes, etc.)
- El almuerzo de apreciación de los maestros

Resources

- Lewis Center
lewiscenter.org/nsaa
- Illuminate
lcer.illuminatehc.com

NSAA Administration

Position

Contact information

Lupita Girard
Principal

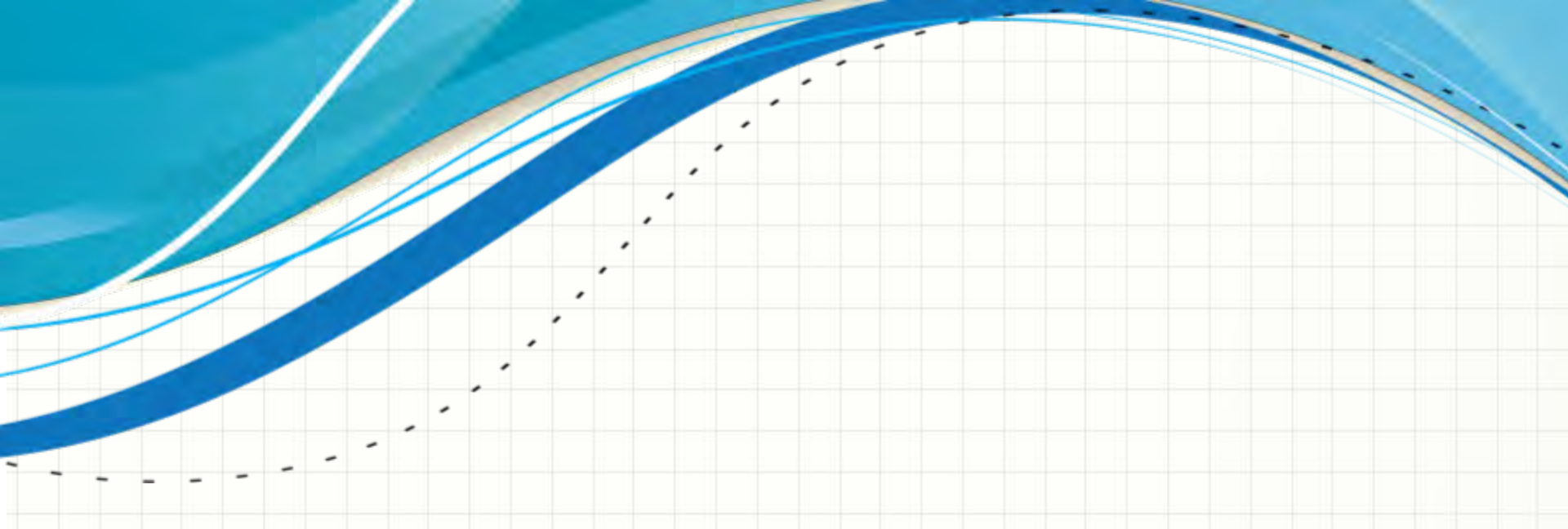
ggirard@lcer.org

Toni Preciado
Vice Principal

tpreciado@lcer.org

Myrna Foster
Dean of Students

mfoster@lcer.org



**QUESTIONS?
¿PREGUNTAS?**

Welcome to the
Norton Space and Aeronautics Academy

Dear Volunteer,

You are an important member of our team, and as an NSAA volunteer, you will have an opportunity to learn new skills, meet new people, and ignite the spark of discovery in a child's mind. By becoming a classroom volunteer, you are joining a unique group of dedicated people in an extraordinary environment of wonder and discovery. We welcome you, and hope that your association with us will be a valuable experience.

This handbook has been designed to provide you with general information regarding the NSAA's mission, values, and practical information that will assist you in your volunteer placement. It is our goal that the time you spend with our students is worthwhile for you as well as the students.

If you have any questions that have not been addressed in the handbook, please feel free to call Human Resources at any time.

It is our pleasure to offer our most sincere thanks to you for joining our team, and lending your support, talents, and time to the students and teachers of the NSAA. May your experience here be both educational and personally rewarding.

Staff and Contact Information

School Phone Number	(909)386-2300
TK -8 Principal – Lupita Girard	Ext. 701
TK-8 Vice Principal - Toni Preciado	Ext. 706
TK-8 Dean of Students-Myrna Foster	Ext. 733
Director of Human Resources – Stacy Newman	Ext. 220

A History of Innovation

The Lewis Center for Educational Research is the brainchild of Rick Piercy. Mr. Piercy was a Kindergarten teacher at the time who led an after school Young Astronauts program. It was no more than an idea of Mr. Piercy's, when on a cold December night in 1985 he had over 200 parents and students gather to peer through an old portable telescope at Halley's Comet. The parents and students patiently waited their turn to see the small fuzzy comet that night.

The idea of building a facility where students of all grade levels could experience science first hand was born. After many fundraising events that were held by

Rick, the many volunteers, and various people of the high desert, the grand opening of the then named, Apple Valley Science and Technology Center and its' fully operational optical telescope was opened on October 19, 1990. The Science Center was operated with Rick, a secretary and cadre of dedicated volunteers.

In 1992, the High Desert "Partnership in Academic Excellence" Foundation Incorporated was established as a 501 (c) (3) tax-exempt educational foundation. The foundation allows the Center to form mutually beneficial partnerships for the benefit of innovative education for students.

In 1996, NASA, JPL, and the Apple Valley Unified School District signed a partnership for "Bringing the Universe to America's Classroom" with its Goldstone Apple Valley Radio Telescope (GAVRT) project. The project blends real science and scientists with America's students, a winning combination.

Fitting with the philosophy of innovative education, in 1997, a K-12 public charter school, the Academy for Academic Excellence (AAE), opened with 200 students. Today AAE has an enrollment of nearly 1000 students with many more on the waiting list. AAE is only one of two charter schools to be members of the National Association of Laboratory Schools. Research is ongoing for the testing and presenting of innovative educational "best practices."

In 1998, the Center was renamed *Lewis Center for Educational Research*, in honor of Congressman Jerry Lewis, a long time supporter of education and the philosophy of hands-on education.

Today the Lewis Center has two schools, the Academy for Academy Excellence in Apple Valley and Norton Space and Aeronautics Academy in San Bernardino. NSAA is a TK-8 dual immersion school with a strong emphasis in science and technology. The Lewis Center will continue its practice of moving forward to be on the cutting edge of education in the 21st Century. There is no predicting what will be coming next!

Mission Statement

Our NSAA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

Values & Principles

Our values and principles guide how we work with our guests, volunteers, and ourselves.

These values and principles will guide our leadership in making decisions that are aligned with the vision and mission statements of the institution and will serve as a model for our organization.

- Create Open and Honest Dialogue
- Strive for Quality and Continuous Improvement

- Accept Responsibility
- Act with Integrity
- Create Interpersonal Trust
- Promote teamwork
- Encourage Diversity
- Make Quality Service to our Guests a Top Priority

NSAA Volunteer Policies & Procedures

1. The safety of the children is NSAA's first concern. Please report any unsafe situations that you may notice.
2. All volunteers must be cleared through the Lewis Center's HR department (fingerprinted and TB-cleared). An ID badge will be issued and **MUST** be worn at all times while working on campus. All volunteers must have a tuberculosis risk assessment, intra-dermal tb test, or chest x-ray showing that the volunteer does not have risk factors for tuberculosis nor do they have active tuberculosis on file with the Human Resource Department. Volunteers are also required to immediately notify the Human Resource Department if they have had any exposure to TB after the assessment, test or x-ray date. The District Registered Nurse will be available on select days to administer the TB risk assessment free of charge for our volunteers. Please contact Human Resources for more information.
3. Volunteers are to **sign-in** each time they come to NSAA in the school office and **sign-out** as they leave. Sign-in books are located at the front reception desk.
4. Volunteers are **NEVER** to take children off of the NSAA campus by themselves.
5. Teachers and Character Development Officers (CDOs) will handle the discipline
 - a. needs of a student. Volunteers are not to discipline students.
6. Volunteers will not address other students' parents regarding their child's discipline or academic needs.
7. Babysitting is not provided. If you are scheduled to volunteer, please make arrangements for your children.
8. Smoking is **NOT** permitted on the NSAA campus.
9. Volunteers should maintain a professional image and display appropriate manners while at NSAA.
10. Proper dress is required for all volunteers. Volunteers must be neat and clean in appearance. Volunteers are expected to follow the same dress

code rules that have been set for the staff of the LCER. Use common sense.

11. When volunteers are working outside, they are under the direction of the CDOs and NSAA staff.
12. Volunteers are to keep personal student information confidential.

Classroom Policies

1. Please do not bring siblings to class.
2. Please have cell phones turned off or to vibrate.
3. Teachers value your assistance and often prepare items and schedule activities with you in mind. Be sure to let the teacher know in advance if you will not be able to come in on your scheduled day.
4. Please do not visit with the other adults in the classroom.
5. Help the students BUT do not do the work for them.
6. Notify the teacher of any discipline problem and let the teacher handle it.
7. As a volunteer you should be open to correcting papers, copying, filing, helping with the bulletin boards, helping student with seatwork, and various other duties assigned by the teacher.
8. Try to honor your commitment. Please give the teacher advance notice if you will not be able to volunteer.
9. Please dress modestly and in compliance with the standard of our dress code.

Emergency Procedures

1. Stay Calm.
2. Evacuate your area quickly and quietly. Assist the teacher in walking the children to designated evacuation area. It is especially important to keep the students together.
3. If you are in an area outside of a building, DO NOT enter the building to get to the evacuation area. Walk around the outside of the building. If you are inside pick the safest route possible.
4. Have the teacher in charge take roll to account for all guests.
5. Facilities and administrative staff will check all building, restrooms, and classrooms to make sure all areas are clear. Under NO circumstances are you to reenter a dangerous area.
6. Wait for instructions indicating that it is clear to return to the site you have evacuated. Do so in an orderly fashion.
7. Safety is our #1 priority.

Please complete this form. The information is confidential and kept for emergency purposes only.

Name: _____ Date of Birth: _____

Address: _____

Phone Numbers: Home: _____ Cell: _____
Work: _____

E-mail Address: _____

List two people we should contact in case of emergency:

1. Name: _____

Phone:(H) _____ (Cell) _____ (W) _____

2. Name: _____

Phone:(H) _____ (Cell) _____ (W) _____

Doctor: _____ Phone: _____

Insurance: _____ ID#: _____

Hospital of Choice: _____

Medications: _____

Allergies: _____

Special instructions in case of an emergency:

LCER Student(s): _____

I would like to volunteer in the following areas:

Classroom Field Trips Office Library Proctor

Other: _____

Volunteer Agreement

As NSAA will provide for you:

An interesting opportunity to provide public service. A supportive climate where volunteers can learn and grow.

Sufficient information, orientation, and training for your assignment. An 'open door' policy to discuss suggestions, ideas, or problems. Opportunity for new friendships.

As a Volunteer, we ask you to:

Honor your commitment. Behave in a professional manner at all times. Maintain a satisfactory standard of work performance. Adhere to the policies and procedures of the NSAA and the individual classroom. *Learn and Enjoy yourself!*

I understand that a volunteer position with NSAA is a privilege and I shall abide by all legal and procedural rules to assure the security of our students, equipment, and property.

I have read the Volunteer Handbook and agree to abide by all the statements issued herein. I understand that poor performance or failure to cooperate with NSAA policies may be interpreted as a volunteers desire to resign.

Volunteer Signature _____ **Date** _____

For Office Use
Date Fingerprints Cleared

Date of TB
Clearance _____

APPENDIX G

Grade Level Scope and Sequence Curriculum Textbooks

	August	September	October	November	December	January	February	March	April	May	June
Holidays			Fall, Harvest, Halloween	Día de los muertos, Thanksgiving	Holidays: Hanukah Kwanzaa Christmas	MLK Winter	Presidents Day	Spring		Día de las madres	Summer Día de los padres
Adelante Lang Arts	Unit 1 All About Me	Unit 2 Families and Friends	Unit 3 Communities and Health	Unit 4 Community Jobs and Fall	Unit 5 Celebrations and Winter	Unit 6 Animals	Unit 7 Transportation	Unit 8 Spring and Growing Things	Unit 9 Farms and Food Sources	Unit 10 Insects and Ecology	
GLAD	Todo sobre mi Partes del Cuerpo Familias <i>Families in our community</i>		Ayudantes de la comunidad <i>Community workers</i>		Dias Festivos <i>Holiday pictorials</i>	Tipos de Animales <i>Unit Box on Animals</i>	Nothing!!! Possible types of transportation and how they help the community	Ciclo de vida de plantas <i>Life cycle of plants</i>	Animales de la granja <i>Farmer to consumer</i>	Insectos <i>Insects</i>	
English Time ELD	GLAD Ready for School Unit Big Book, pictorials, chants, Read Alouds,				Holiday Read Alouds and Crafts						
Structured play (Gross motor skills) OUTDOOR CENTERS	Tricycles	Balance Beam	Large and Small Balls (Dribble)	Parachute	Huila hoops	Crawling tunnel	Jump Rope Color Mats	Jungle Gym (Hanging, climbing, sliding)			Garden Center Sensory Center (Sand & Water Table)
Free exploration INDOOR CENTERS	Dramatic Play Center	Library Reading Center	Construction Center	Listening Centers	Art Center	Technology Center	Science and Discovery Center : class Pet & Plants	Math and Manipulatives Center	Sensory Center inside (moon sand table)	Language and Literacy Center	Observation Notebooks
Social Emotional Personal Development	Taking Turns Please Thank You Negotiation, leadership Collaboration	Use your words to solve problems in classroom, bathroom, café, playground, at home	Making good choices: classroom, bathroom, café, playground, home, public places	Showing Respect to self, peers, adults							
Math	Oral Counting with manipulatives	Identifying and constructing patterns	Numeracy focused on numbers 0-10	Measurement Length Weight Capacity	Naming and Identifying Shapes	Numeracy focused on numbers 0-20	Naming and Identifying Colors				

Spanish Language Arts & Math Class Scope and Sequence:

Months:	August-September				September-October-November	
Estimated Weeks:	Week 1: Name, BONO, Routines, Libro de Hola	Weeks 2-3: 5 Vocales A, E, I, O U: (2 Days per letter)	Week 4: Letter: M	Weeks 5-7: Letters: S, T, N	Weeks 8-10 : Letters: Review, F,P	Weeks 11-13 : Letters: L, C ,H
Spanish Language Arts:	Welcome to Kinder: (Citizenship) Kissing Hand, BONO, School Rules/Tour	Unit 1: Reglas en la casa y en la escuela OPTIONAL: Apple Life Cycle 5 Sentidos: see, hear, smell, taste, touch	Unit 2: Toda historia tiene personajes	Unit 3: Las necesidades de las plantas y los animales OPTIONAL: Pumpkin Life Cycle 5 Sentidos: see, hear, smell, taste, touch	Unit 4: Los escritores nos cuentan muchas historias OPTIONAL: Week 13: Dia de los Muertos	
High Frequency Words:	N/A	3. Yo, soy, la, de 4. gusta, puedo	5. nosotros, somos 6.voy, vamos, al, y 7.un, una, son, veo	8. Ella, él ,Va, puede 9. Fui, fue, fuimos 10. para, por	11. los , las, unos, unas 12. jugar, juego, con 13. tengo, tiene	
Spanish GLAD Units:	N/A	Citizenship Unit		Plant/Animal needs	Narrative Inputs??	
Special Projects:	N/A	Student Bean Names			OPTIONAL: Thanksgiving pictorial, book, vests for feast *Start Christmas Frames*	
Math:	<ul style="list-style-type: none"> •count orally 1-20 (1's & 10's) • count forward from a given # (0-20) •write #'s 0-20 •represent # of objects (0-20) •count how many objects in a line array (0-20) •I.D less than, more than, equal to with objects and numeral •name days of the week NOT ASSESSED 1ST TRI. •name all shapes: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, cono, cilindro <p align="center">(keep reviewing)</p>	<ul style="list-style-type: none"> • count orally 1-20 (1's & 10's) • count forward from a given # (0-20) •write #'s 0-20 •represent # of objects (0-20) •count how many objects in a line array (0-20) •I.D less than, more than, equal to with objects and numeral •name days of the week NOT ASSESSED 1ST TRI. •name all shapes: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing)</p>	<ul style="list-style-type: none"> count orally 1-20 (1's & 10's) • count forward from a given # (0-20) •write #'s 0-20 •represent # of objects (0-20) •count how many objects in a line array (0-20) •I.D less than, more than, equal to with objects and numeral •name days of the week NOT ASSESSED 1ST TRI. •name all shapes: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing)</p>	<ul style="list-style-type: none"> count orally 1-20 (1's & 10's) • count forward from a given # (0-20) •write #'s 0-20 •represent # of objects (0-20) •count how many objects in a line array (0-20) •I.D less than, more than, equal to with objects and numeral •name days of the week NOT ASSESSED 1ST TRI. •name all shapes: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing)</p>		

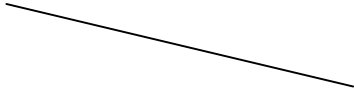
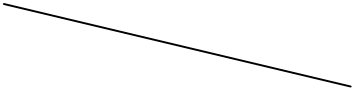
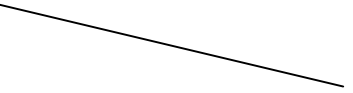
Spanish Language Arts & Math Class Scope and Sequence:

Months:	November- December	December-January	January-February
Estimated Weeks:	Weeks 14-16: Letters: B, Review, R	Weeks 17-19: Letters: Ñ, G, D	Weeks 20-22: Letters: W, Review, J
Spanish Language Arts:	Unit 5: La tecnología en la casa y en la escuela OPTIONAL: Week 14: Thanksgiving History Week 15: Thanksgiving Writing Plate, Thanksgiving Luncheon	Unit 6: Las historias nos ofrecen un mensaje OPTIONAL: Week 17 & 18: Kwanzaa, Hannukah, Navidad (Posadas)	Unit 7: Dias feriados y celebraciones OPTIONAL: Winter Activity
High Frequency Words:	14. Bien, bueno, buena 15. grande 16. pequeño	17. niño, niños, niña, niñas 18. salta, uno 19. doy, donde	20. tenemos, tengo 21. dice 22. dijo
Spanish GLAD Units:			
Special Projects:	Winter Program Performance	Holiday Pictorials, books, and crafts	
Math:	<ul style="list-style-type: none"> • count to 60 by 1's and 10's • represent objects with a written numeral 0-20 • count how many objects in a rectangular array, circular array, and scattered configuration • given a # 1-20 represent with objects • identify greater, less than, or equal to with numerals • describe using length and weight • describe using shapes and positions: arriba, debajo, al lado de, enfrente de, detras de • identify shapes as plano o tri-dimensional: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing) →</p>	<ul style="list-style-type: none"> • count to 60 by 1's and 10's • represent objects with a written numeral 0-20 • count how many objects in a rectangular array, circular array, and scattered configuration • given a # 1-20 represent with objects • identify greater, less than, or equal to with numerals • describe using length and weight • describe using shapes and positions: arriba, debajo, al lado de, enfrente de, detras de • identify shapes as plano o tri-dimensional: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing) →</p>	<ul style="list-style-type: none"> • count to 60 by 1's and 10's • represent objects with a written numeral 0-20 • count how many objects in a rectangular array, circular array, and scattered configuration • given a # 1-20 represent with objects • identify greater, less than, or equal to with numerals • describe using length and weight • describe using shapes and positions: arriba, debajo, al lado de, enfrente de, detras de • identify shapes as plano o tri-dimensional: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro <p align="center">(keep reviewing) →</p>





Spanish Language Arts & Math Class Scope and Sequence:

Months:	February	March	April	April-May-June
Estimated Weeks:	Weeks 23-25: Letters: K, Y, V	Weeks 26-28: Letters: Q, X, Z	Weeks 29-31: Letters: Ch, RR, LI	Weeks 32-38:
Spanish Language Arts:	<u>Unit 8:</u> El tiempo y las estaciones	<u>Unit 9:</u> Lo que necesitamos y lo que deseamos OPTIONAL: La Primavera, Butterfly Life Cycle	<u>Unit 10:</u> Fuerzas y Movimientos	Memory book & Promotion Activities
High Frequency Words:	23. mira 24. aquí 25. ven	26. vez, voz	Keep Reviewing	Keep Reviewing
Spanish GLAD Units:			REVIEW & ASSESS	Rehearse promotion songs and graduation crafts
Special Projects:		Dr. Seuss activities (English and Spanish). Primavera pictorial, mariposa life cycle OPTIONAL: Purchase pots for Mother's day	Plant flower pots for Mother's Day Mother's Day cards/pics	teach promotion song and dance Kinder Promotion
Math:	count to 60 by 1's and 10's •represent objects with a written numeral 0-20 •count how many objects in a rectangular array, circular array, and scattered configuration •given a # 1-20 represent with objects •identify greater, less than, or equal to with numerals •describe using length and weight •describe using shapes and positions: arriba, debajo, al lado de, enfrente de, detras de • identify shapes as plano o tri-dimensional: círculo, cuadrado, rectángulo, triángulo, óvalo, rombo, cubo, esfera, cono, cilindro	concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, year (tools: calendar days of the week/clock) orally count to 100 (1's & 10's) solve addition and subtraction word problems & addition and subtraction within 10 (manipulatives), decompose #'s up to 10 (# families), classify/sort objects (graphing) fluently add & subtract within 5 (fluency), composition / decomposition of #'s by 10's & 1's (11-19) ex: 18=10+8, concepts of time: I.D to the nearest hour and everyday events, describe shapes by attributes (vertices, faces)	concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, year (tools: calendar days of the week/clock) orally count to 100 (1's & 10's) solve addition and subtraction word problems & addition and subtraction within 10 (manipulatives), decompose #'s up to 10 (# families), classify/sort objects (graphing) fluently add & subtract within 5 (fluency), composition / decomposition of #'s by 10's & 1's (11-19) ex: 18=10+8, concepts of time: I.D to the nearest hour and everyday events, describe shapes by attributes (vertices, faces)	concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, year (tools: calendar days of the week/clock) orally count to 100 (1's & 10's) solve addition and subtraction word problems & addition and subtraction within 10 (manipulatives), decompose #'s up to 10 (# families), classify/sort objects (graphing) fluently add & subtract within 5 (fluency), composition / decomposition of #'s by 10's & 1's (11-19) ex: 18=10+8, concepts of time: I.D to the nearest hour and everyday events, describe shapes by attributes (vertices, faces)

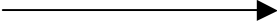


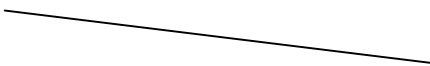

English Class Scope and Sequence: 1st Trimester

Months:	August-September		October-November	
English Units:	<p align="center">Weeks 1-3:</p> <p align="center">Welcome to Kinder: rules, yes/no posters, school map/tour</p> <p align="center">(Citizenship) School Map: (1 week each topic) Classroom, Bathroom, Cafeteria</p>	<p align="center">Weeks 4-8:</p> <p align="center">Animals and Regions: desert/rattlesnake, prairie/ prairie wolf, forest/hummingbird, ocean/clown fish, tundra/polar bear</p>	<p align="center">Week 9:</p> <p align="center">Assessment of Animals and Regions, Oral presentations: animal of choice</p>	<p align="center">Weeks 10-14:</p> <p align="center">Plant Unit: parts/needs pictorial, songs, foldables, experiment, sequencing, matching, tear art</p>
High Frequency Words:	<p>I, like (We Like School) we, will (At School)</p>	<p>not, at (Animals at night) have (Tails) can (Bugs) out (What hatches?)</p>	<p align="center">Keep reviewing —————▶</p>	<p>they (Seeds) is (teacher created) see (teacher created)</p>
English Sentence Frames:	<p>Intro Oral Sentence Frames:</p> <p>I like ____ . At school we ____ .</p>	<p>In the ____ I see ____ . It is ____ in ____ . I like ____ because ____ .</p>	<p align="center">Keep reviewing —————▶</p>	<p>A ____ has ____ . A ____ needs ____ . I like ____ because ____ .</p>
Oral Language:			<p align="center">POPs: Animal of Choice</p>	
ELD (English): (SPECIAL)	<p>LK. 5 (assess only) LK. 7 (lesson and assess) LK. 6 (assess only)</p>	<p>LK. 12 LK. 10 (assess only) LK. 15 LK.5 (assess only) LK.7 (lesson and assess)</p>	<p>LK.6 (assess only) LK.12 LK.10 (assess only) LK.15 LK. 61 LK.63</p>	<p>LK.88 LK.86 (assess & lesson) LK.51 LK.87 Unit 1 Assess EL's/ EO's document</p>
ELD Sentence Frames:	<p>(summarize / describe) Good citizens _____ .</p>	<p>(compare / describe) My favorite animal is _____ because ____ . I like (don't like) the _____ because ____ .</p>	<p>(predict / summarize / hypothesize) A ____ is ____ . A ____ has ____ .</p>	<p>(predict / summarize) Plants need ____ . A plant has ____ .</p>
Character Counts Traits:	<p>Respect</p>	<p>Responsibility</p>	<p>Self-Discipline</p>	<p>Honesty</p>

English Class Scope and Sequence: 2nd Trimester

Months:	December	January	February
English Units:	Weeks 16-18: Water Cycle, pictorial, book, experiment, assessment, craft	Week 19: Weather and Climate: intro earth tilt, 2 hemispheres, pictorial, video	Weeks 20-24: Seasons (winter, spring, summer, fall) Pictorials, book, tree craft
High Frequency Words:	the (teacher created) in (teacher created) this (teacher created)	are (The Leaves) do (In Winter) here (Fall is Here) it (Summer-teacher created) play (Spring-teacher created)	Keep reviewing →
English Sentence Frames:	Keep reviewing →	In the ____ I see ____. It is ____ in ____. I like ____ because ____.	Keep reviewing →
Oral Language:			
ELD (English):	LK. 88 LK 86 (assess & lesson) LK.51 LK.87 UNIT 1 Assess. ELs/Eos document	LK. 107 LK.38 LK. 109 LK. 111 LK. 59 (assess. Only) LK.56 (assess. Only)	LK. 58 (assess only) LK. 71
ELD Sentence Frames:	(explain/ describe) First, Next, Then, Finally	(compare) In the ____ I see ____. In the (<u>season</u>) it is ____.	
Character Counts Traits:	Perseverance	Citizenship	Integrity

English Class Scope and Sequence: 3rd Trimester

Months:	March	April	May	June
English Units:	Weeks 25-27: Chapter Book/ Read Aloud: book report, compare characters, sequencing, morals	Pushes, Pull, Force, Motion	Pushes, Pull, Force, Motion Author studies: book bags Genres: Fables, Poetry Compare & Contrast: Venn Diagram	Author studies: book bags Eric Carle, Ezra Jack Keats, Gary Soto,
High Frequency Words:	Keep reviewing 	jump, up, down, away, what, saw, was, make, find, did	REVIEW ALL WORDS: like, we, will, not, at, have, can, out, they, is, see, the, in, this, are, do, here, play, it, jump, up, down, away, what, saw, was, make, find, did	Keep reviewing
English Sentence Frames:	In the ___ I see ____. It is ___ in ____. I like _____ because _____.			Keep reviewing
Oral Language:				
ELD (English):	UNIT 6 Assess. ELs / Eos document	LK. 24 LK. 91 (assess & lesson) LK. 94 (assess & lesson)	LK. 92 (assess only) UNIT 10 Assess. ELs / Eos document	
ELD Sentence Frames:				
Character Counts Traits: 509	Fairness	Trust-Worthy	Compassion	

Trimester 1	Trimester 2	Trimester 3
SLA	SLA	SLA
<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>*3a. Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr (chile, lluvia, perro).</p> <p>*3b. Distinguen entre las sílabas abiertas (terminadas en vocal) y las sílabas cerradas (terminadas en consonante).</p> <p>*3c. Distinguen entre las vocales fuertes (a,e,o) y las vocales débiles (i,u) que se juntan en una sílaba para formar diptongo. (dipthongos: agua, dio, aula, jaula)</p> <p>*3d. Usan el conocimiento de que toda sílaba debe</p>	<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>*2c. Reconocen la función de la coma para enumerar y separar palabras en una serie. (Compre manzanas, platanos y piña.)</p>	<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RF.4a Read grade-level text with purpose and understanding.</p> <p>1.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RL.1 Ask and answer questions about key details in a text.</p> <p>1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>1.W.6 With guidance and support</p>

<p>de tener por lo menos el sonido de una vocal para determinar el número de sílabas en una palabra escrita (ejemplo: sílabas con una sola vocal, diptongos o triptongos). (diptongos: agua, dio, aula, jaula. Triptongos: buey, Uruguay)</p> <p>*3e. Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>*2e Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to.</p> <p>*2f. Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad).</p> <p>*2g. Reconocen que una sílaba puede consistir de una sola vocal (a-mo; mí-o; dí-a; vi-ví-a; a-brí-a; o-jo; u-ña; e-so).</p> <p>1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>*1a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (;?), exclamación (;!), y guión largo</p>		<p>from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
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<p>para abrir y cerrar un diálogo.</p> <p>1.L.1a Print all upper- and lowercase letters.</p> <p>1.L.1f Use frequently occurring adjectives.</p> <p>1.L.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>*1i. Usan correctamente las preposiciones que se utilizan con frecuencia (ejemplo: sin, según, desde, hasta, hacia).</p> <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.L.2b Use end punctuation for sentences.</p> <p>1.L.2a Capitalize dates and names of people.</p> <p>1.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.SL.1c Ask questions to clear up any confusion</p>		
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<p>about the topics and texts under discussion.</p> <p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>*1b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama tilde colocada sobre una vocal y que indica dónde recae el énfasis de la palabra. (papá)</p> <p>*1c. Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras (sí, sí; te, té; tu, tú);</p>		
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<p>en ese caso se llama acento diacrítico.</p> <p>*3i. Distinguen entre las vocales y las consonantes y reconocen que sólo las vocales llevan acento escrito.</p> <p>*3j. Reconocen que el acento escrito (acento ortográfico) es una marca colocada sobre una vocal que indica cuál es la sílaba de mayor énfasis de la palabra y que sigue las reglas ortográficas.</p> <p>2f. Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).</p>		
<p>ELA</p>	<p>ELA</p>	<p>ELA</p>
<p>*2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>		
<p>Math</p>	<p>Math</p>	<p>Math</p>
<p>1. NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.5 Relate counting to addition and subtraction</p>	<p>1. NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw</p>	<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts</i></p>

<p>(e.g., by counting on 2 to add 2).</p> <p>1. NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1. NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1. NBT. 2a 10 can be thought of as a bundle of ten ones-called a “ten.”</p>	<p>shapes to possess defining attributes.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>	<p>where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
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Introduce Trimester 1 and Assess Trimester 2	Introduce Trimester 2 and Assess Trimester 3
SLA	SLA

1.[L.1g](#) Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

*1g. Usan conjunciones que se utilizan con frecuencia (ejemplo: y, pero, o, así que, porque).

1.[SL.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.[RF.3f](#) Read words with inflectional endings.

*3f. Leen palabras con inflexiones al final (género -o/-a; número -os/-as, aumentativos -ote y diminutivos -ito).

1.[RI.2](#) Identify the main topic and retell key details of a text.

*11. Reconocen y explican la formación de las dos contracciones del español: al = a + el, del = de + el.

1.[L.5d](#) Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1.[L.1d](#) Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

*1d. Usan pronombres personales, (sujeto, objeto) pronombres posesivos e indefinidos (yo, me, mi, mío, alguien). Reconocen el uso formal e informal entre tú / usted.

1.[RI.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

1.[RI.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.[RI.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.[RL.10](#) With prompting and support, read prose and poetry of appropriate complexity for grade 1.

1.[RF.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*3h. Reconocen combinaciones consonánticas (consonante + l; consonante + r) en palabras ya conocidas que contienen letras líquidas (blanco, planta, grande, tronco, traspaso, claro, trabajo, otra, cuatro).

ELA	ELA
Math	Math
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Introduce Trimester 1, Practice Trimester 2, and Assess Trimester 3

SLA

1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

*3g. Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.SL.6 Produce complete sentences when appropriate to task and situation.

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

- 1.[W.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.[L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.[L.1c](#) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 1.[L.1h](#) Use determiners (e.g., articles, demonstratives).
- 1.[L.5a](#) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 1.[L.1b](#) Use common, proper, and possessive nouns.
- 1.[L.2c](#) Use commas in dates and to separate single words in a series.
- 1.[SL.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.[SL.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.[L.5b](#) Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- 1.[SL.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.[RL.9](#) Compare and contrast the adventures and experiences of characters in stories.
- 1.[RI.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.[RL.6](#) Identify who is telling the story at various points in a text.
- 1.[RI.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.[RL.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.[RI.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.[RL.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

* [1.L.1e](#) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

1c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; los niños brincan)

*1e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).

1.RF.3g Recognize and read grade level irregular spelled words

*1f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo. (los perros negros-correcto, los perros negras-incorrecto)

*1h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas).

*2b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡!

ELA

*[1.L.4c](#) Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

*[1.L.4b](#) Use frequently occurring affixes as a clue to the meaning of a word.

Math

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how

many in each category, and how many more or less are in one category than in another.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Legend:

Essential Standards

English Non-Transferrable

Spanish Non-Transferrable

Trimester 1 (Aug. 11-Nov. 6)
Conference Dates: Nov. 13-Nov. 20

Trimester

Estimated months	August - September		October - November	
Writing	Expository Composition: Prompt: Write about a place in your community(WRITE Institute) Opinion Composition- En tu opinion quien es un buen ciudadano Benchmark: 5 complete sentences (including: introduction, conclusion, & 3 supporting facts) Resources: High Frequency words, (new) 5 piece bubble map, WRITE expository: window pane, bosquejo/borrador, family members word bank, sentence frames with word banks for: adjectives, jobs, past-times,			
EDL Level	3=EDL 6, 2=EDL 3-4, 1=EDL 2 or below			
Language Arts/Social Studies (Spanish)	Welcome to First grade: Routines, procederes, centers Benchmark Routines: 8/5/16-8/19/16 Benchmark 1: Gobierno y ciudadania 8/22/16-9/9/16	SS:Community rules, laws and MAPPING Benchmark 2: Personajes 9/12/16-9/30/16	SS: Maps, locations and citizenship Benchmark 3: Biociencias 10/3/16-10/21/16 U Assessments 10/24/16-10/28/16	SS: American symbols and everyday life traditions Benchmark 4: Puntos de vista 11/01/16-11/18/16 Benchmark 5: Tecnologia y sociedad 11/28/16-12/16/16
High Frequency Words	Wk1: REPASO Wk2: REPASO Wk3:el, la, ella, va, vamos, mira, y	Wk 4: juega, pequeño, tú, con, un, una Wk 5: para, brincar, tiene, puedo, puedes Wk 6:son, dijo, gusta, mi, amigo, amiga Wk 7: ven, aquí, voy, tengo, esta, este	Wk 8:quien, que, quiere, quiero WK 9: cuál, ahora, mío, tuyo, suyo, de Week 10:era, estaba, entonces, afuera, busco Week 11: bien, bueno, buena, bonito, bonita Week 12:ASSESSMENTS	Week 13:éramos, estábamos, hoy, ayer, mañana Week 14: hace, vez, cuando, entonces
GLAD UNITS/TPT	Back to school(TPT)	La familia (TPT)	Families and communities (GLAD)	Whole class process grid/GLAD writing
Social Studies Resources	W1: Las reglas en la escuela (TE) W2: La comunidad de mi escuela W3: Esta es mi familia	W4: Hogares, W5: Esta es mi casa W6: La vida en una comunidad suburbana W7: La vida en una comunidad, MAPPING SKILLS	W8: La vida en una comunidad urbana W9: Aqui vivo yo W10: Un vecindario del vista de un pajaro W11: Destrezas para mapa W12: Quiero viajar	W13: Donde estoy
Science Units	W1:Welcome to First grade: Rules, Golden Rule, 3 Personal standards, Scouts, GLAD procedures, routines, Tatteling VS telling,Cooperation T chart, Modeling journals.	W2 - 8: Plants, Plants structures and functions, habitats, needs	W 9-12: Animals Characteristics, classification, habitats, and adaptaions, ZOO Field Trip	W: 13 -18 Plants and Animals interdependence Food chains and food webs, habitats, adaptations to their enviroment Writing GLAD Process Grid: compare and contrast 2 biomes: plants and animals
Resources: GLAD UNITS/TPT	Glad Procedures, NSAA safe play power point, tattling vs. telling video, filling buckets story (READ aloud)	Plant GLAD unit, Interactive Text, Perla y su planta premiado (narrative input)	Animal classification and habitats GLAD Units	GLAD Plants and Animals meet their needs. Expert groups and process grid
High Frequency words (DOLTCH)	after, again , an, any,	ask, as, by, could	every, fly, from, give	going, had, has, her

Oral Language Development	Presentation Topic: All About Me (Spanish) DUE DATE: Thursday, August 25 Language: Spanish	Presentation Topic: Write about 1 community workers DUE DATE: Thursday September 29 Language: Spanish	Presentation Topic: Write about and animal's habitat and adaptations DUE DATE: Thursday October 27 Language: English	Presentation Topic: Make a poster & Draw about a favorite family Holiday tradition Nov./Dec.8th
ELD (English)	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM
Character Counts	Respect		Responsibility	Honesty
MATH	Kinder Review (Intro Habicus) Engage NY: Module 5 Identifying, comparing and partitioning shapes Common Core Standards Addressed: 1.G1., 1.G3, 1.MD3	Module 1 Sums and differences to 10 TopicA-E Common Core Standards Addressed: 1.OA.1, 1. OA.6	Module 1 Sums and differences to 10 TopicA-E Common Core Standards Addressed: 1.OA.1, 1. OA.6	Module 1 Sums and differences to 10 TopicA-E (last day Nov. 6) Begin Engage NY: Module 2 Introduction to place value through addition and subtraction to 20 Common Core Standards Addressed: 1.OA.1, 1. OA.6

Trimester 2 (Nov. 9-Mar. 4)
Conference Dates: Mar. 11-Mar. 18

Trimester

Estimated months	November-December	January	February-March
Writing	Descriptive Composition: Describe un objeto relacionado con un día festivo L1b Usan sustantivos comunes y propios mi, tu, su, nuestro; L1c conjugar verbos y sustantivos (los niños brincan); L1e Usan verbos para comunicar el tiempo pasado; L1f		
EDL Level	3=EDL 12, 2=EDL 8-10, 1=EDL 6 or below		
Language Arts (Spanish)	American symbols/Patriotism Benchmark 5: Tecnología y sociedad 11/28/16-12/16/16	Heros and holiday Benchmark 6: Temas 1/9/17-1/27/17 Benchmark 7: 1/30/17-2/17/17	US in the past and schools/changes in transportation and community Benchmark 7: 1/30/17-2/17/17 Assessments 2/21/17-2/24/17 Benchmark 8: 2/27/17-3/4/17
High Frequency Words	Wk1:hace, vez, cuando, entonces Wk2: por qué, porque, después, fui, fuimos Wk3:mucho, comienzo, hasta	Wk4:encuentro, como, arriba, debajo Wk5: trato, tratas, doy, lejos, también Wk6: después, llamo, grande Wk7: largo	Wk8:trabajo, año, vivir Wk9: encontré, sabes, siempre Wk10: gente WK 11: otra vez, campo WK 12: ASSESSMENTS
GLAD UNITS (SPANISH)	*American Icons, Symbols, Traditions, & Holidays (Level 1)	*American National Symbols (Level 1) *American Symbols, Heroes and Holidays	
HM/ Other Resources	Social Studies Unit 3 *Text: Celebra el día de acción de gracias con Beto y Gaby *Text: El primer día de acción de gracias Heros: MLK, Lincoln, Rosa Parks	Social Studies Unit 3 HM (TE 8): Paul Bunyan, Johnny el manzanero" *Text: More places to visit" *Text:United States Geography	Social Studies Unit 4 *Text: El Los niños ayer y hoy transporte ayer y hoy *Text: Getting to school *Text: Las necesidades ayer y hoy *Text: Then and now
Science Units	Sun and Moon	Sun and Moon Objects in the sky: Sun Moon and Stars (TPT Unit) Sun, Moon and Stars Space Unit (TPT Unit) Sun Pictorial, Rotate Vs. Revolve Anchor Chart, Phases of the Moon Anchor Chart (Oreo Activity) *Story boots: Sun, Moon *Brain Pop Jr. : The Sun, The Moon *United Streaming: A Closer Look at Space: The Sun and Stars, A Closer Look at Space: The Moon	Seasonal Patterns (1 seasonal pattern per week) Seasons Pictorial: Winter, Spring, Summer and Fall *Seasons Power Point *Seasons Bugaloo *Seasons CCD Chart *Seasons TPT Unit W1: Light(Starts Feb 27th)
GLAD UNITS/TPT (English)	BrainPop United Steaming	Seasonal Impact of the sun 2nd grade(GLAD) TPT: Next Generation Science 1st Grade Earth's Place in the Universe Complete Unit	Weather Unit Weather Patterns Unit

High Frequency words (DOLTCH)	him, his, how, just	know, let, live, may	of, old, once, open
Oral Language Development	Presentation Topic: Dec. 8 family tradition about a holiday (language: Spanish)	Presentation Topic: Solar System (Language:English)	Presentation Topic: Compare and contrast between past and present (Fashion, transportation, technology, or music) Language: Spanish, Due Date: Feb. 23rd
ELD (English)	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM
Character Counts	Perseverance	Citizenship	Integrity
MATH	Engage NY: Module 3 Ordering and Comparing Length Measurements as Numbers	Engage NY: Module 2 Introduction to place value through addition and subtraction to 20	

Field Trips/Program Events

Module 2 Introduction to place value through +- within 20 Module 1 Topic F-J Module 2 Topic A	Module 2 Introduction to place value through +- within 20 Module 2 Topic B-D
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Trimester 3 (Mar. 7-Jun. 9)

Last day of school: Jun 9

Trimester

Estimated months	March	April	May/June
Writing	Narrative Writing: Topic includes using personal experience, sensory words, emotions, dialogue, transition words with a cohesive order. Prompt: Escribe acerca de una experiencia de un lugar que haz visitado		
EDL Level	3=EDL 16, 2=EDL 12-14, 1=EDL 10 or below		
Language Arts/Social Studies (Spanish)	American citizens and economy Benchmark 8: Ciencias de la tierra 2/27/17-3/17/17	Benchmark 9: Economía 4/3/17-4/21/17 *Begin Benchmark 10 Ciencias físicas 4/24/17-5/12/17	Benchmark 10: Ciencias físicas 4/24/17-5/12/17, Assessments 5/15/17-5/19/17
High Frequency Words	WK 1: gran, ciudad Wk2: cambio Wk3: cerca, escuela, tierra, todos	WK 4: antes, hecho, sobre WK 5: comprar, solamente, a través WK 6: otro, lavar, algún, alguno	Wk7: mejor, cargar, aprender, muy Wk8: madre, padre, nunca Wk9: respuesta, cualquier WK10-12 ASSESSMENT
GLAD UNITS (SPANISH)			
HM/Other Resources	Social Studies Unit 5 Social Studies- Las personas de Nuestro Mundo		Social Studies Unit 6 El Mercado
Science Units	W1: Light(Starts Feb 27th), Expert groups,W2:Light	W3:Light,W4:Light, W5:Light,W4:Sound	W7:Sound W8: Sound W9:Sound, W10:Sound
Resources: GLAD UNITS/TPT	Teachers Pay Teachers= STEM Light/Sound Units/Songs/Chants/CCD/Informational Texts/Brain Pops/Story Bots	Teachers Pay Teachers= STEM Light/Sound Units/Songs/Chants/CCD/Informational Texts/Brain Pops/Story Bots	Teachers Pay Teachers= STEM Light/Sound Units/Songs/Chants/CCD/Informational Texts/Brain Pops/Story Bots
High Frequency words (DOLTCH)	over, put, round, some	stop, take, thank, them	then, think, walk, were, when
Oral Language Development	Presentation Topic: Your Favorite Book (Spanish) - Due Date: April 20th	Presentation Topic: Science Inventions - Due Date: May 18th (English)	
ELD (English)	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM	BENCHMARK ELD CURRICULUM

Character Counts	Fairness	Trustworthy	Compassion and Self-Discipline
MATH	<p>Math Module 4: Comparing, Addition and Subtraction to 40. CCSS Addressed: 1.NBT1,2,3,4,5,6 & 1.OA.1 36 Lessons (Pacing Approximately 3/9-5/13) /</p> <p>Module 6 (Place Value to 120 & Coins) 27 Lessons CCSS Addressed: 1.NBT1,2,3,4,5, 1.OA.1, & 1.MD.3) Pacing Approx. 5/14-6/10</p>		

**Field
Trips/Program
Events**

2nd Grade Scope and Sequence 2016-2017

Trimester Conferences	1st Trimester: 8/9—11/04 (13 weeks) Conferences: 11/10-11/18			2nd Trimester: 11/7-3/4 (12 weeks) Conferences: 3/10-3/17				3rd Trimester: 3/6-6/8 (8 weeks) Spring Break: 3/20-3/31			
Time	7 weeks		5 weeks	3 weeks <small>(1 wk Conf)</small>	2 weeks	4 weeks	4 weeks	3 weeks <small>(1 wk Conf)</small>	2 weeks	6 weeks	
Subject/Month	Aug/Sept		October	November	December	January	February	March	April	May/June	
EDL/DRA				EDL 18-20				EDL 24		EDL 28/DRA 28	
Language Arts (Spanish)	Tema 1 El gobierno o en acción	Tema 2 Las personas enfrentan retos	Tema 4 Muchos personajes, muchos puntos de vista	Tema 3 Los animales y las plantas en su habitat	Tema 5 Resolver Problemas a través de la tecnología	Tema 6 Cuentos para la vida	Tema 7 Investigar el pasado	Tema 8 El viento y el agua modifican la Tierra	Tema 9 Compradores y vendedores	Tema 10 Estados de la materia	
Gramática	Sentences Types: <ul style="list-style-type: none"> Simple Sentences Compound Sentences Reorganize compound sentences Capitalization 				Nouns, adjectives, adverbs, pronouns, prepositional phrases, link words and ideas: <ul style="list-style-type: none"> Use pronouns in place of nouns Use prepositional phrases to answer questions Use coordinating conjunctions to make compound sentences 			Verbs and Types of words (accents): <ul style="list-style-type: none"> Agudas, graves, esdrújulas Accent in graves Accent in agudas Accent in esdrújulas Irregular verbs (past) 			
Social Studies (Spanish)	Unidad 3 El gobierno (2.3)		Unidad 4 Usamos nuestros recursos (2.4)		Unidad 1 Las familias antes y ahora(2.1)		Unidad 6 Las personas mejoran el mundo (2.5)		Unidad 2 La tierra a nuestro alrededor (mapas) (2.2) (COVERED IN SCIENCE)		Unidad 5 Las personas en el mercado (2.5)
Holidays (Spanish)	Labor Day (9/5) Independencia de México (9/16)	Halloween Día de las brujas (10/31)	Día de los muertos (11/2) Veteran's Day (11/11) Thanksgiving (11/24)	Hanukkah (12/24-1/1) Christmas (12/25) Kwanzaa (12/26)	New Year's (1/1) MLK, Jr. Day (1/16)	Chinese New Year (1/28) Lincoln's Birthday (2/13) Valentine's Day (2/14) President's Day (2/20)	St. Patrick's Day (3/17) Cesar Chavez Day (3/31) Easter (4/16)	Earth Day (4/22) Día del niño (Mex. = April 30th)	5 de Mayo Mother's Day (MX 5/10 US 5/14) Memorial Day (5/29) Father's Day (6/18)		
Writing (Spanish)	Descriptiva	Descriptiva	Descriptiva	Opinión	Opinión	Opinión	Narrativa Personal Breve	Narrativa Personal Breve	Narrativa Personal Breve/Expository		
Math (Spanish)	M1: Sums and Differences to 20 (8) M2: Addition and Subtraction of Length Units (10)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (21)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (31)	M4 (cont'd)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (20)	M6: Foundations of Multiplication and Division (20)	M7: Problem Solving with Length, Money, and Data (26)	M7 (cont'd)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (16)		
Science (English)	Structure & properties of Matter	Matter	Engineering Design: Matter Teacher: Water Cycle Student: Boat construction	Interdependent relationships in Ecosystems	Ecosystems	Engineering Design: Ecosystems Teacher: Plant Experiment Student: Build a Biome	Earth's System: Processes that shape the Earth	Shape the Earth	Engineering Design: Shape the Earth Teacher: Erosion Student: Creation of Landforms		
Character Trait SLO's	Respect & Self-Discipline	Responsibility	Honesty	Perseverance	Citizenship	Integrity	Fairness	Trust-Worthy	Compassion & Self-Discipline		
Writing (English)	Expository	Expository	Expository	Expository	Expository	Expository	Expository	Expository	Expository		
PE Wed=Span Fri=Span	SS: Self Control/Respect Healthy Eating Plate Introduce sports	Baseball/Kickball/ Four Square/ Soccer/ Volleyball	Baseball/Kickball/ Four Square/ Soccer/ Volleyball	Baseball/Kickball/ Four Square/ Soccer/ Volleyball	Dodge ball/Basketball/Hop scotch/ Jump Rope/ Tennis (Badminton)	Dodge ball/Basketball/Hop scotch/ Jump Rope/ Tennis (Badminton)	Dodge ball/Basketball/Hop scotch/ Jump Rope/ Tennis (Badminton)	Sports Tournaments	Sports Tournaments		
Take-Home Projects	Todo sobre mi (Spanish) 8/17/16 - 8/24/16	Matter Changes in States (English) 9/7/16 - 10/5/16	Family Tree (Spanish) 10/26/16 - 12/7/16		Ecosystem Create a Creature (English) 12/14/16 - 1/11/17	Hero Cereal Box (Spanish) 2/1/17-3/1/17		Book Report (Spanish) 3/15/17-4/12/17	Landforms (English) 4/19/17-5/24/17		
Field Trips/ Programs Events	LA County Fair 9/9/2016	Red Ribbon Week Hispanic Heritage (Kids Perform)		Winter Program (Kids Perform)	Discovery Science Center 3rd wk (21st-25th)	100th Day of Sch African Amer. Prog.	Read Across America/Dr. Seuss (3/2/17)				
Teacher Birthdays	Erika Garibay August 26 th				Antonia Alvarado February 14th	Ana Monterroso April 7th		Crystal Rodriguez June 27 th			

3rd Grade Scope and Sequence 2016-2017

Trimester Conferences		1st Trimester: 8/9 –11/04 Conferences: 11/10-11/18			2nd Trimester: 11/07-3/03 Conferences: 3/10-3/17			3rd Trimester: 3/6-6/08		
Time	8 weeks	4 weeks	3 weeks	3 weeks	3 weeks	4 weeks	3 weeks	4 weeks	6 weeks = 38	
Month/Subj.	Aug/Sept	October	November	December	January	February	March	April	May/June	
SLA Benchmark	Rev. & Routine 8/9-8/19 Tema 1 8/22- 9/9 Gobierno Core Tema 2: Supplement	Tema 3 10/3 – 10/21 Biociencias Core 10/24 – 10/28 Assess	Tema 4: Supplement	Tema 5: 11/28 – 12/16 Tecnología y sociedad Core	Tema 6: Supplement	Tema 7: 1/30 – 2/17 Historia y cultura Core 2/21 – 2/24 Assess	Tema 8: 2/27 – 3/17 Ciencias de la tierra Core	Tema 9: Supplement *CAASP Week 4/24-4/28	Tema 10: 5/1 – 5/19 Ciencias físicas 5/22- 5/26 Assessment	
ELA Benchmark	Theme 1: Supplement Theme 2 9/12 -9/30 Characters Core	Theme 3: Supplement 10/24 – 10/28 Assess	Theme 4 10/31 – 11/18 Point of View Core	Theme 5: Supplement	Theme 6: 1/9 – 1/27 Themes Core	Theme 7: Supplement 2/21 – 2/24 Assess	Theme 8: Supplement	Theme 9: 4/3 – 4/21 Economics Core *CAASP Week 4/24-4/28	Tema 10: Supplement Assessment 5/22 – 5/26	
GLAD units	Gobierno y Geografía Spanish Soc. Studies (7 weeks) 8/15 – 9/30	Life Cycles & Traits English Science (7 weeks) 10/3 – 11/18	Life Cycles & Traits Science English (7 weeks) 10/3 – 11/18	Weather Science English (6 weeks) 11/28-1/27	Weather Science English (6 weeks) 11/28-1/27	Natvios y Geografía Spanish (6 weeks) Soc. Studies 1/30- 3/17	Natvios y Geografía Spanish (6 weeks) Soc. Studies 1/30- 3/17	Forces & Motion English Science (6 weeks) 4/3 – 5/19	Forces & Motion English Science (6 weeks) 4/3 – 5/19	
Presentations SL.4	Spanish=Campaign Project Assign- May 2, Due- May 16	English=STEM/Expert Groups	Science Project: TBD by Manes	English=Science Fair			Spanish=Country Report Assign- Sept. 16, Due- October 5 th	English=STEM/Expert Groups		
Writing (Spanish and English)	1 expository paragraph English	1 expository paragraph English *Benchmark: *Topic:	Opinion Writing English 5 paragraphs	Opinion Writing English	Opinion Writing Switch to Spanish	Opinions Spanish *Benchmark: *Topic:	Narrative Writing Spanish	Narrative Writing Spanish	Narrative Writing Spanish *Benchmark *Topic:	
EDL/DRA		Start EDL/ DRA			Start EDL/DRA			EDL/DRA		

Math (Spanish & English) E=English S=Spanish	Module 1- Properties of Multiplication Spanish (21 lessons, 4 weeks Starting the week of 8/13-9/10)	Module 3- Multiplication Spanish (21 lessons 5 weeks Starting week of 10/26)	Module 4 Multiplication and Area Spanish (S-16 lessons 5 weeks)	Module 4 Multiplication and Area Spanish (S-16 lessons 5 weeks)	Module 5- Fractions English (E-30 lessons 7 weeks, Starting week of	Module 5- Fractions English (E-30 lessons 7 weeks, Starting week of)	Module 5- Fractions English (E-30 lessons 7 weeks, starting week of)	Module 6 Data Spanish (E-9 lessons 3 weeks,)	Module 7 Geometry and Measurement English (E-6 weeks, 34 lessons,)
Multiplication	Facts of 0, 1, 2	Facts of 3, 4, 5	Facts 6	Facts 7	Facts 8	Facts 9	Facts 10	Facts 11	Facts 12
Character Trait	Respect & Self-Discipline	Responsibility	Honesty	Perseverance	Citizenship	Integrity	Fairness	Trust-Worthy	Compassion & Self-Discipline
Field Trips/ Programs/ Events	Red Ribbon Week Hispanic Heritage UCR Field Trip Oct. 13 or 15	Winter Program (Kids Perform)	Museum Field Trip, Wed. Feb. 3rd	100th Day of School	Read Across America/Dr. Seuss (3/2/15)	SBAC TESTING			
Teacher Birthdays	October 18- Ileana	October -23 Sylvia	January 31-Erika	April 24 - Karla					

*38 weeks total, 36 of instruction

Module 2- Place Value English (S-21 lessons, 6 weeks Starting week of 9/14-10/23)

Fourth Grade Year Plan
2015-2016 González, Luken, Sepúlveda

Month > Subject Area	Aug/Sept	October	November	December	January	February	March	April	May/June
Date	8/9-8/19 8/22-9/9 9/12-9/30	10/3-10/21	10/31-11/18	11/28-12/16	1/9-1/27	1/30-2/17	2/27-3/17	4/3-4/21	4/24-5/12
Language Arts (Spanish & English)	Repaso y Rutinas Gobierno y ciudadanía Characters	Biociencias	Point of View	Tecnología y sociedad	Themes	Historia y cultura	Earth Science	Economía	Physical Science
	El gobierno en acción: ¿Cómo influye el gobierno en nuestra manera de vivir? Characters' Actions and Reactions: How do we reveal ourselves to others?	Observar la naturaleza: ¿Cómo respondemos a la naturaleza?	Understanding Different Points of View: What do we learn when we look at the world through the eyes of others?	Tecnología para un futuro ecológico: ¿Cómo decidimos desarrollar nuevas tecnologías?	Confronting Challenges: How do we overcome obstacles?	Desarrollar una nación: ¿Cómo evolucionan las comunidades?	Earth Changes: How do Earth's natural processes impact our lives?	Los recursos y su impacto: ¿Cómo afecta la vida de la gente tener acceso a los recursos?	The Power of Electricity: Where do scientific discoveries lead us?
GLAD Units	SS: Government		Science: SS: Native Americans	Science: Energy: Forms, Transfer & Economics SS:	Science: Processes that shape the Earth SS:	Science: Processes that shape the Earth SS:	Science: Processes that shape the Earth SS:		Science: Energy: Forms, Transfer & Economics SS:
Social Studies (Spanish)	WW2, CA and USA Then and Now, Government	WW2, CA and USA Then and Now, Government	WW2, CA and USA Then and Now, Government	Geography and Exploration	Geography and Exploration	Geography and Exploration	Gold Rush, Economy, Westward Expansion, Transport	Gold Rush, Economy, Westward Expansion, Transport	Gold Rush, Economy, Westward Expansion, Transport
Science (English)	Structure and Function: Plants and animals Internal vs. External	Structure and Function: Light Reflecting from Objects & Waves	Information Processing	Energy (Technology)	Earth Systems: Earth's Features	Earth Systems: Natural Disasters	Earth Systems: Rock Formation, Weathering	Earth Systems: Rock Formation, Weathering	Energy (Electricity)
Math (English)	Module 1-Place Value, Rounding, Algorithms for Addition and Subtraction (Module)	Module 2-Unit Conversions, Problem Solving w/Metric Measurement,	Module 6-Decimal Fractions	Module 3-Multi-Digit Multiplication	Module 3-Multi-Digit Division	Module 4-Angle Measure, Plane Figures	Module 5-Fraction Equivalence, Ordering	Module 5-Fraction Operations	Module 7-Exploring Measurement w/Multiplication
Novel Study	López - Frindle Maldonado - My Side of the Mountain Leaños - Holes	López - Ratoncito... Maldonado - Isla de los delfines Leaños-Shiloh		López - Holes Maldonado - Frindle Leaños - My Side of the Mountain		López - Shiloh Maldonado - Ratoncito de la moto Leaños -Isla de los delfines		López - My Side of the Mountain Maldonado - Holes Leaños - Frindle	López - Isla de los delfines Maldonado - Shiloh Leaños -Ratoncito de la moto
Writing (Spanish & English)	Narrative 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Narrative 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Narrative 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Expository 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Expository 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Expository 5 Essay with hook, thesis, facts, details, introducing and concluding ¶s paragraphs	Opinion 5 Essay with hook, thesis, facts, details, acknowledging other POV, introducing and concluding ¶s	Opinion 5 Essay with hook, thesis, facts, details, acknowledging other POV, introducing and concluding ¶s	Opinion 5 Essay with hook, thesis, facts, details, acknowledging other POV, introducing and concluding ¶s
Character Education (Spanish)	Respect Respeto Responsabilidad	Self-Discipline Autodisciplina	Honesty Honestidad	Perseverance Perseverancia	Citizenship Ser buen ciudadano	Integrity Integridad	Fairness Ser justo	Trustworthiness Confianza	Compassion Compasión
POP	English	Spanish	English	Spanish	English	Spanish	English	Spanish	English
Special Projects & Field Trips								Gold Rush @ AAE	Olvera Street Casa Avila Chinese American Museum

5th Grade Scope and Sequence 2016-17

*POPs (Powerful Oral Presentations) at end of each novel

Trimester Conferences	1st Trimester: 8/09—11/04 Conferences: 11/10-11/18			2nd Trimester: 11/07-3/03 Conferences: 3/10-3/17			3rd Trimester: 3/06-6/08		
Time	7 weeks	5 weeks	3 weeks	3 weeks	3 weeks	4 weeks	3 weeks	4 weeks	5 weeks
Month/Subj.	Aug/Sept	October	November	December	January	February	March	April	May/June
Language Arts (Spanish)	<p>Unidad 1- Gobierno y ciudadanía- La Constitución: Antes y ahora ¿Por qué las leyes siguen evolucionando? (Whole group) August 22- September 9</p> <p>Unidad 2- Personajes- ¿Por qué valoramos ciertas cualidades en las personas? (small books) September 12- September 30</p>	<p>Unidad 3- Cultivo de los recursos naturales- ¿Cómo decidir qué recursos debemos desarrollar? (Whole group) October 3-October 21</p> <p>Assessment dates: October 24- October 28</p>	<p>Unidad 4- Reconocer el punto de vista del autor- ¿Cómo pueden otras perspectivas ayudarnos a evaluar el mundo? (small books)</p> <p>October 31- November 18</p>	<p>Unidad 5- El efecto del la tecnología en la sociedad- ¿Qué valor tiene la tecnología de aportar a la vida de las personas? (Whole group)</p> <p>November 28- December 16</p>	<p>Unidad 6- Enfrentados a la naturaleza- ¿Qué nos obliga a sobrevivir? (small books)</p> <p>January 09-January 27</p>	<p>Unidad 7- La época de la Guerra Civil- ¿Qué efecto tiene el conflicto en una sociedad? (Whole group)</p> <p>January 30- February 17</p> <p>Assessment dates: February 21- February 24</p>	<p>Unidad 8- Agua: realidad y ficción- ¿Qué significa el agua para las personas y la sociedad en que viven? (small books)</p> <p>February 27- March 17</p>	<p>Unidad 9- El desarrollo económico de las ciudades - ¿Qué impacto tiene los cambios económicos en las sociedades? (Whole group)</p> <p>April 03-April 21</p>	<p>Unidad 10- La física y los inventos- ¿Cómo podemos usar la ciencia para lograr lo imposible? (small books)</p> <p>May 01-May 19</p> <p>CAASPP May 01- May 11</p> <p>Assessment dates: May 22- May 26</p>
Social Studies (Spanish)	<p>Unidad 5: El gobierno de la nación La constitución de estados unidos es el fundamento de la república americana. *Proyecto de los estados (T1)Unidad 2: Encuentros de culturas Los europeos llegaron a las americas para hallar riquezas , construir asentamientos y dar a conocer su religion a otros.</p>	<p>T1) Unidad 1: Los primeros americanos Las personas interaccionan con el ambiente y el ambiente afecta las personas.</p>	<p>(T2) Unidad 3: Se establecen las colonias Las 13 colonias inglesas se fundaron en distintas regiones de américa del Norte y por diferentes razones.</p>	<p>(T2)Unidad 3: Se establecen las colonias Las 13 colonias inglesas se fundaron en distintas regiones de américa del Norte y por diferentes razones.</p>	<p>(T2) Unidad 4: La Revolucion Americana La libertad era tan importante para los colonos que estaban dispuestos a sufrir terribles penurias y años de guerra para alcanzarla.</p>	<p>2wks Finish Unit 4/(T3) . (T2) Unidad 4: La Revolucion Americana La libertad era tan importante para los colonos que estaban dispuestos a sufrir terribles penurias y años de guerra para alcanzarla.</p>	<p>5/(T3)Unidad 6: Expansion hacia el oeste Estados Unidos se expandio cuando su población y su economía crecieron y se adquirieron nuevas tierras.</p>	<p>5/(T3)Unidad 6: Expansion hacia el oeste Estados Unidos se expandio cuando su población y su economía crecieron y se adquirieron nuevas tierras.</p>	<p>Revisit : Unidad 2 Exploración y tecnología: Identificar e investigar la tecnología que hizo posible las exploraciones maritimas. * Proyecto de simbolos Americanos</p>
GLAD UNITS	La Constitución	Los Primeros Americanos	Las primeras colonias	Los primeros colonos	Revolucion americana	Revolucion americana	Movimiento al oeste	Movimiento al oeste	
Holidays/ Programs/ Events	Labor Day Independencia de México	Halloween Día de las brujas Red Ribbon Week Hispanic Heritage (Kids Perform)	Veteran's Day Thanksgiving	Hanukkah Christmas Kwanzaa Winter Program (Kids Perform)	New Year's MLK, Jr. Day Chinese New Year	Groundhog Day Lincoln's Birthday Valentine's Day President's Day 100th Day of School Spring/African Amer. Program(Kids Perform)	St. Patrick's Day Read Across America/Dr. Suess	Easter Earth Day Día del niño (Mex.= April 30th)	5 de Mayo Mother's Day Mexico 5/10 US 5/13 Memorial Day Father's Day
Writing (Spanish)	Expository	Expository	Expository	Personal Narrative	Personal Narrative	Personal Narrative	Opinion	Opinion	Opinion
Math (English)	Module 1 Place Value and Decimal Fractions (EngageNY is just a	Module 2 Multi-Digit Whole Number and Decimal Fraction Operations	Continue Module 2 Multi-Digit Whole Number and Decimal Fraction Operations	Module 3 Addition and Subtraction of Fractions	Module 3 Addition and Subtraction of Fractions	Module 4 Multiplication and Division of Fractions and Decimal	Module 5 Addition and Multiplication with Volume and Area	Module 6 Problem Solving with the Coordinate Plane	TESTING (wk. of May)

5th Grade Scope and Sequence 2016-17

*POPs (Powerful Oral Presentations) at end of each novel

	resource)					Fractions			
Language Arts (English)	<p>Unit 1 – Government & Citizenship- The U.S. Constitution: Then and Now Why do laws continue to evolve? (small books) August 22- September 9</p> <p>Unit 2- Developing Characters' Relationships- Why do we value certain qualities in certain people? (Whole group) September 12- September 30</p>	<p>Unit 3- Cultivating Natural Resources- How do we decide which resources we should develop? (small books) October 3-October 21</p> <p>Assessment dates: October 24- October 28</p>	<p>Unit 4 Recognizing Author's Point of View- How can other perspectives help us evaluate the world? (Whole Group) October 31- November 18</p>	<p>Unit 5- Technology's Impact on Society- What value does technology bring to people's lives? (small books) November 28- December 16</p>	<p>Unit 6- Up Against the Wild- What compels us to survive? (Whole Group) January 09-January 27</p>	<p>Unit 7- Civil War Era- How does conflict shape a society? (small books) January 30- February 17</p> <p>Assessment dates: February 21- February 24</p>	<p>Unit 8- Water: Fact and Fiction- What does water mean to people and the society they live in? (Whole group) February 27- March 17</p>	<p>Unit 9- The Economic Development of Cities- How do economic changes impact societies? (small books) April 03-April 21</p>	<p>Unit 10- Physics and Invention- How can we use science to accomplish the impossible? (Whole group) May 01-May 19</p>
Science (English)	<p>Physical Science: Matter and It's Interactions Matter is made of particles too small to be seen, and it conserves its weight. Make observations and measurements to identify materials based on their properties.</p>	<p>Physical Science: Motion and Stability: Forces and Interactions (gravitational force exerted by Earth)</p>	<p>Energy Describe energy in animals' food (used for body repair, growth, motion, and to maintain body growth) was once energy from the sun.</p>	<p>Life Science: From Molecules to Organisms: Structures and Processes (plants get material needed for growth from air and water)</p>	<p>Life Science: Ecosystems: Interactions, Energy, and Dynamics (movement of matter among plants, animals, decomposers, and the environment)</p>	<p>Earth and Space Science: Earth's Place in the Universe (brightness of sun compared to stars due to distance from Earth)</p>	<p>Earth and Space Science: Earth's Systems (make model to describe ways geosphere, biosphere, hydrosphere, and/or atmosphere interact)</p>	<p>Earth and Space Science: Earth and Human Activity (ways communities use science to protect Earth's resources and environment)</p>	<p>Review for 5th grade science Test</p>
T1, T2 and T3 Engineering, Technology and Applications of Science: Engineering Design (asking questions, investigations, solutions)									
GLAD Units	Matter Really Matters	Energy			Solar System	Earth Changes	Natural Resources		
Character Trait (English)	Respect & Self-Discipline	Responsibility	Honesty	Perseverance	Citizenship	Integrity	Fairness	Trust-Worthy	Compassion & Self-Discipline
Writing (English)	Expository	Expository	Expository	Personal Narrative	Personal Narrative	Personal Narrative	Opinion	Opinion	Opinion
PE	Track Prep for Test/ Sport	Track Prep for Test/Sport	Track Prep for Test/Sport	Track Prep for Test/Sport	Track Prep for Test/Sport	Track Prep for Test /Sport	Track Prep for Test/Sport	Track/Sport	Track/Sport
Take-Home Projects/ Field Trips	<p>State Project August 22- September 9</p> <p>American Symbol Project (Spanish) May 29- June 8</p>	Notify Admin. Field trip dates ASAP					Newspaper Project (English)	Field Trip: Oak Glen Preserve- May 14 th	

6th Grade Scope and Sequence 2016-2017
Ancient World History

Month > Subject Area	Aug/Sept	October	November	December	January	February	March	April	May/June
Language Arts (Spanish)	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text
Social Studies (Spanish)	Early Humankind (Africa)	Mesopotamia. Egypt and Kush	Egypt and Kush & The Ancient Hebrew	Ancient Hebrews	Greece	Early Civilizations of China and India	Early Civilizations of China and India	Ancient Rome	First civilizations of the Americas
Writing (Spanish & English)	narrativo/ Narrative	narrativo/ Narrative	reportaje de investigacion/ Research Reports Expositivo/ Expository	reportaje de investigacion/ Research Reports Expositivo/ Expository	reportaje de investigacion/ Research Reports	argumento/ Argument	argumento/ Argument	resumen/ Summary	resumen/ Summary
Character Education (Spanish)	Respect Respeto	Responsibility Responsabilidad	Honesty Honestidad	Perseverance Perseverancia	Citizenship Ser buen ciudadano	Integrity Integridad	Fairness Ser justo	Trustworthiness Confianza	Compassion Compasión

6th - 8th Grade Writing Scope and Sequence

Month	Lesson Objective
August	Writing assesemt
August	Punctuation (both)
August	Structure (Subjet predicate) (both)
September	Friendly Lettter (t- English)(ex-Spanish)
September	Narrative(window panes-Spanish)(First person-English)
September	Narrative(outline-Spanish)(Ex-English)(t-simile and metaphor-English)
September	Narrative(Sensory Detail-English)
September	Creative writing
September	Mla Format(Both format)
October	Narrative
October	Narrative(Hooks-English)
October	Narrative(Personification-Spanish)
October	Narrative benchmark
November	Play vignets
November	narrative(Raise Rubric standard)
November	Narrative
November	
December	Citing evidence
December	Finding data and reliability of source
December	
December	
January	Expository(Window Panes, ancient Greece-English)
January	Expository(Vocabulary-English)(Biblioraphy-Spanish)
January	Review Format
January	Expository(Prompts in English from History class)(Third person-Spanish)
January	Expository(Academic/formal Language-Both)
February	Expository
February	Expository
February	Expository
February	Expository
March	Persuasive (Window panes-Spanish)(Vocabulary-English)
March	Persuasive(ethos pathos logos)
March	Advertisement
March	
April	
April	Persuasive(Research sources and reliability-English)
April	Persuasive(Counter argument-Spanish)(How to Persuade-English)
April	Speech (persuasive-Both)

April	Persuasive(Creating claims-Spanish)(Research-English)
May	Persuasive
May	Debate
May	Persuasive(Mini Debate-both)
May	Persuasive
May	Persuasive
May	Mock Court
June	Review
June	Review
June	Review
June	Review

7th Grade Scope and Sequence 2016-2017
(revised 9-9-16)

Month > Subject Area	Aug/Sept	October	November	December	January	February	March	April	May/June
Language Arts (Spanish)	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text	Novels/Short Stories/Social Studies Text
Social Studies (Spanish)	Fall of Roman Empire Sept. 12-16 (find materials and use Pg. 339) Islam in Middle Ages Sept. 19 Chapter 12 <u>Historia Universal</u> History channel in Spanish	Islam in Middle Ages To Oct. 14 (Continued) And Ghana and Mali in Medieval Africa Oct. 17-28 (chapter 13)	Meso-America and Andes (Maya, Aztec, Inca) Oct. 31-Nov.18	China in Middle Ages Chapter 14 Nov. 28	China in Middle Ages Chapter 14 To Jan. 20 Japan Jan. 23-feb 10 Chapter 15 in <u>Historia Universal</u>	Medieval Japan Jan. 23-Feb 10 Medieval Europe Feb. 13 to March 17	Medieval Europe Feb. 13 to March 17	Renaissance and Reformation April 3-April 28 (Chapter 19)	Science and Exploration May 1- June 2 (Chapter 20)
Writing (Spanish & English)	narrativo/ Narrative	narrativo/ Narrative	reportaje de investigacion/ Research Reports Expositivo/ Expository	reportaje de investigacion/ Research Reports Expositivo/ Expository	reportaje de investigacion/ Research Reports	argumento/ Argument	argumento/ Argument	resumen/ Summary	resumen/ Summary
Character Education (Spanish)	Respect Respeto	Responsibility Responsabilidad	Honesty Honestidad	Perseverance Perseverancia	Citizenship Ser buen ciudadano	Integrity Integridad	Fairness Ser justo	Trustworthiness Confianza	Compassion Compasi3n

Dates	August/ September	October/ November	Novmenber/ December	Decmber/ January	Feburay/March	April/May
6th Grade Module	Module 1 Ratios and Unit Rates	Module 2 Arithmetic Operations Including Division of Fractions	Module 3 Rational Numbers	Module 4 Expressions and Equations	Module 5 Area, Surface Area, and Volume Problems	Module 6 Statistics
CC Standards	6.RP.1,6.RP.2, 6.RP.3a, 6.RP.3b, 6.RP.3d, 6.RP.3c	6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4	6.NS.C.5, 6.NS.C.6a, 6.NS.C.6b, 6.NS.C.6c, 6.NS.C.7, 6.NS.C.8	6.EE.A.1,6.EE.A.2 a, 6.EE.A.2b 6.EE.A.2c, 6.EE.A.3, 6.EE.A.4	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4	6.SP.A.1, 6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5b

Dates	August/ September	October/ November	Novmenber/ December	Decmber/ January	Feburay/March	April/May
7th Grade Module	Module 1 Ratios and Proportional Relationships	Module 2 Rational Numbers	Module 3 Expressions and Equations	Module 4 Percent and Proportional Relationships	Module 5 Statistics and Probability	Module 6 Geometry
CC Standards	7.G.1, 7.RP.1, 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d, 7.RP.3, 7.EE.4a	7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.EE.A. 2, 7.EE.B.4a	7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.G.B.5, 7.G.B.4, 7.G.B.6	7.RP.A.1, 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.3, 7.G.A.1, 7.EE.B.3	7.SP.A.1, 7.SP.A.2, 7.SP.B.3, 7.SP.B.4, 7.SP.C.5, 7.SP.C.6, 7.SP.C.7,	7.G.A.2, 7.G.A.3, 7.G.B.5, 7.G.B.6

Dates	August/ September	September/ October	October/ November	November/ December/ January	February/ March	April/ May	May/ June
8th Grade Module	Module 1 Integer Exponents and Scientific Notation	Module 2 The Concept of Congruence	Module 3 Similarity	Module 4 Linear Equations	Module 5 Examples of Functions from Geometry	Module 6 Linear Functions	Module 7 Introduction to Irrational Numbers Using Geometry
CC Standards	8.EE.1, 8.EE.3, 8.EE.4	8.G.A.1, 8.G.A.2, 8.G.A.5, 8.G.B.6, 8.G.B.7	8.G.A.3, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7	8.EE.C.7, 8.EE.B.5, 8.EE.B.6, 8.EE.C.8, 8.G.B.7	8.F.A.1, 8.F.A.2, 8.F.A.3, 8.G.C.9	8.SP.A.1, 8.SP.A.2, 8.SP.A.3, 8.SP.A.4, 8.F.B.4, 8.F.B.5	8.NS.A.1, 8.NS.A.2, 8.EE.A.2, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9

Middle School SCIENCE Scope and Sequence – 2016/2017 – **YEAR PLAN**

		1 st Trimester (August 9 th – November 4 th)			2 nd Trimester (November 7 th – March 3 th)				3 rd Trimester (March 6 th – June 8 th)			
GL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
6 th (15)	Energy MS-PS3-3,4,5	Complete Energy Start Structure, Function & Information Processing	Structure, Function & Information Processing MS-LS1-1,2,3,8	Growth, Development & Reproduction of Organisms MS-LS1-4,5 MS. LS3-2	Continue Growth, Development & Reproduction of Organisms	Complete Growth, Development & Reproduction of Organisms	Earth's Systems MS-ESS2-4	Weather & Climate MS-ESS2-5,6 MS-ESS3-5	Complete Weather & Climate	Human Impacts MS-ESS3-3	Complete Human Impacts	
SEP	PCOI, CEDS, & EAE		DUM, PCOI, EAE, & OECl	DUM, CEDS, & EAE			DUM	AQDP, DUM, & PCOI		CEDS		
CCC	SPO & EM	CE, SPO, SSM & SF		CE (ETA Project)			P	CE, SSM, & SC		CE		
ED				Engineering Design MS-ETS1-1,2,3,4 – Kite Project (SEP: AQDP, DUM, AID, & EAE)								
7 th (18)	Structure & Properties of Matter MS-PS1-1,3,4	Complete Structure & Properties of Matter Start Chemical Reactions	Chemical Reactions MS-PS1-2,5,6	Matter & Energy in Organisms & Ecosystems MS-LS1-6,7 MS-LS2-1,2,3	Complete Matter & Energy in Organisms & Ecosystems	Inter-dependent Relationships in Ecosystems MS-LS2-2,5	Complete Inter-dependent Relationships in Ecosystems	Earth's Systems MS-ESS2-1 MS-ESS3-1	History of Earth MS-ESS2-2,3	Human Impacts MS-ESS3-2	Complete Human Impacts	
SEP	DUM & OECl		DUM, AID, & CEDS	DUM, AID, CEDS, & EAE		CEDS & EAE		DUM & CEDS	AID & CEDS	AID		
CCC	CE, SPO, & SF (ETA Project)		P & EM	CE, EM, & SC		P & SC		CE & SC	P & SPO	P		
ED	Engineering Design MS-ETS1-1,2,3,4 – Propelled Car Project (SEP: AQD, DUM, AID, & EAE)											
8 th (22)	Energy MS-PS3-1,2	Waves & Electro-magnetic Radiation MS-PS4-1,2,3	Forces & Interactions MS-PS2-1,2,3,4,5	Natural Selection & Adaptations MS-LS4-1,2,3,4,6	Complete Natural Selection & Adaptations	Growth, Development, & Reproduction of Organisms MS-LS3-1 MS-LS4-4	Complete Growth, Development, & Reproduction of Organisms	Space & Systems MS-ESS1-1,2,3	History of Earth MS-ESS1-4	Human Impacts MS-ESS3-4	Complete Human Impacts	
SEP	DUM, & AID	DUM, UMCT, & OECl	AQDP, PCOI, CEDS, & EAE	AID, UMCT, & CEDS		DUM & OECl		DUM & AID	CEDS	EAE		
CCC	SPO & SSM	P & SF	CE, SSM & SC	P & CE		CE & SF		P, SPO, & SSM	SPO	CE		
ED	Engineering Design MS-ETS1-1,2,3,4 –Water Rocket Project (SEP: AQDP, DUM, AID, & EAE)											

Middle School SCIENCE Scope and Sequence – 2016/2017 – **TRIMESTER PLAN**

	6th Grade	7th Grade	8th Grade
1st Trimester	<p>Physical Science: Energy MS-PS3-3: A device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4: The relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5: Kinetic energy of an object changes; energy is transferred to or from the object.</p> <p>Life Science: Structure, Function, and Information Processing MS-LS1-1: <i>From Molecules to Organisms: Structures and Processes</i> Living things are made of cells.</p> <p>MS-LS1-2: <i>From Molecules to Organisms: Structures and Processes</i> Describe the function of a cell as a whole and ways parts of cells contribute to the function.</p> <p>MS-LS1-3: <i>From Molecules to Organisms: Structures and Processes</i> Evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-8: <i>From Molecules to Organisms: Structures and Processes</i> Sensory receptors respond to stimuli by sending messages to the brain.</p>	<p>Physical Science: Structure and Properties of Matter MS-PS1-1: Matter and its Interactions The atomic composition of simple molecules and extended structures.</p> <p>MS-PS1-3: Matter and its Interactions Describe that synthetic materials come from natural resources and impact society.</p> <p>MS-PS1-4: Matter and its Interactions Changes in particle motion, temperature, and state of pure substance when thermal energy is added or removed.</p> <p>Physical Science: Chemical Reactions MS-PS1-2: Matter and its Interactions The properties of substances before and after the substance interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-5: Matter and its Interactions How the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>MS-PS1-6: Matter and its Interactions ...a device that either releases or absorbs thermal energy by chemical processes.</p> <p>Engineering Design: Propelled Car Project MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions. MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions. MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process.</p>	<p>Physical Science: Energy MS-PS3-1: Energy Describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p> <p>MS-PS3-2: Energy The arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p> <p>Physical Science: Waves & Electromagnetic Radiation MS-PS4-1: <i>Waves and Their Applications in Technologies for Information Transfer</i> A simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>MS-PS4-2: <i>Waves and Their Applications in Technologies for Information Transfer</i> Waves are reflected, absorbed, or transmitted through various materials.</p> <p>MS-PS4-3: <i>Waves and Their Applications in Technologies for Information Transfer</i> Digitized signals are a more reliable way to encode and transmit information than analog signals.</p> <p>Physical Science: Forces & Interactions MS-PS2-1: Motion & Stability: Forces and Interactions Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>MS-PS2-2: Motion & Stability: Forces and Interactions The change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p> <p>MS-PS2-3: Motion & Stability: Forces and Interactions The factors that affect the strength of electric and magnetic forces.</p> <p>MS-PS2-4: Motion & Stability: Forces and Interactions Gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p>MS-PS2-5: Motion & Stability: Forces and Interactions Experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p> <p>Engineering Design: Water Rockets Project MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions. MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions. MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process.</p>

Middle School SCIENCE Scope and Sequence – 2016/2017 – **TRIMESTER PLAN**

	6 th Grade	7 th Grade	8 th Grade
2nd Trimester	<p>Life Science: Growth and Development of Organisms MS-LS1-4: <i>From Molecules to Organisms: Structures and Processes</i> Animal behaviors and specialized plan structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>MS-LS1-5: <i>From Molecules to Organisms: Structures and Processes</i> How environmental and genetic factors influence the growth of organisms.</p> <p>MS-LS3-2 <i>Heredity: Inheritance and Variation of Traits</i> Asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p>Earth Science: Earth’s Systems MS-ESS2-4: Earth’s Systems Cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>Engineering Design: Kite Project MS-ETS1-1: Define the criteria and constraints of a design problem. MS-ETS1-2: Evaluate competing design solutions. MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions. MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process.</p>	<p>Life Science: Matter & Energy in Organisms & Ecosystems MS-LS1-6: <i>From Molecules to Organisms: Structures & Processes</i> The role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS1-7: <i>From Molecules to Organisms: Structures & Processes</i> How food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>MS-LS2-1: Ecosystems: Interactions, Energy & Dynamics The effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS2-2: Ecosystems: Interactions, Energy & Dynamics Cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>MS-LS2-3: Ecosystems: Interactions, Energy & Dynamics Changes to physical or biological components of an ecosystem affect populations.</p> <p>Life Science: Interdependent Relationships in Ecosystems MS-LS2-2: Ecosystems: Interactions, Energy & Dynamics Patterns of interactions among organisms across multiple ecosystems.</p> <p>MS-LS2-5: Ecosystems: Interactions, Energy & Dynamics Solutions for maintaining biodiversity and ecosystem services.</p>	<p>Life Science: Natural Selection and Adaptations MS-LS4-1: Biological Evolution: Unity and Diversity Patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.</p> <p>MS-LS4-2: Biological Evolution: Unity and Diversity The anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.</p> <p>MS-LS4-3: Biological Evolution: Unity and Diversity Patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.</p> <p>MS-LS4-4: Biological Evolution: Unity and Diversity How genetic variations of traits in a population increase some individuals’ probability of surviving and reproducing in a specific environment.</p> <p>MS-LS4-6: Biological Evolution: Unity and Diversity How natural selection may lead to increases and decreases of specific traits in populations over time.</p> <p>Life Science: Growth, Development, and Reproduction of Organisms MS-LS3-1: Heredity: Inheritance and Variation of Traits Structural changes to genes (mutations) located on chromosomes may affect proteins.</p> <p>MS-LS4-4: Biological Evolution: Unity and Diversity Technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>

Middle School SCIENCE Scope and Sequence – 2016/2017 – **TRIMESTER PLAN**

	6th Grade	7th Grade	8th Grade
3rd Trimester	<p>Earth Science: Weather and Climate MS-ESS2-5: Earth's Systems How the motions and complex interactions of air masses results in changes in weather conditions.</p> <p>MS-ESS-6: Earth's Systems How unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-5: Earth and Human Activity Factors that have caused the rise in global temperatures over the past century.</p> <p>Earth and Human Activity: Human Impacts on Earth MS-ESS3-3: Earth and Human Activity Design a method for monitoring and minimizing a human impact.</p>	<p>Earth Science: Earth's Systems MS-ESS2-1: Earth's Systems The cycling of Earth's materials and the flow of energy that drives this process.</p> <p>MS-ESS3-1: Earth's Systems How the uneven distributions of Earth's mineral, energy and groundwater resources are the result of past and current geoscience processes.</p> <p>Earth Science: History of Earth MS-ESS2-2: Earth's Systems How geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>MS-ESS2-3: Earth's Systems The distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>Earth and Human Activity: Human Impacts on Earth MS-ESS3-2: Earth and Human Activity Natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p>	<p>Earth Science: Space & Systems MS-ESS1-1: Earth's Place in the Universe The Earth-sun-moon system to describe the cyclic patterns of lunar phases eclipses of the sun and moon and seasons.</p> <p>MS-ESS1-2: Earth's Place in the Universe The role of gravity in the motions within galaxies and the solar system.</p> <p>MS-ESS1-3: Earth's Place in the Universe Determine scale properties of objects in the solar system.</p> <p>Earth Science: History of Earth MS-ESS1-4: Earth's Place in the Universe Evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>Earth and Human Activity: Human Impacts on Earth MS-ESS3-4: Earth and Human Activity How increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>

Crosscutting Concepts (CCC) Abbreviations: P = Patterns; CE = Cause & Effect: Mechanism & Explanation; SPQ = Scale, Proportion, & Quantity; SSM = Systems & System Models; EM = Energy and Matter: Flows, Cycles, & Conservation; SF = Structure & Function; SC = Stability & Change

Scientific and Engineering Practices (SEP) Abbreviations: AQDP = 1. Asking Questions and Defining Projects; DUM = 2. Developing and Using Models; PCOI = 3. Planning and Carrying Out Investigations; AID = 4. Analyzing and interpreting Data; UMCT = 5. Using Mathematics and Conceptual Thinking; CEDS = 6. Constructing Explanations and Designing Solutions; EAE = 7. Engaging in Argument from Evidence; OECI = Obtaining, Evaluating, and Communicating Information

Engineering Design = ED Abbreviation

NSAA 2015-2016
Technology Scope & Sequence

Kinder/1 st	2 nd	3 rd	4 th	5 th	6 th -8 th
Computer lab/ ipod cart		MacBook cart & Computer lab	1:1 MacBooks		
<p>With prompting, support and teacher modeling students will be able to:</p> <ol style="list-style-type: none"> 1. Turn on computer and have working knowledge of components (mouse, keyboard, etc.) 2. Log in 3. Conduct guided internet searches 4. Use MyMentor links to access frequently visited websites 	<ol style="list-style-type: none"> 1. Continue to use MyMentor to access frequently visited websites 2. Manipulate documents (save, print, etc.) 3. Introduce Typing Ace 4. Conduct internet searches 	<ol style="list-style-type: none"> 1. Continue to use MyMentor to access frequently visited websites, add courses & attach files 2. Continue Typing Ace 3. Conduct internet searches and utilize bookmarks 4. Become familiar with iWorks suite 	<ol style="list-style-type: none"> 1. Use MyMentor daily for assignments, quizzes, homework, etc. 2. Continue Typing Ace 3. Utilize internet and identify valid resources 4. Utilize short cuts 5. Intro photobooth 6. Demonstrate proficiency of iWorks suite 	<ol style="list-style-type: none"> 1. Use MyMentor daily for assignments, quizzes, homework, etc. 2. Intro and demonstrate proficiency in iMovie 3. Intro and demonstrate proficiency in Garage band 4. Manipulate documents and a variety of files (pics & audio) 5. Utilize internet and identify valid resources 6. Utilize short cuts 7. Continue Typing Ace 	<ol style="list-style-type: none"> 1. Use MyMentor daily for assignments, quizzes, homework, etc. 2. Demonstrate proficiency in iMovie 3. Utilize Garage Band 4. Manipulate documents with a variety of files, including ability to import and export 5. Utilize internet and identify valid resources 6. Utilize short cuts 7. Continue Typing Ace

NSAA Year Long Plan Benchmark Adelante & Advance

Unit	Date	Concept	K-2	3 - 5	6
R & R	8/9 – 8/19	Repaso y Rutinas			
1	8/22 – 9/9	Gobierno y ciudadanía	Spanish	Spanish Text for Close Reading (magazine) English Leveled Text	Spanish
2	9/12 – 9/30	Personajes	Spanish	English Text for Close Reading (magazine) Spanish Leveled Text	English Text for Close Reading (magazine) Spanish Leveled Text
3	10/3 – 10/21	Biociencias	Spanish	Spanish Text for Close Reading (magazine) English Leveled Text	English
	10/24-10/28	Trimester 1 Assessments			
4	10/31 – 11/18	Puntos de vista	Spanish	English Text for Close Reading (magazine) Spanish Leveled Text	Spanish Text for Close Reading (magazine) English Leveled Text
5	11/28 – 12/16	Tecnología y sociedad	Spanish	Spanish Text for Close Reading (magazine) English Leveled Text	English
6	1/9 - 1/27	Temas	Spanish	English Text for Close Reading (magazine) Spanish Leveled Text	Spanish Text for Close Reading (magazine) English Leveled Text
7	1/30 – 2/17	Historia y cultura	Spanish	Spanish Text for Close Reading (magazine) English Leveled Text	Spanish
	2/21 – 2/24	Trimester 2 Assessments			
8	2/27 – 3/17	Clencias de la Tierra	Spanish	English Text for Close Reading (magazine) Spanish Leveled Text	English
9	4/3 – 4/21	Economía	Spanish	Spanish Text for Close Reading (magazine) English Leveled Text	Spanish
* Grades 3-6 insert week for CAASSP Testing*					
10	4/24 – 5/12	Ciencias físicas	Spanish	English Text for Close Reading (magazine) Spanish Leveled Text	English
	5/22-5/26	Trimester 3 Assessments			

Grade	Subject	Books	Publisher	Copyright
K	Math		Engage NY	
	Science	California Science	McGraw Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
1	Math		Engage NY	
	Science	California Science	McGraw-Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
2	Math		Engage NY	
	Science	California Science	McGraw-Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
3	Math		Engage NY	
	Science	California Science	McGraw Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
	ELA	Advance	Benchmark	2017
4	Math		Engage NY	
	Science	California Science	McGraw Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
	ELA	Advance	Benchmark	2017
5	Math		Engage NY	
	Science	California Science	McGraw Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
	ELA	Advance	Benchmark	2017
6	Math		Engage NY	
	Science	Earth Science	McGraw Hill	2008
	Social Studies	Reflexiones	Houghton Mifflin Harcourt	2007
	SLA	Adelante	Benchmark	2017
	ELA	Advance	Benchmark	2017

7	Math		Engage NY	
	Science	Glencoe Life iScience	McGraw Hill	2012
	Social Studies	World History	Houghton Mifflin	2012
	SLA	Class Set Novels		
	ELA	Class Set Novels		
8	Math		Engage NY	
	Science	Focus on Physical Science	McGraw Hill	2007
	Social Studies	Historia de Unstados Unidos	Houghton Mifflin Harcourt	2012
	SLA	Class Set Novels		
	ELA	Class Set Novels		

NSAA Book Lists for K-8
Spring 2016

Grade	English	Spanish	
Kinder			
First Grade			
Second Grade			
Third Grade	Charlotte's Web Matilda		
Fourth Grade	Holes My Side of the Mountain Frindle	Shiloh Isla de los delfines Ratoncito de la moto	
Fifth Grade	Hatchet A Wrinkle in Time The Phantom Tollbooth The Bronze Pen	Esperanza renace Charlie y la fabrica de chocolate James y el melocotón gigante	
Sixth Grade	Island of the Blue Dolphin The Hobbit Lord of the Flies	Puente hacia terabithia Alicia en el país de las maravillas El Dador El león, la bruja y el ropero Béisbol en abril	
Seventh Grade	The outsiders Animal Farm	El maravilloso mago de Oz Esto es coraje Antes de ser libres	
Eighth Grade	Of Mice and Men Dairy of Ann Frank	Cuenta las estrellas Me llamo Bud, no Buddy (Want to purchase) Las aventuras de Tom Sawyer	
		Interested in purchasing: Casa en Mango Street Don Quixote de la Mancha El niño que pagaba el gato Marianela La ceremonia de la iniciación Lazarillo de Tormes, Poesias, Biografias Don Juan Tenorio Bodas de sangre	

APPENDIX H

Multicultural Articles and Recognition

Norton Space and Aeronautics Academy (NSAA) hosts health festival



MEXICAN DEPUTY CONSUL RENÉ OLIVA SALUTES THE MEXICAN AND AMERICAN FLAGS DURING THE OPENING CEREMONY OF THE NORTON SPACE AND AERONAUTICS ACADEMY'S (NSAA) MULTICULTURAL HEALTH FESTIVAL ON SEPTEMBER 19.

By Anthony Victoria

The Norton Space and Aeronautics Academy (NSAA) celebrated its second annual Multicultural Health Festival on Friday September 19. English Learners Advisory Committee (ELAC) parent representatives, President Diana Zarate, Vice President Ana Villalpando, Verónica López, and Cecilia Dolan coordinated the event and worked closely with the school's principal Guadalupe Girard and Vice Principal Tom Preciado to ensure students would receive pertinent information relating to their health and wellness.

Moreover, the annual health festival offers NSAA parents the opportunity to be active participants in their children's education. For this event, students were encouraged to wear an outfit that represented one of many cultures around the world. Community members were also invited to participate in the event.

"It is through the collaboration of students, parents, staff, and community members that the 20th anniversary of the Mexican Independence...

community members that Norton Space and Aeronautics Academy offers such a true school community where students can enjoy a variety of experiences throughout their school day," said Girard.

The academy held a wide opening ceremony and later that morning, students visited and rotated from different stations that focused on learning how to be healthier. Students participated in the "escolita," Ballet folklórico dances, in a sports pep rally, and Chinese and Japanese dances coordinated by the school's Chinese teacher, Mrs. Jessica Hsieh, and Middle Grades Fine Arts teacher, Mrs. Makeda Parker.

Student Council representatives, Yosselin Mayoral and Alyssa Serato, lead the audience through the Pledge of Allegiance, while Stephanie Cordero sang the National Anthem. In attendance was the Mexican Deputy Consul in San Bernardino, Hugo René Oliva. Consul Oliva gave the "Grito" to commemorate the 204th anniversary of the Mexican Independence.

Supervisors approve new county logo



In an effort to increase the public's understanding of the services available through County government, the Board of Supervisors today approved a new visual identity (attached) for the County and its various agencies, departments, and divisions.

"Having a consistent visual identity will help residents know which services are provided by County agencies and know that the County is responsible for making sure those services are provided competently and efficiently," said Board of Supervisors Chair Janice Rutherford.

Until now, County government has been represented for the most part by an arrowhead-shaped seal containing depictions of the county's resources and geography. Over time, each of the County's more than 50 agencies, departments, and divisions have adopted

their own separate visual identities, sometimes making it unclear that these entities are all part of the same County organization.

Earlier this year, the Board of Supervisors publicly adopted goals and objectives for the County, including a call for consistent messaging for the organization and elimination of barriers between departments in order to foster collaboration.

The new visual identity - consisting of a logo, color scheme, and typography - maintains use of the historic arrowhead as a recognizable symbol of the county. It will represent County government on letterhead, websites, social media, vehicles, uniforms, business cards, and buildings. It was created by County staff and its use will be phased in to avoid incurring additional costs.

The historic County seal will remain in use only as the County's legal insignia to be stamped on official documents.

CITY OF RIALTO



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MONTHLY SCHEDULE

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Extra

Norton Space and Aeronautics Academy Holds Second Annual Festival

By: KAYLA SHELDON
COMMUNITY WRITER

Norton Space and Aeronautics Academy (NSAA) celebrated its' second annual Multicultural Health Festival on Friday, Sept. 19.

NSAA serves students in Kindergarten through eighth grade and primarily focuses on science on a daily basis as well as training students to learn in both English and Spanish.

This Multicultural Health Festival gives parents the opportunity to become an active part Cont. with Norton on P. 9



PHOTO COURTESY OF LUPIA GIRARD

Principal Girard gathers to take a picture with some of her students at the Multicultural Health Festival on Friday, Sept 19.

Norton

Cont. from P. 1

in their child's education.

"With staff, parents, and community members, they can work to make the school a place where students can succeed and enjoy a variety of experiences throughout their school day," Principal Lupita Girard said.

The "multicultural" part was encouraged through everyone's participation. Most students dressed to represent a specific culture.

There were many "learning stations" throughout the festival and different groups of students were able to visit each one. The stations were sponsored by community members and volunteers, which consisted mostly of parents



Parent volunteers Beatriz and Alejandro Garcia were giving out snacks to the students the whole day.

of NSAA students.

One of the stations was the Mexican Consulate in San Bernardino; they offered different healthy tips and information including how to properly wash your hands, and to cover your mouth while coughing. El Sol Educational Neighborhood was also giving healthy advice.

San Bernardino County Planned Parenthood had a booth and was sharing information about social media safety and the prevention of bullying.

Parent volunteers hosted the remainder of stations includ-

ing: the dental hygiene booth, which was ran by Dawn Middleton and Dawn Morris, the yoga station ran by Mrs. Young, the cultural booth ran by ELAC Vice President Ana Villapando, and the snack station ran by parents Beatriz and Alejandro Garcia.

Principal Girard shared, "It is through the collaboration of students, parents, staff and community members that Norton Space and Aeronautics Academy offers such a true school community where students can enjoy a variety of experiences throughout their school day."

SRE

SECRETARÍA DE
RELACIONES EXTERIORES



Consulado de Carrera de
México en San Bernardino

Otorga el presente

RECONOCIMIENTO

a

Norton Space Aeronautics
Academy

Por la realización de los festejos para conmemorar el
204° Aniversario de la Independencia de México.



Una firma manuscrita en tinta negra, que parece ser "Carolina Zaragoza Flores".

Carolina Zaragoza Flores
Cónsul de México

San Bernardino, Ca., a 19 de septiembre de 2014.

NSAA-Multicultural Health Festival

Norton Space and Aeronautics Academy (NSAA) celebrated its second annual Multicultural Health Festival this Friday September 19th. The English Learners Advisory Committee parent representatives, President Diana Zarate, Vice President Ana Villalpando, Verónica López, and Cecilia Dolan coordinated the event and worked closely with the school principal Mrs. Girard and Vice Principal Mrs. Preciado to ensure it was a success! Norton Space and Aeronautics Academy is a dynamic K-8 school that focuses on the instruction of science every day and high academic rigor in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual

and biliterate. Besides learning in two languages, NSAA students also receive weekly enrichment classes for art, music, PE, and Chinese. NSAA also has a strong emphasis in technology, and students starting in 4th grade participate in a one-to-one laptop program. NSAA also encourages the active participation of students, staff, parents, and the community in making the school a place where students can succeed and enjoy a variety of experiences throughout their school day. The Multicultural Health



Festival offers NSAA parents one of many opportunities to be active participants in their children's education. For this event, students were invited to dress representing many cultures in the world, and community members were invited to participate in the event.

No lo olvide! Para obtener más descuentos, diga que lo vio en Mi Familia Latina

NSAA held a school wide opening ceremony and later in the morning students participated rotating from different stations learning about leading healthier lives. During the opening ceremony students participated in the "escolta," Ballet folklórico dances, Middle Grades sports pep rally, and Chinese and Japanese dances coordinated by the school's Chinese teacher, Mrs. Jessica Hsieh, and Middle Grades Fine Arts teacher, Mrs. Makeda Parker. Student Council representatives, Yoselin Mayoral, and Alyssa Serrato, lead the audience through the Pledge of Allegiance, and Ms. Stephanie Cordero sang the National Anthem. In attendance were the Mexican Deputy Consul in San Bernardino, Hugo René Oliva, and Community Affairs Coordinator, Tammy García-Chiang. Consul Oliva gave the "Grito" to commemorate the 204th anniversary of the Mexican Independence. Learning stations were sponsored by community members, and NSAA volunteer parents. The

Mexican Consulate in San Bernardino offered a station where K-8 students learned about healthy habits, such as hand washing, and covering our cough. The non-profit organization El Sol Educational Neighborhood's station helped the students learn about healthy eating habits, and proper ways to channel one's emotions. San Bernardino County Planned Parenthood department set up a station where students learned about bullying prevention and social media safety. Others booths were ran by parent volunteers such as the dental hygiene booth ran by PTO representatives, Dawn Middleton and Dawn Morris; the yoga station by Mrs. Young, and the cultural booth ran by ELAC Vice president, Ana Villalpando. It is through the collaboration of students, parents, staff and community members that Norton Space and Aeronautics Academy offers such a true school community where students can enjoy a variety of experiences throughout their school day.

Norton Space and Aeronautics Academy

¡¡APLIQUE AHORA!! Kinder al grado 8

Norton Space and Aeronautics Academy (NSAA)

- Ofrece un programa de doble inmersión de 90-10 en inglés y español para los estudiantes.
- Ofrece la oportunidad de exponer a los estudiantes al idioma chino (mandarín), arte y música.
- Tiene un enfoque en la enseñanza de las ciencias y también en el uso de la tecnología en las clases.



909.386.2300

WWW.LCER.ORG/NSAA

500 EAST CENTRAL AVE. SAN BERNARDINO CA 92408



"El viernes, 12 de febrero, Norton Space & Aeronautics Academy (NSAA), una escuela de dos idiomas en San Bernardino, celebró el Año Nuevo Chino con una asamblea presentada por sus estudiantes. Los estudiantes de NSAA están aprendiendo en inglés y español, pero también tienen la oportunidad única de aprender sobre la cultura y el idioma chino a través de sus clases semanales de enriquecimiento. Las clases de chino se ofrecen con la colaboración del Instituto Confucio de la universidad UCLA. NSAA ha ofrecido esta clase desde 2011. Otras clases de enriquecimiento que se ofrecen en NSAA incluyen arte, música, educación física y Bellas Artes en los grados intermedios. La



presentación del Año Nuevo chino dio a los estudiantes la oportunidad de compartir lo que han aprendido. La maestra de chino, Shen Yun Hsieh (Miss Jessica), desarrolló la coreografía de todos los números para los estudiantes del grado kínder al 8º. los estudiantes realizaron bailes, canciones y cantos que van desde la tradicional

china hasta la muy moderna canción "Manzanita," que fue la canción más popular en China el año pasado. La presentación incluyó la famosa danza del dragón, como así, como la danza de los abanicos chinos. El Director Ejecutivo de la NSAA, Gordon Soholt, fue uno de los distinguidos invitados, junto con tres representantes de la UCLA, Sra. Susan Jain, Sra. Emilia Sargent y el profesor Hu de la Universidad

Lupita Girard, Principal
Norton Space and Aeronautics Academy
503 E. Central Avenue
San Bernardino, CA 92408
(909)693-9942
ggirard@lcer.org
High Expectations + High Support = Student Success!



de Shanghai Jiao Tong. Los padres, maestros, compañeros de clase e invitados especiales por igual quedaron impresionados con las actuaciones y ver a los estudiantes a cantar en chino mandarín. Para continuar la celebración también se animó a los estudiantes de la NSAA a participar en los eventos de la comunidad que celebran el Año Nuevo Lunar, como el de Riverside y los Ángeles. La celebración del Año Nuevo chino en la escuela Norton Space & Aeronautics Academy fue un evento increíble para que los estudiantes celebraran la diversidad y la conciencia global."



**Memorandum of Understanding Between
Shanghai Hetian Middle School, Shanghai, China
And
Norton Space and Aeronautics Academy, San Bernardino, California, U.S.A.**

May. 16, 2014

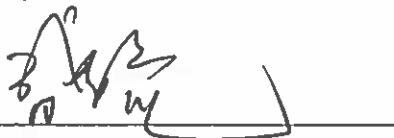
In recognition of the crucial role of cooperation in the field of education in promoting mutual understanding between China and the United States, Shanghai Hetian Middle School in the city of Shanghai, China and Norton Space and Aeronautics Academy in San Bernardino, California, U.S.A. (hereinafter referred to as the "two parties") hereby agree to establish a sister-school relationship, with the common mission of providing a comprehensive education for the development of our students both academic and extracurricular. Both parties agree to the spirit and intention outlined in this Memorandum of Understanding (MOU).

1. On the bases of equality and mutual benefit, this MOU is intended to provide the opportunity for communication and cooperation between the two parties. Both parties will encourage communication and cooperation at all levels and through various channels.
2. Both parties will encourage communication on matters of school management, teacher training, and student development.
3. Both parties will express the desire to share and exchange educational information and resources.
4. Both parties will encourage regular exchange between their administrators, faculties and students, and support their students' desire to participate in science, arts, and sports programs as well as summer and winter camps at their respective sister schools.
5. Both parties will encourage professional development activities for their faculties and language training programs for both faculty and students.

This MOU constitutes the entire understanding and agreement between the two parties and their affiliates with respect to its subject matter. No promise, representation or agreement, other than as expressly set forth herein, has been made to or by the parties. This MOU does not, and is not intended to, impose any binding obligations on the parties.

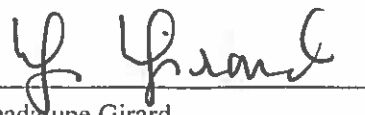
This Memorandum of Understanding expires on May 15, 2019 and may be renewed by mutual agreement by both parties on or before that date.

Hetian Middle School
Shanghai, China



Sheng, Yu
Principal

Norton Space and Aeronautics Academy
San Bernardino, California, USA



Guadalupe Girard
Principal

APPENDIX I

Course Catalog College Prep Handbook

ACADEMY FOR ACADEMIC EXCELLENCE



HIGH SCHOOL ACADEMIC POLICY and CATALOG OF CLASSES 2016-2017

Dear AAE High School Students and Parents

It's time to choose classes for next year!

Thank you for entrusting you child's education to the AAE. We take this trust very seriously, and work every year to refine our offerings to best meet the needs of our students.

We will once again use the Illuminate program to communicate course information, and choose classes electronically. The following information will guide you through the upcoming steps.

1. The first step is to complete the *Intent to re-enroll form* found on the Lewis Center website.
2. During the week of April 4th, students will meet in grade level assemblies for specific information regarding the course work for next year.
3. Parents will receive an email with specific information regarding course work for next year.
4. The course selection window will open on April 15th and close on April 25th. Students are expected to make choices during this time frame.
5. The following pages will provide all the details of course offerings in the High School program.

Additionally, there will be a High School Orientation for all current 8th grade parents and students on Monday, April 11, 2016 at 5:00pm in the gym. This meeting is designed to introduce students and parents to opportunities and expectations of High School. Please mark your calendars; you don't want to miss this informative hour of information!

Sincerely,

Brenda S. Day

School Counselor

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Physical Education Department.....	51
Aerospace Science.....	52
Technology.....	59
Life Skills.....	60

Typical Course of Study for AAE High School Students

<p>Grade 9</p> <p>Intro to Lit Integrated Science I Math Language other than English 1 Physical Education Elective</p>	<p>Grade 10</p> <p>World Literature World History Science Math Language other than English 2 Physical Education</p>
<p>Grade 11</p> <p>American Literature American History Science Math Elective Elective</p>	<p>Grade 12</p> <p>British Literature Government-Economics Science or Elective Math or Elective Elective Elective</p>

- Electives provide opportunity for visual and performing arts, upper division math, science, and language other than English.

Preparation for Four-Year Colleges

Four-year college-bound students must fulfill college entrance requirements for specific colleges in addition to high school graduation requirements. While the specific requirements differ among institutions, many private schools and all University of California and California State schools require a certain number of approved courses from categories called A-G pattern courses which include: A. History, B. English, C. Mathematics, D. Laboratory Science, E. Foreign Language, F. Visual and Performing Arts, and G. Electives.

University of California ‘a-g’ SUBJECT AREA REQUIREMENTS

WHAT IS THE PURPOSE OF THE a-g SUBJECT AREA REQUIREMENTS?

The purposes of the a-g subject area requirements are to ensure that entering students...

- ◆ Can participate fully in the first year program at the University in a broad variety of fields of study;
- ◆ Have attained the necessary preparation for courses, majors and programs offered at the University;
- ◆ Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- ◆ Have attained essential critical thinking and study skills.

WHO IS RESPONSIBLE FOR ESTABLISHING THE a-g REQUIREMENTS?

The Board of Admissions and Relations with the Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University’s Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The California State University system has agreed to accept courses certified by the University of California to meet its subject area requirements, which, beginning with students entering in the fall of 2003 are the same as California State University’s requirements.

WHAT ARE THE GENERAL CRITERIA FOR COURSES USED TO SATISFY THE REQUIREMENT?

- ◆ Be academically challenging
- ◆ Involve substantial reading and writing
- ◆ Include problems and laboratory work, as appropriate
- ◆ Show serious attention to analytical thinking as well as factual content
- ◆ Develop students’ oral and listening skills

VALEDICTORIAN / SALUTATORIAN

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

- 1) Academic Rigor – has the student engaged them self in academically challenging coursework (i.e. at least 2 Advanced Placement courses)?
- 2) Total Academic Weighted GPA – is the student in the top 10 of the class when ranked according to a cumulative weighted GPA based on the first seven semesters of high school otherwise defined as through the first semester of the student’s senior year of high school?
- 3) School Involvement – has the student been involved in leadership capacities within the school in one of the following areas:
 - a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) ***or***
 - b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) ***or***
 - c. Visual and Performing Arts performance groups (two years or two different groups)
- 4) AAE Code – has the student demonstrated Courage, Generosity, and Honor
- 5) Additional consideration will be given to students who complete all high school core classes at the AAE.

Recommendations and Announcement of students being honored will be brought forward as follows:

- 1) School Counselor will bring possible names forward to Department Chair team for recommendation to the Academic Team.
- 2) Academic Team will then determine the Valedictorian(s) and Salutatorian(s).
- 3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student’s senior year.
- 4) The Principal will have final say as necessary.

ACADEMIC AWARDS

Graduates of each graduating class will be honored as follows:

- Valedictorian and Salutatorian will have specially designated cords or ribbons.
- Students with a cumulative GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Principal’s Honor Roll = 3.6 GPA or above
- Honor Roll = 3.3 to 3.59 GPA
- An academic letter can be earned when a student earns a Principal’s Honor Roll for two consecutive semesters. A chevron will be earned for each semester they are on Principal’s Honor Roll thereafter.

A weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the school registrar.

GRADING / UNIT STRUCTURE

All classes (on campus and independent study) are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are a permanent record on the student's transcript.

For the purposes of calculating a grade point average the following applies:

1) Unweighted GPA

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0

2) Weighted GPA

Same as above with the following academic courses given extra weight as indicated:

(a) Honors (b) Advanced Placement (c) VVC courses that are UC/CSU transferable.

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Note: Core academic classes (English, Math, Science, Social Science) and all other courses on the AAE University of California Course Approved list the grades will be as follows: A, B, C, & F. There will be no D grades given.

RANK IN CLASS

Rank in class will be determined based on the student's Academic GPA.

SCHOLARSHIPS

We are committed to keeping up to date information regarding scholarships, grants, and loans. Students and parents need to start their scholarship search early in the senior year. Local scholarships are sent to the school with applications, eligibility and deadlines. Students need to check for new scholarships throughout the year. The Counseling Department can help guide you through this process.

WORK PERMITS

The State of California mandates Work Permits for all minors seeking employment. The student's grades, attendance, and good standing with the school determine the issuance of a Work Permit. A student's age is the determining factor in the amount of hours and how late he/she may work. Applications are available in the Registrar's Office, extension 225. During summer months, work permits can be picked up from the Lewis Center for Educational Research Administration Office.

VICTOR VALLEY COLLEGE CONCURRENT ENROLLMENT PROGRAM (CEP)

What is Concurrent Enrollment?

Concurrent Enrollment is a system provided by the Community College System that allows students to be concurrently enrolled in college courses, while still attending high school. Concurrent Enrollment is a privilege and a wonderful opportunity provided to AAE students and must be handled responsibly. The purpose for the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for transition into the college atmosphere

What are the advantages and concerns of Concurrent Enrollment?

Concurrent Enrollment has many advantages for the *motivated* student. Some *advantages* are:

- Challenging coursework above the high school level
- Earning college credits before high school graduation
- Earning high school credits in addition to college credits for each college course
- Cost for college coursework is very reasonable

Some issues of concern would be:

- Grades achieved through CEP are **permanently** part of the student's **college** transcript
- College coursework for concurrently enrolled students is **not** modified for content and is created for "adults"
- The college campus is an "**adult**" atmosphere
- CEP students are **last** to receive classes/ difficult to get desired courses

What courses may be taken at VVC?

Subject to change per VVC

- All academic courses eligible for transfer to the CSU or UC systems (provided student meets course prerequisite).
- All vocational/technical courses that are associate degree applicable (provided student meets course prerequisite).

What does the AAE expect?

Student Responsibilities

The AAE and Victor Valley College have a wonderful partnership that includes the concurrent enrollment program. VVC is excited to be helping students' transition into college. However, this program is a privilege and the AAE student wishing to participate will be expected to:

- Represent the AAE in "Courage, Generosity and Honor." (Please see the Student/Parent Handbook for the definitions and expectations)
- Attend **all** classes
- Complete **all** assignments *on time!*
- Write all **class times, study times** and **assignment due dates** in the student's "Student Success Planner"
- Write the grade or percentage of all returned assignments on the course syllabus provided by the college instructor
- Spend adequate time studying (3 hours of study for each unit of college coursework is recommended by VVC)
- If the class does not meet the student's need, the student will **drop** the course by the drop date

Parent Responsibilities

Yes, even your SENIOR needs guidance! Parent, please understand that your child's attendance at VVC does not mean that you are no longer responsible as *Primary Facilitator* to keep informed of your child's progress in college courses. There are several recommendations that are encouraged for parents to consider:

- Be supportive and **guard** your student's VVC class and study time. (Check your student's planner before scheduling events)
- **Weekly** review the student's work for progress
- Check course syllabus to see that grades for assignments are being recorded

Help your student understand that the decisions he/she is making **today** can have **repercussions** for the rest of his/her life. The college transcript will follow your student forever!

How do I enroll in the Concurrent Enrollment Program?

The student must schedule a meeting with an AAE Counselor. A student's participation in CEP depends on:

- VVC Assessment test
- Past performance in VVC courses
- Past performance in AAE classes
- Signed "Confirmation of Concurrent Enrollment Program Responsibilities" form (both parent and student signature must be on the form)

These items must be verified before a concurrent enrollment form can be issued. The counselors will give the student all information and forms needed to begin the concurrent enrollment process. Please, **do not** ask for a concurrent enrollment form without scheduling this appointment. The process takes time, so please schedule early and do not wait until the last minute. It will be difficult enough to get the desired classes without being late in the process. To receive a concurrent enrollment form, bring the signed "Confirmation of Concurrent Enrollment Program Responsibilities" form back to the counselor along with any other required paperwork. Be prepared to complete the concurrent enrollment form at that time. A counselor will then sign the form and, at that time, the student will begin the VVC Registration process.

Class Limitations and Credit

CEP is designed to give students the challenge of **college level** coursework. AAE issues high school credit for **college level** coursework at the following rate:

VVC Units	=	AAE Credits
1	=	3.3
2	=	6.7
3	=	10
4	=	13.3
5	=	16.7

To preserve the integrity of the program only those classes that are UC or CSU approved in the VVC catalog will be accepted for GPA "weighting."

VVC College Textbook Procedure

The concurrent enrollment tuition and parking permit fees are not paid by the AAE. The cost of the books is the student's responsibility and will encourage the responsible choice of classes.

**Comparison of The Lewis Center for Educational Research /
Academy for Academic Excellence Graduation Requirements with
a-g Entrance Requirements for the UC and CSU Systems**

SUBJECT AREA	AAE GRADUATION REQUIREMENTS	ENTRANCE REQUIREMENTS FOR UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU)
a	3 Year-long courses World History 1 year US History 1 year Amer. Government ½ year Economics ½ year	2 years: World History 1 year US History 1 year or World History 1 year US History ½ year Amer. Government ½ year
b	4 year-long courses Intro to Lit World Lit American Lit or AP Eng Lang British Lit or AP Eng Lit	4 years: Intro to Lit or Honors World Lit or Honors American Lit or English Language AP British Lit or English Literature AP
c	3 year-long approved courses including: Integrated Math I OR Algebra I and Geometry	3 years: College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement 4 years recommended
d	3 year-long approved courses Including: Integrated Science I, 2, and 3 OR Three years including: Physical Science 1 year Biological Science 1 year	2 years: 2 years Lab Science 3 years recommended
e	See Fine Arts Beginning with the class of 2020: 2 years of a language other than English	2 years: Must be same language for both years. 3 years recommended
f	1 year-long course May be met with 1 year of Language other than English or 1 year of Visual or Performing Art Beginning with the class of 2020: 1 year of UC approved Visual or Performing Art	1 year: Visual and Performing Arts: Art, Drama/Theater, Music or Dance Class
g	7 year-long courses (70 credits in 4 years)	1 year: Any additional courses on the current UC Approved Course list
PHYSICAL EDUCATION	2 years	None
OTHER	Above total = 23 year- long courses	Minimum 15 year-long courses required 18 year-long courses recommended

COLLEGE ENTRANCE EXAMS

UC: SAT or ACT with writing **CSU:** SAT or ACT *without* writing
Writing requirement varies for independent colleges. Check websites for specific requirements.

It is strongly recommended that college entrance (SAT Reasoning and ACT) exams be taken by the end of the student's junior year. UC and CSU typically will not take test scores, if dated later than December of their senior year.

- ◆ Please refer to the most recent copy of AAE UC Approved Course list
- ◆ UC and CSU require a "C" or better in all required subjects
- ◆ Always check for additional information. Please ask your counselor for details

Credit acceptance for transfer or summer school work from other institutions is based on **PRIOR APPROVAL** from the Counseling Office. Please make an appointment with your counselor prior to enrolling in outside courses to meet graduation and/or A-G requirements.

Add/Drop Process

A two-week window is provided at the beginning of each semester for students to adjust their schedule of classes. Students should follow the established procedure for schedule change requests through the Counseling Office. A course dropped after four weeks of the semester will result in a failing grade for that course.

Participation in Commencement Exercises requires that all Graduation Requirements have been satisfied prior to the graduation ceremony.

Senior students who have not completed all of the necessary coursework for graduation, upon administrative approval, may be granted an extension. This extension will expire at the end of the following fall semester.

STUDENT SERVICES PROGRAM

SERVICES	ACTIVITIES
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-right: 5px;">1</div> ACADEMIC COUNSELING	<p>High School Planning and Implementation Each new student will develop an education/career plan with the help of the homeroom teacher and counselor and the cooperation of his/her parent Assist students with their post high school plans and decisions and advise them of options available</p> <p>Scheduling Scheduling and orientation of new students Annual course selection(individual appointments and/or group conferences) 8th grade parent/student orientation</p> <p>Communication with Parents Phone / email contacts Grade checks as requested – progress reports Letters of recommendation for employment, college entrance, and scholarships Graduation status reports</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-right: 5px;">2</div> COLLEGE COUNSELING	<p>Post-High School Planning College fair information Help students learn the sources and types of financial aid Provide scholarship applications for seniors Provide a post high school/College Awareness Workshop Provide articulation with colleges and universities</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-right: 5px;">3</div> CAREER DEVELOPMENT COUNSELING	<p>Help students develop an awareness of career opportunities through vocational information and planning Develop awareness of the student’s interests, abilities, and aptitudes Provide students with opportunities for career awareness</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-right: 5px;">4</div> PERSONAL COUNSELING	<p>Personal Assistance and Academic Achievement Support Students will be encouraged to seek counselor assistance to further interpret and clarify topics covered in the guidance program Counseling by student request Personal/social problems Address issues of life when they become an obstacle to learning Class/school problems Drugs and alcohol-related problems Referral to the School Psychologist as necessary</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin-right: 5px;">5</div> ACADEMIC ASSESSMENTS	<p>Academic Assessment SBAC EAP – Early Assessment Program through California State University The PSAT is given to each student in grades 9th – 11th ASVAB career exploration for grade 10 Inform students of the SAT, SAT Subject Tests and ACT</p>

LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

Every student should graduate from high school with communication skills that enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading and critical thinking skills. With these skills and appreciation, a student may realize a greater capacity for future success.

GOALS

Members of the English Department strive to assist students in improving their ability to use written language effectively and enhancing their academic success through better reading and critical thinking skills. These skills will enable the student to communicate in a variety of means while increasing their knowledge and appreciation of literary works.

COURSE OFFERINGS

University College Preparatory/General Education

Grade 9: Introduction to Literature and Composition or Intro to Lit Honors
Grade 10: World Literature and Composition or World Lit Honors
Grade 11: American Literature or English Language AP
Grade 12: British Literature or English Literature AP

Elective: Yearbook
Journalism

COURSE DESCRIPTION

71150 INTRODUCTION TO LITERATURE AND COMPOSITION		**UC APPROVED
<i>* Required for all Freshman Students</i>		
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of 8 th grade English		
Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres.		

71160 INTRODUCTION TO LITERATURE AND COMPOSITION HONORS **UC APPROVED		
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in 8 th grade English		
<p>Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres. Although this honors course guides students to develop the same skills as <i>Into to Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71250 WORLD LITERATURE AND COMPOSITION **UC APPROVED		
<i>*Required for all Sophomore students</i>		
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 9 th grade English		
<p>Course Description: This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft.</p>		

71260 WORLD LITERATURE AND COMPOSITION HONORS **UC APPROVED		
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 9 th grade English		
<p>Course Description This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft. Although this honors course guides students to develop the same skills as <i>World Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71350 AMERICAN LITERATURE		**UC APPROVED
<i>*Required for all Junior students unless taking AP English Language & Composition</i>		
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 10 th grade English		
<p>Course Description Students will study works by American authors from Puritan times to the present. Literature will include fiction and nonfiction selections, including works seminal to American history. Student compositions will be based on the readings and will encourage students to make precise, knowledgeable assertions about the readings, establishing the significance of the claims and substantiating them with evidence. Students will refine their use of research skills, which will be put to use in writing essays and making oral and electronic presentations. Students will work to develop and strengthen writing by planning, revising, editing, and rewriting. Students will write routinely over extended time periods.</p>		

71360 AP ENGLISH LANGUAGE & COMPOSITION		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 10 th grade English		
Advanced Placement courses have the expectation of a \$91 (cost may change) end of year exam.		
<p>Course Description: Students will read a variety of fiction and non-fiction works of literature. They will identify and explain an author's use of rhetorical strategies, speculating about authorial purpose in employing them. Students will increase their ability to apply effective strategies in their own writing; they will create and sustain arguments based on readings, research, and/or personal experience; they will demonstrate understanding and mastery of standard written English, as well as stylistic maturity in their own writings; they will write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; they will produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and they will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. The AP exam will be offered in the Spring.</p>		

71450 BRITISH LITERATURE		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 11 th grade English		
<p>Course Description: This course will follow a historical progression from the first writings of early England through the present day, covering a survey of important genres, including essays, poetry, novels, and dramatic literature from the important authors, as well as experimentation of these forms by the student. This class will prepare students to work at a college level in all aspects of reading, writing, speaking and listening. Students will produce several research papers, in addition to in-depth analysis of various literary genres of British literature.</p>		

71460 AP ENGLISH LITERATURE & COMPOSITION		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 11 th grade English		
Advanced Placement courses have the expectation of a \$91 (cost may change) end of year exam.		
<p>Course Description: This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such reading is accompanied by thoughtful discussion and writing about those books in the company of classmates. Writing is also an integral part of this course. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. The AP Exam will be offered in the Spring.</p>		

71480 EXPOSITORY READING AND WRITING		**UC APPROVED
Prerequisites: For juniors: successful completion of World Literature or equivalent and strong academic performance. For seniors: successful completion of American Literature or equivalent course and "conditionally ready" placement on the Early Assessment Program test. As space permits, other seniors who intend to attend a 4-year university		
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
<p>Course Description: The goal of the Expository Reading and Writing Course is to prepare college-bound students for the literacy demands of higher education. Through a sequence rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course-the assignment template-presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine article, editorials, reports, biographies, memos, assorted public documents and other nonfiction texts, as well as full-length works. Written assessments conclude each unit.</p>		

79320 YEARBOOK		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Familiarity with various computer design programs would be helpful, but not required. Students must be self-motivated, committed to excellence, able to follow directions, meet deadlines, and support out-of-class projects and activities.		
Course Description: This is a year-long elective course. Students will learn and experience cutting edge Desktop Publishing, Graphic Design, and Typography using the latest publishing software. Students will research a market, create a product (yearbook), and produce and sell their product. Students will also learn photography, journalism, sales, advertising, public relations and teamwork. Students of advanced skills will be selected to serve as editors and thus assume additional time/commitment responsibilities. These students will be required to meet twice weekly for an editorial staff meeting, in addition to attending regular class meetings. Participation in additional fund-raising activities may be required.		

71910 JOURNALISM		*PENDING UC APPROVAL
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This is a year-long elective course that introduces students to media studies where they will learn principles and develop knowledge of Journalism including investigation and research, evaluating information, writing news, editing and editorializing, formatting, fonts, and feature writing. It will help students become more affluent in their analytical reading, expository writing, and oral communication.		

LANGUAGE OTHER THAN ENGLISH DEPARTMENT

PHILOSOPHY

The world is rapidly changing, especially in terms of technology, communication, politics and culture. Clearly, language is the connection that better enables us to identify, express, tolerate cultures, and share our ideas and self with each other. At the Academy for Academic Excellence, the study of a second language allows students to successfully compete in an ever-changing world.

Two years of study of a second language are required starting with the class of 2020. The California State College system, and the University of California system recommends three years of the same language.

GOALS

The study of a second language allows students the opportunity to prepare themselves to successfully compete in today's world. We will assist your son or daughter to accomplish the following goals:

Develop an understanding and appreciation (oral, written comprehension, listening) of the second language. Various forms of technology will be employed including CD ROM language programs, the Internet, tapes, E-mail contacts and multi-media to refine these skills.

Encourage insight and appreciation of the second language as well as an understanding of the history, culture and people of that land.

Prepare your child to be successful in a dynamic world of the 21st century where communication, acceptance, and tolerance of others are necessary for success and a peaceful co-existence.

COURSE DESCRIPTIONS

75110 SPANISH I		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.		

75120 SPANISH II		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish I		
Course Description: This course is designed to teach students listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension and verbal expression in Spanish.		

75130 SPANISH III		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish II		
Course Description: Spanish III is an advanced course in which students move towards fluency in the Spanish language by continuing to expand their vocabulary and making a more in-depth study of language structure. Spanish language literature is introduced.		

75140 SPANISH IV		** UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III		
Course Description: This is an advanced course of study in which students continue to expand their skills in vocabulary acquisition and language usage. Verbal communication between instructor and students will allow for continued assimilation into the Spanish language. Reading and writing is at a higher level of fluency. Spanish Literature is further studied.		

75150 AMERICAN SIGN LANGUAGE I		**Pending UC Approval
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: none		
Course Description: American Sign Language (ASL) is manual language that includes signing, facial expressions, and sentence structure and context clues to facilitate communication within the Deaf community. This course will teach basic signs, grammar, finger spelling, and the cultural aspects of deafness. Students will learn basic communication as well as song signing.		

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

1. To help the student perform and master mathematical skills and algebraic processes.
2. To encourage students to seek precise solutions and use logical thinking.
3. To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Foundations Math
Integrated Mathematics IA
Integrated Mathematics I
Integrated Mathematics I Honors
Integrated Mathematics 2
Integrated Mathematics 2 Honors
Integrated Mathematics 3
Integrated Mathematics 3 Honors
Trigonometry
AP Calculus AB
AP Statistics
Business Math

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in college prep math courses must maintain at least a C average in order to advance to the next level. Any grade lower than 70% indicates deficiencies that have been observed to cause failure in subsequent math courses.
4. It is recommended that 9th grade students take only one level of advanced math during their freshman year. If a student wishes, however, to petition for two levels of math coursework during the first year of high school then the student must request approval from Department Chair.

COURSE DESCRIPTIONS

72108 FOUNDATIONS MATH		
Grade Level: 9,10	Course Length: Year	Credits: 5 per semester (Elective)
Prerequisites: This class is designed for students who did not successfully complete Math 8.		
<p>Course Description: This course will review foundational concepts of the Integrated High School Mathematics Pathway. Topics will include a review of arithmetic and operations on real numbers; properties of real numbers; algebraic expressions including: polynomials, factoring, rational expressions, radical expressions, integer exponents; solving linear equations and inequalities, including applications; graphs of linear equations and finding the equation of a line; systems of linear equations in two variables and applications; quadratic equations solved by factoring and the quadratic formula; basic introduction to function notation and applications with linear functions along with a review of geometric concepts including shapes and transformations.</p>		

72117 INTEGRATED MATHEMATICS 1A		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester (Elective)
Prerequisites:		
<p>Course Description: . Integrated Mathematics 1A builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries. The purpose of this 4 semester course is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. The course builds upon the basic algebraic and arithmetic knowledge that students gained in middle school. Students continue reviewing and developing skills to understand and apply concepts graphically, numerically, algebraically, and verbally. The essential topics covered in this course will deepen students' understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students' knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The course will tie together algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.</p>		

72110 INTEGRATED MATHEMATICS 1		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 or equivalent		
<p>Course Description: Integrated Mathematics I is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.</p>		

72115 INTEGRATED MATHEMATICS 1 HONORS		**UC APPROVED
Grade Level: 9,10,11	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 Honors or equivalent		
<p>Course Description: Integrated Mathematics I Honors is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. The pace, rigor and expectations for students in Integrated Mathematics I Honors are higher. Students will be assigned semester projects and be required to keep an interactive notebook. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.</p>		

72120 INTEGRATED MATHEMATICS 2		** UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 or equivalent		
<p>Course Description: Integrated Math II is the second course in the three-course Integrated Mathematics series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions.</p>		

72125 INTEGRATED MATHEMATICS 2 HONORS		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 Honors or equivalent		
<p>Course Description: Integrated Math II honors is the second course in the three-course Integrated Mathematics Honors series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions. As this is an honors course, students will be expected to analyze, synthesize and problem solve at a higher level. Advanced projects and problem-solving assignments will be used to encourage students to think more in-depth about the mathematical concepts.</p>		

72130 INTEGRATED MATHEMATICS 3		**PENDING UC APPROVAL
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics II or Integrated Mathematics II Honors with a “C” or better.		
<p>Course Description: Mathematics III is the third course of a three course integrated math sequence. For the Mathematics III course, instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems.</p> <p>In this course, students delve deeper into the mathematics presented in Mathematics II. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics I and II. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, pre-calculus, or calculus.</p>		

72130 INTEGRATED MATHEMATICS 3 HONORS		**PENDING UC APPROVAL
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics II or Integrated Mathematics II Honors with a “C” or better and teacher recommendation.		
<p>Course Description: Mathematics III Honors is the third course of a three-course sequence directly leading to Calculus by incorporating pre-calculus standards throughout the Mathematics III honors course. The instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems.</p> <p>In this course, students delve deeper into the mathematics presented in Mathematics II. In Integrated Math 3 Honors Students will be immersed in a problem solving environment that will allow them to consider solutions through algebraic, graphical or computer based, and tabular or recursive based evidence. Projects will be incorporated to develop a deeper understanding of the concepts and provide an additional challenge to the honors environment. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics I and II. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, or calculus.</p>		

72750 TRIGONOMETRY		**UC APPROVED
Grade Level: 10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Algebra II and Geometry with a grade of "B" or higher		
Course Description: This is an advanced course that covers all basic topics of Trigonometry, in addition to Statistics, Probability, Analytic Geometry, and Algebra II. Minor topics include Complex Numbers, Radical Equations, Inductive and Deductive Reasoning, Rectangular and Polar Coordinate Conversion, Formal Proofs, Advanced Word Problems, Reciprocal Functions, Logarithmic and Anti-logarithmic Equations, Trigonometric Equations, Factorial Notation, Unit Circle, Vector Mathematics, Summation Notation, Radian Measure, Unit Multipliers, Matrix Manipulation and Conics.		

72860 AP CALCULUS AB		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Trigonometry Honors. Advanced Placement courses have the expectation of a \$91 (cost may change) end of year exam.		
Course Description: The AB Calculus course covers the basic concepts of Calculus, including limits of a function, continuity slope, multiple derivatives, and indefinite and definite integrals. Applications include the ability to compute area, volume, arc length, rate of change, related rates, force and work; all under dynamic conditions. Strong Algebra, Trigonometry and Geometry skills will be used to examine functions graphically, numerically, analytically, and verbally. The course will prepare students for the Calculus AB test, which can earn college credits with successful scores.		

72900 AP STATISTICS		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Algebra II Advanced Placement courses have the expectation of an \$91(cost may change) end of year exam.		
Course Description: The topic for Statistics is divided into four major themes: exploratory analysis, planning and conducting a study, probability and statistical inference. The course is an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistical analysis.		

72920 BUSINESS MATH		
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Integrated Math 1 or equivalent		
<p>Course Description: The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to such everyday life skills as calculating retail discounts, budgeting expenses, making cost comparisons, buying and renting a home, calculating the cost of operating a motor vehicle, and many others related to real-world finances. Basic business matters, including borrowing money, investing, and calculating business profits and losses, accounting, ROI, finance ratios, beginning marketing statistics, and market elasticity are also included.</p>		

SCIENCE DEPARTMENT PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often *misunderstood and misused* in our society and *by society*. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make *useful* predictions about the natural world. *Theories can never be proven*. Scientific laws, on the other hand, describe natural phenomenon and are based on empirical support (experimentally derived evidence). Laws help us predict facts. *Neither theories nor facts become laws*. Facts are detailed descriptions of patterns or trends. *Laws do not become facts*. Theories, laws, and facts do not evolve one into the other, they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At the AAE we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e. with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Integrated Science I
Integrated Science I Honors
Integrated Science 2
Integrated Science 2 Honors
Human Anatomy & Physiology
Chemistry
Physics
Environmental Science Honors
Water Science
Astronomy

COURSE DESCRIPTION

73110 INTEGRATED SCIENCE I		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.		

73112 INTEGRATED SCIENCE I HONORS		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized. Required component to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based, The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.		

73120 INTEGRATED SCIENCE 2		**PENDING UC APPROVAL
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Completed or enrolled in Integrated Math I		
Course Description: : The 10 th grade high school science course continues to build on the integrated grouping of Next Generation Science Standards (NGSS). Topics covered will include: The Universe and it's stars, The Nature of Energy from the Sun, Cellular Energy. Climate Change, Nutrition,- and Genetic Technology/GMO's.		

73122 INTEGRATED SCIENCE 2 HONORS		**PENDING UC APPROVAL
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Completed or enrolled in Integrated Math I		
<p>Course Description: The 10th grade high school science course, continues to build on the integrated grouping of Next Generation Science Standards (NGSS). Topics covered will include: The Universe and it's stars, The Nature of Energy from the Sun, Cellular Energy. Climate Change, Nutrition,- and Genetic Technology/GMO's. Required component to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based, The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.</p>		

73270 ANATOMY & PHYSIOLOGY		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong academic performance in Biology (required); Chemistry (suggested)		
<p>Course Description: Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the inter-relatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course is recommended for those pursuing a career in the health sciences. This course will largely be structured around lecture/discussion/group-work activities that will support a developing but substantial laboratory component, including a fetal pig dissection.</p>		

73350 CHEMISTRY		**UC APPROVED
Grade Level: 10,11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Algebra I or equivalent with a grade of "C" or above		
Co-requisite: Algebra II or Intg Math II or higher		
<p>Course Description: This two-semester course focuses on the study of matter, its properties, composition, and how it changes. Student engage in activities and assignments that are consistent with a course emphasizing development of skills and methodologies of scientific inquiry, usage of the International System of Measurement, exploration and usage of the Periodic Table as a tool and source of information, and development of competence and confidence in typical chemical problems. Students use concrete models to develop abstract thinking and develop problem strategies and skills. Students learn atomic and molecular structures from the chemical bond approach, how compounds form and change, and studies the mathematical relationships associated with chemical reactions. Students will complete a variety of written activities including textbook work laboratory assignments. Ample laboratory time is provided to supplement theoretical knowledge and apply skills.</p>		

73450 PHYSICS		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Algebra 1 and Algebra II or equivalent with a grade of "C" or better.		
<p>Course Description: This is a conceptual course in introductory physics. It is organized so as to: (1) convey the general notion of physics as a scientific discipline: what it is, how it is done, where it may lead; (2) instill a desire to understand why things in the physical world behave as they do; (3) introduces students to methods used by scientists in their investigations; (4) brings students to a realization of the simplicity of the laws by which elements of nature are related. Gaining insight to the rules of nature can change the way the students interact and perceive things. The knowledge that students gain in this course will help them in life as it will change the way they observe the world; allowing them to become better problem solvers. Through presentations, demonstrations, and lab activity, the students will begin to appreciate the beauty and excitement that physicists have discovered. Though math is used throughout the course, a student only needs to have a strong foundation in first year algebra as some algebra is used in the explanations. Topics covered include: mechanics, fluids, states of matter, heat, sound, electromagnetic radiation and light.</p>		

73552 ENVIRONMENTAL SCIENCE HONORS		** PENDING UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Biology, Chemistry, and Algebra II or equivalent.		
<p>Course Description: This course is the 1st year of an introduction to environmental science approach based solely on the Next Generation Science Standards (NGSS) which draws from a wide variety of science disciplines including biology, geology, chemistry and geography. This course first emphasizes events unfolding in the local environment (the Mojave Desert biome) which will be extended to related issues that affect our planet's various systems on a global level. The goal of the ESS I course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze natural and man-made environmental problems; to evaluate the relative risks associated with these problems; and to examine alternate solutions for solving and/or preventing them.</p>		

73970 WATER SCIENCE		
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: Earth is our home planet and we rely on it for our existence in many different ways. This class is designed to serve as a general-education science curriculum that focuses on planet Earth and its place in the Universe. The class is designed around the concept of Earth Science Literacy. An Earth-Science-literate-person: Understands the fundamental concepts of Earth's many systems, Is able to locate and analyze scientifically credible information about Earth, Communicates about Earth Science in meaningful ways, and is able to make thoughtful, informed and responsible decisions about Earth and its resources. Earth Science is part of the ongoing process of discovery of the natural world.</p>		

73945 ASTRONOMY		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: none		
<p>Course Description: This is a year-long elective course. This course explores astronomical phenomena; space exploration; the history of astronomy; and laws governing astronomy. Requirements include the developing of an Astronomer's Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.</p>		

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

World History Culture and Geography
World History Honors
United States History
AP US History
American Government
AP American Government
Economics
Psychology

COURSE DESCRIPTIONS

74250 WORLD HISTORY, CULTURE AND GEOGRAPHY		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course provides an in-depth study of World History from the Enlightenment to the 1960's. Students will study Western and non-western cultures with stresses in critical thinking, analytical skills, and exploring primary and secondary sources with emphasis on writing. Political, geographic, social, and cultural events are incorporated into the historical cause and effects. The main themes of the 10 th grade World History will be: 1 The Enlightenment and its effect on democracy, which include readings from the great Enlightenment thinkers. 2 The rise of industrialization and its impact on society and various cultures and how the rise of global industrialization developed the different political, economic, and artistic thoughts. 3 The conquest of the world by western countries and the spreading of Western thought and economies through imperialism and the competition for these colonies. 4 The causes, development, and results of WWI in terms of the governments' implementation of total war, the heroic efforts of the individual soldiers, and the modernization of military. 5 The rise of totalitarianism as a result of WWI, the Great Depression and the development of the demise of the relationship between democracies and totalitarianism. 6 The causes, course, and results of WWII in terms of the magnitude of war, technology, and crimes committed during the war, and the major theaters of the war. 7 The Cold War and the policies instituted as a result of the different ideologies between capitalists and communists (example: Korea and Vietnam).		

74260 WORLD HISTORY HONORS		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses.		
<p>Course Description: In World History Honors, students will explore the development of civilizations, government, and democracy through the study of various countries and people groups. The course begins with an overview of early cultures and civilizations, the inevitable movement of peoples away from oppression and towards freedom. Using this lens, students will move through the Medieval and Renaissance periods, focusing on the Enlightenment and how the Enlightenment shaped modern world history. Changing culture and communities will be the focus of the Age of Revolutions and the Industrial periods, looking at the rise of new political thought patterns and the effects that the post-Napoleonic governments had on the world powers that led to WWI and WWII. In the post war period, students will look at the continued struggle for freedom in modern cultures as well as the development of the modern political world and how change is effected in contemporary society. The course concludes with a Model United Nations simulation debate to impress upon students the challenges of politics and international diplomacy in the modern world.</p>		

74350 UNITED STATES HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in depth study of US History and the major events of the 20th century. Following a review of the nation's beginning and the impact of the Enlightenment of US democratic ideals, students build upon their study of 10th grade global industrialization and understand the emergence and impact of new technology and a corporate economy, including its social and cultural effects. Students will examine the emerging role of the US as a world power (example: World War I, World War II). The internal struggle of the US in its movement towards equal rights for racial minorities and women. The change in the ethnic composition of American society. The expanding role of the federal government and federal courts in American society. Philosophy: Helping students to understand their relationship to the world, nation, and local community is a primary concern of the Social Science Department. Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.</p>		

74360 AP U.S. HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses.		
Advanced Placement courses have the expectation of a \$91(cost may change) end of year exam.		
<p>Course Description: The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.</p>		

74450 AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: Students will look at government beyond the textbook. Studies will be structured to evaluate government from a problem area approach that will break our Federal system down into sections of study (the legislative process, role of the Supreme Court, political parties, foreign affairs, etc). Individual research and supplementary reading will be required, and students will tie their previous knowledge of United States and the World History to the problems and successes of our American system of Government. Students will take a detailed academic journey into the study of the representative republican form of democracy known as the United States of America, from 1585 to present. Students will read and demonstrate an understanding of the Mayflower Compact, selected readings from the Federalist Papers, the Constitution, Declaration of Independence, Bill of Rights and other historic documents. They will demonstrate academic Knowledge of the historic, economic, political and religious influence associated with this time period and the ramifications these actions incorporated into the fabric of American life. This course requires a higher level of written and oral expression than most classes and is designed to be helpful in preparing students for college and for life as American Citizens.</p>		

74460 AP AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses Advanced Placement courses have the expectation of a \$91(cost may change) end of year exam.		
<p>Course Description: This course provides an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.</p>		

74550 ECONOMICS		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course will provide students with an understanding of basic economic concepts and theory. Emphasis is placed on the study of Microeconomics. Topics covered will include scarcity, allocation of resources, economic systems, supply and demand analysis, firms, and the market structure. Students will master fundamental economic concepts and apply the tools (graph, statistics, equations) from other areas to the understanding of the operations.</p>		

74950 PSYCHOLOGY		**UC APPROVED
Grades: 11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This is a year-long elective course. In this course, students are introduced to the basics in Psychology. During this year-long course, students will be expected to gain a basic understanding of some of the fundamentals in Psychology in hopes that they will be familiar with terms and concepts if taking a similar introductory course in college. Topics covered will include but are not limited to: human behavior and development, the scientific method in Psychology, surveys, collecting data, analyzing results, sensation and perception, consciousness, learning, memory, cognition, intelligence, personality, social influences, motivation, abnormalities, and psychological disorders.</p>		

ASSOCIATED STUDENT BODY (ASB)

The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.

79310 ASSOCIATED STUDENT BODY (ASB)		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: By Application		
Course Description: This course will equip students to be leaders that are capable of communicating with others, making decisions, meeting deadlines and promoting ideas. Students will learn to be responsible citizens in the community through volunteer service learning projects.		

SPECIAL NEEDS DEPARTMENT

The Special Needs Department offers math and reading programs designed for students with special needs. These programs provide access to the core curriculum for students who require assistance beyond the regular classroom. Programs offered through this department include Specialized Academic Instruction.

The SAI program works with students from one to two periods per day in reading, written language and/or math. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require a more restrictive placement in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress and plan goals and objectives.

PHILOSOPHY

Reading, writing and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

1. To bring students back up to grade level by using small groups, direct, intensive teaching;
2. To increase each student's academic levels as measured by standardized tests;
3. To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
4. To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments; and
5. To increase overall student's skills according to the individual Education Program (IEP).

MAJOR OUTCOMES

Students will:

1. Read a variety of materials and write effectively, in both individualized and class guided format;
2. Build decoding and encoding skills which will enhance reading ability;
3. Use direct instruction to develop reading, writing and mathematics skills;
4. Apply mathematical concepts in a variety of settings;
5. Demonstrate understanding of a variety of writing purposes;
6. Develop and increase oral and silent reading rate for improved fluency;
7. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level; and
8. Demonstrate competency of Common Core standards depending on student's Individual Education Program (IEP).

Special Needs classes count for credit on the student's transcripts.

VISUAL AND PERFORMING ARTS DEPARTMENT

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at the Academy for Academic Excellence are representing the school and need to be accountable for a high level of performance. Therefore, we have adopted the general standard of “Quality, not Quantity” for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Not all VPA classes are deemed performance groups, such as dance, strings, keyboard, guitar, art and some components of drama. They *may* perform at the teacher’s discretion.
2. Choir and Band are performance groups.
3. Cancellations may be necessary for groups not ready to perform with excellence.
4. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
5. VPA staff has the freedom to give informative feedback into each other’s programs as a check and balance for quality and appropriateness.
6. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. No exceptions!
7. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
8. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
9. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
10. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

ART PROGRAM

Philosophy

Art is a vital and vibrant part of education. All of the art courses offered provide students with the opportunity to develop deeper knowledge and skills in art, and are designed to build from one year to the next starting in middle school. The art program is designed to promote creativity, problem solving, self-expression, and an appreciation for the arts. Students will have the opportunity to experience many different art media in their chosen class, and develop their personal artistic style. Throughout their experience students will build a knowledge and understanding of art history, influential artists, art vocabulary, color theory, and the elements of art and principles of design through the study and application of the learned concepts.

GOALS

Art students will be assisted to develop:

1. Their own creative and self-expressive style.
2. Problem solving and brain storming skills.
3. A lasting understanding and application of art vocabulary and learned skills.
4. Creative and communicative skills resulting in original works of art.
5. Skills, experience, and knowledge in regards to art materials and several tools.
6. An appreciation of art history and knowledge of past and current artists, art movements, and art styles.
7. An understanding of how art influences other curricular subjects as well as in their personal lives.
8. Responsibility and time management in the pursuit of meeting set deadlines.
9. A solid foundation in art and creative expression, which prepares the student for college level art courses and personal artistic pursuits.

All art classes are year courses. Students may enroll in more than one art course only with the approval of the counselor, parent, and teachers involved.

The art faculty feels that it may not be in students' best interest if they repeat the same course at the same level of class. Student are encouraged to pursue a 2nd level (drawing II, painting II, or sculpture II) if a subject is repeated.

Some Art courses are offered as combinations classes. When this happens, the class will be structured to include both art disciplines. All students will be required to work on all projects as outlined and presented by the teacher in combined courses.

COURSE DESCRIPTIONS

76385 INTRODUCTION TO ART		**PENDING UC APPROVAL
Grade Level: 9, 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I, or equivalent, required.		
<p>Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.</p>		

76350 PAINTING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art in Middle School preferred, but not required.		
<p>Course Description: This course is designed for students who want to learn to paint through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to painting and some basic drawing skills. The course will also focus on color theory, color mixing, paint manipulation, and the application of the elements of art and principles of design while creating original works of art. The students will explore various painting techniques through the use of ink, acrylic paint, and watercolor paint. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.</p>		

76355 PAINTING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I, or equivalent, required.		
<p>Course Description: This intermediate course is designed to continue the discipline of painting for the students, and refine their painting skills, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects, while using acrylic paint, oil paint, watercolor paint, as well as stretched canvas.</p>		

76355 PAINTING III		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I and II, or equivalent, required.		
<p>Course Description: This course is designed for students with a solid painting foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing and painting techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.</p>		

76370 DRAWING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art in Middle School preferred, but not required.		
<p>Course Description: This course is designed for students who want to learn to Draw through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to drawing along with basic drawing skills. The course will also focus on color theory, and the application of the elements of art and principles of design while creating original works of art. The students will explore various drawing techniques through the use of graphite pencil, color pencil, charcoal, pastels, and ink. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.</p>		

76375 DRAWING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I, or equivalent, required.		
<p>Course Description: This intermediate course is designed to continue the discipline of Drawing for the students, and refine their drawing skill, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.</p>		

76376 DRAWING III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I and Drawing II, or equivalent, required.		
<p>Course Description: This course is designed for students with a solid Drawing foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.</p>		

76380 SCULPTURE		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Introduction to Art in middle school recommended but not required.		
Course Description: This course is designed to provide the student a basic knowledge of three-dimensional artwork through various 3-D media such as clay, plaster, found objects, and other sculpture materials. Students will explore additive and subtractive building methods in various materials as well as other building techniques. Students will explore the elements of art, principles of design, color theory, and 2-D crossovers as it pertains to sculpture. Students will learn about the history of sculpture and ceramics as it pertains to several art movements and influential artists past and present.		

76385 SCULPTURE II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I, or equivalent, required.		
Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76390 SCULPTURE III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I and II, or equivalent, required.		
Course Description: This course is designed for students with a solid sculpture foundation and can demonstrate knowledge of 3-D art skills, art vocabulary, color theory, and the elements of art and principles of design as it pertains to sculpture. Students should also be proficient in several sculptural building techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

DANCE PROGRAM

PHILOSOPHY

This Instructor's philosophy for dance is based on the supposition that any student can improve in posture, grace, confidence and ability to perform. This is not to say that each one will excel in dance, but that each one can advance from the point at which they started. It is also believed that dance can give the student a sense of achievement and accomplishment that will encourage confidence in other areas. Dance is not a competition of peers, but an attainment of one's own personal best when there is an environment of encouragement.

GOALS

The current goals for all the dance classes for the Academy for Academic Excellence are basic. Each student enrolled in dance class will be introduced to fundamental steps, stretching techniques, force (time, space, energy) and be able to perform with a group at the semester's end. The second semester includes choreography exploration. Please note: Dance classes may perform for recitals and other presentations may be required. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of rehearsal and performance.

COURSE DESCRIPTIONS

76510 JAZZ DANCE 1			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits.
Prerequisites: A desire to learn the disciplines of dance			
Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to introduce the student to basic jazz dance skills on which to build a foundation for understanding artistic perception, creative expression, and aesthetic valuing. Exposure to the historical and cultural context helps the student with the connections, relations, and applications of dance to other art forms, subject areas, and careers. The focus is on developing proper body alignment, technique, basic steps and isolations. Students will improve flexibility, coordination, strength, and rhythmic ability. The elements of dance and dance terminology are emphasized so students will be able to identify and demonstrate increasing ability and knowledge.			

76520 JAZZ DANCE II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Prerequisites: Completion of Jazz Dance Level I with a grade of B or better; a minimum of 1 year experience in jazz dance (completed within the last 2 years); and/or audition. Purchase of dance uniforms, costumes and footwear are required. Students may perform in recitals and other assigned performances; students who do not meet the VPA standards for performance will be given an alternate assignment in lieu of rehearsal and performance time.			
Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to build upon basic jazz dance skills, and advance the student's understanding of artistic perception, creative expression and aesthetic valuing. The focus is on improving body alignment, technique, basic and intermediate steps, and isolations. Students will work to improve and maintain flexibility, coordination, strength and rhythmic ability. The elements of dance and dance terminology are explored and applied to further develop skills in improve and student choreography.			

76530 JAZZ DANCE III			**UC APPROVED
Grade Level: 10,11,12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits.
Prerequisites: Completion of Jazz Dance Level II with a grade of B or better; a minimum of 2 years experience in jazz dance (completed within the last 3 years) and/or audition. Purchase of dance uniforms, costumes and footwear are required. Students may perform in recitals and other assigned performances; students who do not meet the VPA standards for performance will be given an alternate assignment in lieu of rehearsal and performance time.			
Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to build upon basic jazz dance skills, and advance the student's understanding of artistic perception, creative expression and aesthetic valuing. The focus is on improving body alignment, technique, basic and advanced steps, and isolations. Students will work to improve and maintain flexibility, coordination, strength and rhythmic ability. The elements of dance and dance terminology are explored and applied to further develop skills in improv, choreography, and sequencing. This course is only offered when enrollment permits.			

76530 BEGINNING BALLET			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits.
This course will be offered dependent upon minimum enrollment requirement and staffing			
Prerequisites: A desire to learn the disciplines of dance. Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to introduce the student to basic ballet dance skills on which to build a foundation for understanding artistic perception, creative expression, and aesthetic valuing. Exposure to the historical and cultural context helps the student with the connections, relations, and applications of dance to other art forms, subject areas, and careers. The focus is on developing proper body alignment, technique, and basic steps. Students will improve flexibility, coordination, strength and rhythmic ability. The elements of dance and dance terminology are emphasized so students will be able to identify and demonstrate increasing ability and knowledge.			

DRAMA PROGRAM

PHILOSOPHY

The goal of drama in education is not only to train professional actors, directors, producers, technicians, etc. but also to allow the student to experience feelings, sensations and ideas through the eyes of another person, first hand. It aids in teaching young people to live and work together, in a complex society, with respect for one another. Drama allows a student to experience a multitude of situations that otherwise might not occur in his/her life.

The creative experience brings new depth and dimension to the student's overall personality growth in all areas of his/her life. Through drama, a student is helped to develop his own self-expression and an ability to project and communicate ideas, thoughts and emotions in a variety of ways.

Please note: Drama classes are not considered "performance groups," although in class performance assignments are mandatory. The VPA department presents several shows each year and most of the performers are auditioned out of the drama classes. However, the instructor may give students that do not meet the "VPA Performance Standards" alternative assignments.

GOALS

Students will be assisted to develop:

1. The ability to communicate verbally with confidence in a clear, concise manner.
2. The ability to better understand themselves in relation to drama and their life's goals.
3. The ability to evaluate critically a piece of dramatic literature.
4. The ability to interpret verbally and in writing the content, characters and form of a piece of dramatic literature.
5. The skills to participate actively in a theatrical production.

COURSE DESCRIPTIONS

76440 MUSICAL THEATRE			**PENDING UC APPROVAL
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Ability to work maturely with minimal supervision in a small group. Purchase of costume may be required.			
Course Description: This course is intended to increase the student's appreciation for and participation in musical theatre. The purpose of this course is to take the student actor and develop a basic level of skill in both singing and dancing and then integrate those skills with acting to create a cohesive performance. Students will be singing and dancing every day in class as they progress from novice musical theatre students to performers capable of successful public performance			

MUSIC PROGRAM

PHILOSOPHY

Music is an important facet of education. All are touched daily by music and course offerings are designed to provide students with the opportunity to better understand the history, creation, and performance thereof. Courses are designed to promote a better understanding of the place of music in history, including the various national, regional, and cultural contributions to this art form; to provide students with the physical and interpretive skills necessary for personal and group performance, and to enhance an enlightened appreciation for all musical literature.

Please note: Only choir and band are considered musical “performance groups.” Other classes, however, may give recitals and concerts at the instructor’s discretion. The VPA department adopted the Performance Standards in Spring 2005. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of performing.

GOALS

Music students will be assisted to develop:

1. An enhanced respect for the creative process
2. A more sophisticated aural and emotional sensitivity in the listening and performing process.
3. A heightened ability in physical and manipulative coordination through learning an instrument
4. An understanding of the independent and interdependent responsibilities of students involved in the various music performance organizations
5. A lifelong appreciation and educated enjoyment of all forms, styles, and periods of music.

COURSE DESCRIPTIONS

76210 CONCERT CHOIR			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of choir outfits may be required, as well as performances outside of the regular school day.			
Prerequisites: Positive attitude toward learning correct singing techniques and music education.			
Course Description: The chorus performs beginning, intermediate, and advanced level literature from various selected areas of styles. In addition to the techniques of rehearsal and performance, the student will know something about the music performed. The director schedules required performances.			

76105 BEGINNING BAND			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of "Essential Elements 2000" and instrument purchase/rental is required.			
Prerequisites: By Application. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Course Description: Beginning Band is an opportunity for students to learn traditional band instruments in preparation for Marching/Concert Band. Students will learn correct posture, breathing, embouchure, music reading, and ensemble playing techniques. Marching skills will also be taught. Instruments offered are: clarinet, flute, trumpet, and trombone. (Snare drum is offered, but limited to 2 students per year.) Important note: guitar, piano, drum set, and advanced band instruments, such as french horn, oboe, bassoon, and tuba are NOT offered in beginning band.			

76110 CONCERT BAND/MARCHING BAND			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Purchase of some uniform elements is required, as are some transportation expenses. Students must provide their own instruments.			
Prerequisites: By Application. At least one year prior experience playing an instrument with a minimum proficiency as evidenced by the successful completion of <i>Essential Elements 2000, Book 1</i> , OR the equivalent OR successful completion of a beginning band class with the grade of "B" or better OR audition by the instructor. In addition to the above requirements, a student may be asked to pass an audition.			
Course Description: Concert/Marching band is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory.			

76910 GUITAR I			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Students must provide a steel or nylon string acoustic guitar of acceptable quality. NO electric guitars! Please do not purchase instrument before first consulting with the instructor!			
Course Description: Students will discover the world of music through learning basic guitar skills. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, accompaniment techniques and essential music reading.			

76920 GUITAR II			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Successful completion of Guitar I with a grade of “B” or better, or equivalent, or audition. Students must provide a steel or nylon string acoustic guitar of acceptable quality. Electric guitars are NOT recommended.			
Course Description: This is an advanced beginner/intermediate guitar class. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, finger picking, accompaniment techniques and essential music reading.			

76140 STRINGS I			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Prerequisites: None			
Course Description: The study and performance of standard string literature composed for the beginning level string player. Musical terminology, rhythmic figures and basic reading skills will be learned. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass.			

76150 STRINGS II			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester.			
Prerequisites: Satisfactory completion of Strings I with a grade of “B” or better OR audition by Instructor			
Course Description: The study and performance of standard string literature composed for the intermediate level string player. Musical terminology, rhythmic figures and intermediate reading skills will be learned to further enhance this experience. Proper left hand position bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass. The course may be repeated for additional credit.			

76930 PIANO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Student must be able to stay on task while practicing during class with minimal supervision.			
Student must have a touch-sensitive keyboard of at least five octaves or a piano to practice on at home. No organs.			
Course Description: Students will discover the world of music through learning basic piano keyboard skills. Participants will learn to interpret music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Regular music history and theory lessons will be given. The class will culminate in a yearly public recital.			

76950 PIANO LAB			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must have a touch-sensitive keyboard of at least 5 octaves or a piano to practice on at home. No organs.			
Prerequisites: Successful completion of Piano I with a grade of “B” or higher or audition. Students must be between level 1 and 4.			
Course Description: This course provides intermediate and advanced piano instruction. Participants will learn more advanced methods of interpreting music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Music theory and history will also be explored, as well as sight reading and chord reading. The class will culminate in a yearly public recital.			

VIDEO PRODUCTION PROGRAM

PHILOSOPHY

The Video Production program offers students the opportunity to gain insights into the technical and performance aspects of video production. Course work is designed to take students through the steps necessary to videotape, edit and produce a video for the Evening of the Arts program each year. Students wishing to go on in this field can use their video productions as part of their portfolio. Students prepare and submit a resume listing those abilities, skills, and insights into video performance and production gained from this course of study.

COURSE DESCRIPTIONS

76710 VIDEO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Ability to work maturely with minimal supervision in a small group.			
<p>Philosophy: The Digital Film Production program offers students the opportunity to gain insights into the basic technical and performance aspects of digital film production. Course work is designed to take students through the guerilla style of short film production including how to Plan, Shoot, Edit, Light, Act and produce short films for the internet, student portfolio and local Film Festival held at the end each year at one our local theatres. Students wishing to go on in this field can use their digital productions as part of their portfolio for film school, college or real work situations. Students attending this course will come out with solid basic abilities and skills of how to create viable personal films from start to finish.</p> <p>Course Description: This course is designed for the first time digital film student entering the artistic and awesome field of production. Students will learn a basic history of film and how it all got started, from the inventors to the early days of production and exhibition. Students will learn the basic operation and functions of Script Writing, Storyboarding, Digital Video Camera Operation, Editing, Lighting, Sound, Set-design, Set-construction, Acting, Costuming Make-up, Green screen, Special effects and more.</p> <p>The focus of this setting is Digital Filmmaking, students will create short films like you would see in the movie theatre, not broadcasting. The instructor has designed a setting where students will work together in small production groups with a common goal to write, act and produce projects that are professional and interesting. Coursework includes shooting on location in the backcountry of the school, the western town and inside the AAE studio.</p>			

76720 VIDEO II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Successful completion of Beginning Video Production with a grade of “B” or higher Or Teacher evaluation. Ability to work maturely with minimal supervision in a small group.			
<p>Course Description: Advanced filmmaking is just that, students enrolling in this course will produce many <u>individual</u> productions as opposed to the 101-group production class. Those wanting a career in the film industry will be able to hone their skills in this setting. Production values are kicked up a notch and professional productions are stressed.</p> <p>Students will be responsible for writing, directing, shooting and editing their own productions and a small amount of group projects in this unique class setting. Advanced filmmaking tools will be introduced to these students including editing with Final Cut Pro, working with pro-audio and external microphones and more. Students will create such projects as Abstract film, Documentary Film, Narrative and more. Students may be asked to shoot off campus in procuring footage that is real relevant to their production. The focus in this class is taking time to produce a professional production with a strong story and look of a currant viable film you would see in a theatre. Students will attend the film department’s annual film festival, and the best of the class films will participate in the festivities. Students will also learn about The Walt Disney Company, his films, animation, theme parks and theatre, then produce a “Disney” Type fairytale production.</p>			

76770 RADIO PRODUCTION			** UC APPROVED
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Students who have not completed a year of video will need instructor approval.			
<p>Course Description: The Radio production class offers students the opportunity to gain the basic insights to create their own Internet Radio Show/Program and have it listened to by the community and the world via our AAE School Internet AAE Radio.com station. Coursework is designed to instruct students in various types of programming that exists in the world today, as well as the history and use of radio broadcasting. Students will learn the mechanics of how to create a unique show that is interesting and engaging to a large listening audience. This course is designed for the student who is interested in a career or a fun elective in radio broadcasting. American radio is as popular today as it was at its inception many years ago, maybe even more now considering the many program outlets and growing listening device audience. Students will learn the history of this incredible invention as well as its earliest pioneers. The focus of this class is to produce “Radio Shows”. Students will create their own unique thirty minute radio show with a focus on a theme that entertains as well as educates its listeners. Students are able to produce their own radio show or buddy up with a classmate to produce the needed show. Show will make it to air to be heard in our 24 hour radio station located at www.live365.com then AAE Radio, or at www.aeradio.com. Enrolled students will learn how to use and record with Mac Audio Software, Multi-Tracking, Microphone Operation, Sound Effects, Timing and more. Student will create Personal Shows, Commercials, Radio Stingers, Tags and more to make their show professional and viable.</p>			

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

See VPA for the following courses that may be used to satisfy Physical Education credits - Concert Band, Jazz I, Jazz II, Jazz III and Ballet

See Air Force ROTC for the following courses that may be used to satisfy Physical Education credits – AS 100, AS200, AS300, AS400

COURSE DESCRIPTIONS

77120 PHYSICAL EDUCATION			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
Course Description: This class is designed to fulfill the state requirements for Physical Education at the high school level. This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) <u>Classroom lessons</u> will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.			

AIR FORCE JUNIOR ROTC DEPARTMENT

PHILOSOPHY

AAE students earn credit toward high school graduation by becoming Air Force Junior Reserve Officer Training Corps (AFJROTC) cadets and attending AFJROTC classes. The AAE AFJROTC program will motivate grade 9-12 students to pursue a college degree. It will make them competitive for attendance at the USAF Academy. It will make them competitive for an ROTC scholarship at the college or university they choose to attend. JROTC will even make them more qualified should they choose to go directly into the military. The Air Force supports this effort by providing uniforms, equipment, funding, and instructors to the AAE. Aerospace Science (AS) and The Science of Leadership (LE) are integral parts of AFJROTC instruction that overlap with each other.

GOALS

1. To develop citizens of character, dedicated to serving our nation and your communities.
2. To excel in knowledge; be challenged both academically and physically; to encourage a sense of adventure; while having fun.
3. To instill values of citizenship, service to the United States, personal responsibility, and sense of accomplishment in high school students.

SEQUENCE OF COURSES

Aerospace Science 100/Leadership Education 100
Aerospace Science 200/Leadership Education 200
Aerospace Science 300/Leadership Education 300
Aerospace Science 400/Leadership Education 400
Aerospace Science 500/Special Teams
Aerospace Science 600/Management of the Cadet Corps
Aerospace Science 50/Aerospace Modeling Class

DEPARTMENT POLICIES

1. The mandatory AFJROTC activities are planned to take place during school hours, not before or after school. There is no obligation whatsoever to join the military. AFJROTC is a great opportunity for AAE students to take a look at the military lifestyle with no strings attached. The only obligation is willingness to proudly wear the USAF uniform to school at least once a week.
2. Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:
 - Creating individualized training programs based on national standards by age and gender
 - Identifying areas of improvement for each student
 - Incorporating a physical training program for each student to reach their goal
 - Develop a personal nutritional plan for each student, promoting healthy eating habits

COURSE DESCRIPTION

77310 AEROSPACE SCIENCE 100			
Grade Level: 9	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
<p>Course Description: The Air Force Junior ROTC program includes two tracks of instruction. The Science of Leadership (LE) and Aerospace Science (AS). A summary of each follows:</p> <p>— <u>The Science of Leadership 100 – Citizenship, Character, and Air Force Tradition:</u> The purpose of this class is to help students make a successful transition into the high school environment, and to provide an introduction to the Air Force Junior ROTC program. Studies include Air Force customs and courtesies; the importance of attitude, discipline, and respect; individual self-control; effective stress management; study skills, effective note taking practices, and time management techniques; concepts related to health promotion and disease prevention; learning the resources to make healthful dietary decisions; first aid; skills needed to make healthy life choices (as it relates to tobacco, alcohol, and drug use); and a study of the privileges of citizenship in the United States.</p> <p>— <u>Aerospace Science 100- Frontiers of Aviation History:</u> This class provides a study of the history of aviation, both civilian and military. These studies will include learning about people’s first attempts to fly; how wars brought about the development of new aircraft; the U.S. policy of containing the spread of communism and the role of air power during the Korean War, Cuban Missile Crisis, and the Vietnam War, and the peaceful roles and missions air power plays in support of national objectives.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of the High School Physical Education graduation requirement OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77320 AEROSPACE SCIENCE 200

Grade Level: 10

Course Length: Year

Credits: 5 per semester

Prerequisites: Aerospace Science 100 (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)

Course Description: The Air Force Junior ROTC program includes two tracks of instruction. The Science of Leadership (LE) and Aerospace Science (AS). A summary of each follows:

— **The Science of Leadership 200 – Communication, Awareness, and Leadership:**

The purpose of this class is to teach students how to listen to others, think critically, write and speak effectively, and apply what they have learned to their personal development. Students will also study the development of individual personalities, and the dynamics of group behaviors. Continued instruction on the enhancement of Leadership and Management skills is also provided.

— **Aerospace Science 200- The Science of Flight:** This class will introduce students to the atmosphere environment; they will learn the basic human requirements of flight; understand why Bernoulli's principle and Newton's Laws of Motion are applied to the theory of flight, and demonstrate the basic elements of navigation.

Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:

- Creating individualized training programs based on national standards by age and gender
- Identifying areas of improvement for each student
- Incorporating a physical training program for each student to reach their goal
- Develop a personal nutritional plan for each student, promoting healthy eating habits

NOTES: This class satisfies one year of the High School Physical Education graduation requirement OR the third year of the High School Science graduation requirement if taken in 11th grade OR one year of elective credit.

The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).

77330 AEROSPACE SCIENCE 300			
Grade Level: 11	Course Length: Year	Credits: 5 per semester	
Prerequisites: Aerospace Science 100 (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: The Air Force Junior ROTC program includes two tracks of instruction. The Science of Leadership (LE) and Aerospace Science (AS). A summary of each follows:</p> <p>— <u>The Science of Leadership 300 – Life Skills and Career Opportunities:</u> The purpose of this class is to assist students as they research career options; introduce them to the elements of a personal budget and financial plan; instruct them in the requirements for applying to a college or university, and teach students the essential process for pursuing a career.</p> <p>— <u>Aerospace Science 300- The Exploration of Space:</u> In this class students will learn the “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and the overall space environment. Students will also understand the key concepts for getting from the surface of the Earth into Earth orbit, to other planets and back again.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of the High School Physical Education graduation requirement OR the third year of the High School Science graduation requirement if taken in 11th grade OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77340 AEROSPACE SCIENCE 400

Grade Level:
12

Course Length: Year

Credits: 5 per semester

Prerequisites: Aerospace Science 100 (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)

Course Description: The Air Force Junior ROTC program includes two tracks of instruction: .The Science of Leadership (LE) and Aerospace Science (AS). A summary of each follows:

— **The Science of Leadership 400 – Principles of Management:** This senior-level course provides students instruction in advanced concepts of Leadership and Management. Students will learn the techniques and skills involved in making management decisions; comprehend the concepts and skills of problem solving, decision-making, and negotiating.

— **Aerospace Science 400- Policy and Organization:** This senior-level course will teach the students the importance of the United States National Security Strategy. They will know the major historical milestones, military policies, structures, missions, aircraft, organization, and capabilities of each branch of the military. Student will study current Air Force issues.

Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:

- Creating individualized training programs based on national standards by age and gender
- Identifying areas of improvement for each student
- Incorporating a physical training program for each student to reach their goal
- Develop a personal nutritional plan for each student, promoting healthy eating habits

NOTES: This class satisfies the 3rd Year Mathematics graduation requirement OR one year of the High School Physical Education graduation requirement OR one year of elective credit.

The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).

77350 AEROSPACE SCIENCE 500, AFJROTC SPECIAL TEAMS

Grade Level:
9, 10, 11,12

Course Length: Semester

Credits: 5 per
semester

Co-requisites: Aerospace Science 100, 200, 300 or 400

Course Description: This class is an extension of the regular Air Force Junior ROTC program. Students will be introduced to the principles of teamwork, building confidence and strengthening self esteem participation in various AFJROTC teams, including Drill, Raider, Color Guard, Academic, Cyber Patriot and Awareness Presentation Teams, etc. Students must be able to complete a regular physical fitness program; be able to stand for long periods of time; and participate in all team competitions as part of their academic grade.

Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:

- Creating individualized training programs based on national standards by age and gender
- Identifying areas of improvement for each student
- Incorporating a physical training program for each student to reach their goal
- Develop a personal nutritional plan for each student, promoting healthy eating habits

NOTES: This class satisfies one semester of the Visual and Performing Arts graduation requirement OR one semester of the High School Physical Education graduation requirement OR one semester of elective credit.

The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).

77355 AEROSPACE SCIENCE 600, MANAGEMENT OF THE CADET CORPS			
Grade Level: 9, 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Co-requisites: Aerospace Science 100, 200, 300 or 400			
<p>Course Description: This class is an extension of the regular Air Force Junior ROTC program. Students will be exposed to the principles of leadership and the fundamentals of management. The class will equip students with the qualities needed to serve in leadership positions within the corps. Throughout the course are many ethical dilemmas, case studies, and role-play activities which will allow students the opportunity to practice what they have learned.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one semester of the High School elective credit graduation requirement. OR one semester of the High School Physical Education graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77305 AEROSPACE SCIENCE 50, AEROSPACE MODELING CLASS			
Grade Level: 9, 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Co-requisites: None			
<p>Course Description: The AFJROTC Aerospace Modeling Class provides students with a “hands on” environment to understand the forces of lift, drag, thrust, and weight as they relate to flight. Through the building of static models, radio controlled aircraft, and model rockets, students will learn about the basic principles of aeronautics and aircraft design. The balance of forces that keep an aircraft in flight will also be examined. Among the basic principles of flight that will be discussed are airfoils, relative wind, and angle of attack. Students will additionally discover the three-dimensional movement or motion of an aircraft.</p> <p>NOTE: This class satisfies one semester of the High School elective credit graduation requirement.</p>			

Technology

79460 INTRO TO COMPUTER SCIENCE		
Grade Level: 10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
<p>Course Description: The Computer Science 1 (CS1) course will provide students with an introduction to general computing concepts. These concepts will cover:</p> <ul style="list-style-type: none"> -General computer/network hardware components -Ordinary computer operations in a Windows/Linux environment. -Utilizing computers for various tasks, including research, writing, gathering information -Introduction to programming, including teaching students to write their own basic programs. Programming languages to be covered will include C, Perl, and PHP -Installation of programs and operating systems 		

79475 COMPUTING WITH ROBOTICS		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Algebra I or Integrated Mathematics 1		
<p>Course Description: This is a year-long elective course. This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, engineering, and math concepts. This course emphasizes hands on robot cs activities with a concentration on mathematical modeling and computer programming for solving problems in math and science. As tem projects, student will participate in regional and statewide C-STEM RoboPlay video and /or RoboPlay Challenge Competitions, which not only enhance their learning of robotics, math and engineering, but also allow them to explore their creativity in writing, art , music, choreography, design, video editing, and film production. Through these project-based team activities, student develop critical thinking, problem solving, effective communication, and teamwork skills.</p>		

Life Skills

79825 TEACHER'S AIDE			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Teacher permission			
Course Description: Students may wish to be a Teacher's Aide. After registering to become a Teacher's Aide, the students will be contacted to determine the best placement.			

79810 EDUCATION INTERN			
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisite: Cumulative GPA of 3.0 or higher and competency in Math and English demonstrated through CAHSEE completion.			
Course Description: This course is designed to prepare students who are interested in pursuing a career working with children either in the field of education or health. Students will be trained to instruct both Math and English skills effectively, think critically to problem solve, and learn best practices to work with a group of elementary (K-5) students. Once trained, students will be placed accordingly under the supervision and direction of a classroom teacher.			

Multiple #'s (per grade level) HOMEROOM			
Grade Level: 9-12	Course Length: Year	Credits: 2.5 per semester	
Prerequisite: None			
Course Description: This course is designed to promote teacher/student interaction regarding grades, progress toward graduation, post high school plans etc. This instructional time may also be used for remediation and/or enrichment purposes at the discretion of the school instructional staff.			

College Planning Guide

Spring 2016





Spring 2016

Dear Academy for Academic Excellence Students and Parents:

The Academy for Academic Excellence School Counseling Department has compiled this College Planning Guide as an aide to you in preparing for your high school years and future college endeavors. The emphasis is on our two major systems in California, the UC (University of California) and the CSU (California State University) systems. Meeting the admission requirements of either system will often qualify students for entry into other universities and colleges throughout the state and nation.

We sincerely hope that this guide will be of great benefit to you in making important decisions concerning your future plans. Please ask questions regarding information that may be unclear to you.

On behalf of the Counseling Department

Brenda S. Day
School Counselor

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**Comparison of The Lewis Center for Educational Research /
Academy for Academic Excellence Graduation Requirements with
a-g Entrance Requirements for the UC and CSU Systems**

SUBJECT AREA	AAE GRADUATION REQUIREMENTS	ENTRANCE REQUIREMENTS FOR UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU)
a	3 Year-long courses World History 1 year US History 1 year Amer. Government ½ year Economics ½ year	2 years: World History 1 year US History 1 year or World History 1 year US History ½ year Amer. Government ½ year
b	4 year-long courses Intro to Lit World Lit American Lit or AP Eng Lang British Lit or AP Eng Lit	4 years: Intro to Lit or Honors World Lit or Honors American Lit or English Language AP British Lit or English Literature AP
c	3 year-long approved courses including: Integrated Math I OR Algebra I and Geometry	3 years: College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement 4 years recommended
d	3 year-long approved courses Including: Integrated Science I, 2, and 3 OR Three years including: Physical Science 1 year Biological Science 1 year	2 years: 2 years Lab Science 3 years recommended
e	See Fine Arts Beginning with the class of 2020: 2 years of a language other than English	2 years: Must be same language for both years. 3 years recommended
f	1 year-long course May be met with 1 year of Foreign Language or 1 year of Visual or Performing Art Beginning with the class of 2020: 1 year of UC approved Visual or Performing Art	1 year: Visual and Performing Arts: Art, Drama/Theater, Music or Dance Class
g	7 year-long courses (70 credits in 4 years)	1 year: Any additional courses on the current UC Approved Course list
PHYSICAL EDUCATION	2 years	None
OTHER	Above total = 23 year- long courses	Minimum 15 year-long courses required 18 year-long courses recommended

COLLEGE ENTRANCE EXAMS

UC: SAT or ACT with writing **CSU:** SAT or ACT *without* writing
Writing requirement varies for independent colleges. Check websites for specific requirements.

It is strongly recommended that college entrance (SAT Reasoning and ACT) exams be taken by the end of the student's junior year. UC and CSU typically will not take test scores, if dated later than December of their senior year.

- ◆ Please refer to the most recent copy of AAE UC Approved Course list
- ◆ UC and CSU require a "C" or better in all required subjects
- ◆ Always check for additional information. Please ask your counselor for details

Academy for Academic Excellence

ATP/CEEB code: 050126

Apple Valley Unified CDS code: 36 75077 3631207

Lisa Lamb, Principal

School Governance: Charter: Apple Valley Unified School District

Mailing Address: 17500 Mana Rd., Apple Valley, CA 92307

Primary School Type: Comprehensive HS

Secondary School Type(s): K-12

Web site: <http://www.lewiscenter.org>

WASC Accreditation Status: Accredited through 2018

FRESHMAN COLLEGE PLANNING GUIDE/CHECKLIST

Starting high school is an exciting experience of new beginnings, with new responsibilities. Students will be involved in a variety of activities, create new friendships and meet new teachers. Grades will now count toward college entrance and coursework begins to lay the foundation for choosing a career or college major. The high school transcript records the details of a student's academic progress in grades 9-12. This is one of the primary documents a college uses to determine admittance. It includes:

- The year, semester and grade level courses were taken
- Name of course
- Letter grade received, along with grade points which are used to determine Grade Point Average (GPA)
- Credits received
- Cumulative GPA
- Weighted GPA which includes extra points for Honors and Advanced Placement courses
- Rank in Class which shows student standing in relation to other member of their class

An official transcript includes a signature by a school representative verifying authenticity.

The successful freshman will:

Develop a four-year high school plan with the assistance of the Counseling Department.

- Review the UC Approved Course List to insure a college prep curriculum.
- Inform your counselor that you are college bound.

Start thinking about careers and setting career goals.

- Use the Bridge program for career information. See Homeroom Teacher for more information
- Talk with parents, school staff and others to investigate career fields.
- Utilize online resources (See important web sites, page 24)

Develop good student habits.

1. Time Management

- Use the free time the teacher gives in class to begin homework, ask questions or get help. Never leave class with unanswered questions.
- Have a routine that provides a specific time and place for study each day, equipped with good lighting and necessary tools. Develop a plan to complete long-term assignments.

2. Organization

- Use organizational aids such as a planning book or "To Do" list.
- Consider separate notebooks for each class.
- In the evening, group items together for each class that meets the next day.

3. Prioritize!

- Study for the test tomorrow before preparing for the assignment due next week.

4. Homework

- Have a plan. Many students find it helpful to consider each week in advance, scheduling time to study and complete projects.
- Do all assignments. Their purpose is to help clarify and cement the information presented in class. Additionally, there are points attached to each assignment; missing assignments = lower grades.

5. Attendance

- Students are expected to be in school every day unless ill. When a student misses school, he/she misses lectures, notes, class discussion, homework explanation, assignments, tests and quizzes. Even the best students cannot make-up everything that was missed.
- If a student must be absent, he/she is responsible to arrange for make-up work.

6. In the classroom, students are successful if they follow these guidelines:

- Be on time. It is difficult to connect with the class lesson if you have missed the introduction.
- Be prepared. Make sure you have everything you need before going to class: books, notebooks, paper, pencil, homework.
- Different teachers, different styles – each teacher has their own style and class rules: be adaptable. This is a skill that will have lifelong value.
- Participate in class discussion and activities. It will make the subject more interesting and help to retain the information.
- Take good notes - put the name of the class and the date at the top of the page. Listen for key words such as dates, people, places or events. Make note of any word that is unfamiliar and learn the definition.
- Know how to read a Textbook. Use the section heads for an overview of subject matter. Give extra attention to words that are in **bold print**. Study charts, graphs and lists of vocabulary words.

Scan, Read, Review:

Scan – a quick overview of the material to identify content.

Read – focus on comprehension

Review – go back through the material and briefly restate the purpose or meaning of each section.

7. Testing can often be a troublesome area for students. Develop good test taking skills by:

- Thorough study of the material in advance. Consider finding a study partner
- Read questions and instructions carefully
- Eliminate incorrect answer options
- Read all of the choices before answering
- Look for key words that give clues to appropriate response
- Before solving a math problem, estimate approximately what the answer should be
- Mark difficult questions to return to later

8. Truth, honesty, and integrity are critical components of a person's character and are essential for academic success. Cheating and plagiarism involve failing to cite the source of the academic information; using work from someone else, as if it were your own; and deception about your work. This is a violation of academic standards.

9. Know how to write a paper. The following suggestions may be helpful:

- Start early and work over several days

- Choose a topic of interest
 - Gather information on the topic from multiple resources
 - Create an outline
 - Write a rough draft
 - Have someone read the paper and give suggestions
 - Write the final draft
 - Check for spelling, punctuation and grammatical errors.
10. Take challenging coursework. Colleges look closely at the level of rigor built into a student's high school experience.
11. Manage Stress to maintain a balanced, healthy life. Get enough sleep, eat right and get plenty of exercise. Talk about the things that cause stress to keep it in perspective. Make time in the daily schedule for relaxation.
12. Get involved. Studies show that students who are involved in activities do better academically. This is because it allows time with friends, opportunity to meet new people, leadership development, opportunity to give back, and an outlet for stress.
- Discover and participate in sports and extracurricular clubs/activities.
 - Colleges would rather see real involvement in one activity rather than a loose connection to several activities.
- Take the PSAT and attend the PSAT Parent Interpretation meeting at AAE.
- Strive for an "A" or "B" GPA.
- Form a study group with other college bound friends.
 - Select and participate in academic enrichment programs.
- Visit community colleges, Cal-State universities, UC's and private colleges.
- Create a personal file (portfolio) and update each semester through high school.
- A copy of your report cards
 - A list of awards, honors, certificates
 - A list of school, sports and community club involvement
 - A list of offices and leadership positions held
 - A list of jobs (paid or volunteer) and hours spent volunteering with different organizations
- Discuss a savings plan for college. Investigate state financial aid programs and 529 plans.

SOPHOMORE COLLEGE PLANNING GUIDE/CHECKLIST

Students in the second year of high school no longer have the nervousness of the first year; it is replaced with a sense of familiarity and confidence in their role at the school. This second year brings a subtle shift for the student as there are more activities, increased difficulty, and more responsibilities. Students must have good study skills, along with time management and organizational skills, to be successful.

The sophomore year is important as it is the time to identify interests, abilities and aptitudes in preparation for life after high school. Setting goals becomes critical as students look to the future.

The successful sophomore will:

- Review your class schedule for college prep courses. Refer to the UC Approved Course List.
- Maintain an “A” or “B” GPA; 10th grade GPA is especially important.
- Continue to develop good study habits and test taking strategies (see Freshman Planning Guide).
- Take the PSAT and attend the PSAT Parent Interpretation meeting at AAE.
- Take the ASVAB
 - The **ASVAB** is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success
- Participate in clubs, sports and extracurricular activities.
- Participate in academic enrichment programs.
- Continue career exploration.
 - Understanding who you are and how you are equipped will help in identifying the best type of work to pursue.
Career Exploration is the process of:
 - learning about yourself; personality, gifts and talents
 - examining the world of work,
 - identifying and exploring potentially satisfying occupations, and
 - developing an effective strategy to realize your goals
 - The first step in considering a career is to think carefully about what really drives you; how you enjoy spending your time. By discovering your primary interests and passions, along with your personality type, you may learn about careers that you might not have considered. Once you have this foundation, you can start fine tuning your search.
 - Use the Bridge program for career information. See Homeroom Teacher for more information

- Read books:
 - *Do What you are* by Paul D. Tieger
 - *Now What?* By Nicholas Lore
 - *What color is your Parachute?* By Carol Christen

- Check out free websites that offer career information:
 - ▶ California Career Zone offers free online assessment tool to all California residents www.cacareerzone.org/
 - ▶ Who do you want to be? whodouwant2b.com
 - ▶ Mapping Your Future has career information, including its CareerShip® tool (mappingyourfuture.org/planyourcareer/careership/)
 - ▶ Each year the government updates the Occupational Outlook Handbook which provides information on over 250 careers with a description of the work, advantages and disadvantages of the field, future outlook, and related careers. It is available at: www.bls.gov/oco/.
 - ▶ The ACT has a Career Planning tool available at www.actstudent.org.
 - ▶ Additional online career assessments: www.skillcow.com/career_quiz and www.lifescrpt.com

Set Goals

- Setting goals help you determine where you want to go in life and how to accomplish this objective. When goals are established, a student can develop a plan of action providing purpose and focus in the educational experience. Goals need to be specific, measurable and attainable. By setting short term goals for the high school years and long term goals for life after high school, you will have greater confidence and success in educational endeavors

Visit colleges during school breaks, vacation, or other family travel opportunities.

- Helpful college/career websites:
 - ▶ CaliforniaColleges.edu
 - ▶ The College Board has two sites for students who have taken the PSAT: www.collegeboard.com/quickstart and www.collegeboard.com/myroadeducator

Update your personal file (portfolio) at the end of each semester (see Freshman Planning Guide).

- Attend college fairs, talk to college representatives and any guest speakers.
 - College Week Live offers virtual college tours at www.collegeweeklive.com

- Read the AAE Catalog of Classes thoroughly to make wise decisions for your 11th grade class schedule.

- Consider summer school (VVC or elsewhere) for enrichment or advancement.

- Enroll in the SAT prep class at AAE starting in the month of February.

- Consider AP or Honors classes for next year.

- Continue saving for college.

JUNIOR COLLEGE PLANNING GUIDE/CHECKLIST

The junior year's academic record will go a long way toward either helping or hurting your chances of gaining admission to your schools of choice. Your junior year is the last complete year that colleges may review, so it's important to maintain good grades. You can make up ground if you've been slacking and you can keep up the hard work you've already exhibited. Now is the time to focus on identifying colleges and searching for scholarships.

The successful junior will:

- Begin the search for colleges and universities school.
 - Read all college information thoroughly.
 - Attend college fairs and career or college speaking opportunities when available.
 - Create a college file including college search, testing and application data.
 - Develop a list of 10-15 schools that interest you.
 - Research the online application process for these colleges
- Take PSAT in October (11th grade PSAT is the entry to the National Merit Scholarship competition) and attend the PSAT Parent Interpretation meeting at AAE.
- Review your previous and current classes to ensure meeting university entrance requirements. Maintain an “A” or “B” GPA. 11th grade GPA is especially important.
- Use the Bridge program. See Homeroom Teacher for information.
- Enroll in the SAT Prep class offered at AAE starting in February.
- Register for the SAT and/or the ACT in the spring. Fee waivers are available for students with financial need.
- Take practice ACT or SAT Test offered online and in practice books. The Kahn Academy prep program is excellent! A link is available at: collegeboard.org.
- Sign up for AP exams in March for May exams if you are taking AP classes.
- Attend the NACAC college fair in Ontario.
- Update your personal file (portfolio) at the end of each semester (see Freshman Planning Guide).
- Read the AAE Catalog of Classes thoroughly to make wise decisions for your 12th grade class schedule.
- Consider summer school (VVC or elsewhere) for enrichment, advancement, or to earn college credit.
- Visit colleges over the summer.
- Continue to save for college and investigate financial aid opportunities.

SENIOR COLLEGE PLANNING GUIDE/CHECKLIST

The senior year is a time to celebrate accomplishments, but it's also a time to work hard to prepare for the future and finalize a college choice. This year is filled with admission applications, scholarship essays, financial aid information and the need to meet deadlines. Throughout the senior year, students should continue to build a resume by achieving academic success, as well as participating in extracurricular activities. Colleges are very interested in well-rounded students.

The successful senior will:

August / September

- Use legal name, and be consistent on all documents in preparation for graduation, college and entering the workforce. This is very important – DO NOT use nicknames.
- MEMORIZE social security number. Many documents will require this number. It can be very inconvenient if you do not have it when it is needed.
- Create an email address for college/career correspondence. Be sure to use an appropriate user name!
- Register for Selective Service. This is required for most male students 18 or older. Students must register within 30 days of their 18th birthday. Do this online at: www.sss.gov.
- Review and compare your course schedule with the UC Approved Course List to ensure a college prep program. Maintain an “A” or “B” GPA (colleges may deny admission, if your grades drop below a “C”).
- Narrow the list of potential colleges to 5-7 choices. Think broadly when it comes to applying. Choose varied colleges that have easy, medium & difficult admissions requirements
 - Read all college information thoroughly. View web sites for application and financial aid information.
- Create a master calendar that includes:
 - Tests, fees, and registration deadlines for any tests (ACT, SAT or SAT Subject Tests) you may still need. The UC system requires testing to be done by December.
 - College application due dates
 - Financial aid forms required and deadlines.
 - Recommendation letters needed and from whom. Give plenty of notice.
- Create a file or folder to keep track of college application documents.
- Request letter of recommendation. Provide recommender with your resume/questionnaire and directions on where to send it: likely a website, but if it is through the mail, include an addressed, stamped, business sized envelopes.
- Attend senior fall workshops provided by the counselor

October

- Continue college visits and talk to career/college representatives.
- Continue to do College and Career planning.
- Check My Mentor regularly for Scholarship opportunities.
- Polish your college/scholarship essay.
- Attend College Fairs.
- Work on CSU applications between October 1 and November 30.
- Look for fall preview days and open houses. Colleges often have preview week-ends where you can stay overnight on the campus.
- If you are using the Common Application, create an account this month. Be sure to identify your school counselor by name and include email address under the recommender tab.

November

- Submit UC applications between November 1 and November 30.
- Be aware of early deadlines to impacted programs. Investigate Early Decision admissions.
- Check for scholarship opportunities at the colleges where you apply. Many require separate application.
- Strive to have college applications complete prior to Thanksgiving. Submit all college applications prior to deadlines.
- Take final SAT or ACT exam. Most colleges will not consider tests taken after December of the senior year.

December / January

- Continue to update personal file (see Freshman Planning Guide).
- Keep a copy in your college file of all college, scholarship and financial aid applications that you submit.
- Refer to financial aid/scholarship planning checklists.
- Request copy from school registrar of seventh semester transcript if needed by college. Don't send this transcript unless it is requested.
- Attend Financial Aid Night at AAE in January.
- Prepare to file FAFSA in January by creating a Pin number. See Counseling Department for details.

February / March / April

- No senioritis please! Colleges look at second semester grades and may resend acceptance if final grades are unacceptable.
- Cal Grant GPA verification will be submitted by school registrar.
- Notify all colleges to which you have applied, if you make a schedule change.
- Deadline to submit FAFSA is March 2. You will receive the Student Aid Report (SAR) 4 weeks after filing.
- Apply for EOP at CSU campuses by April 1.
- This is the time frame for colleges to send out acceptance letters and financial aid information. Watch for an email, or a letter in the mail.
- Thoroughly investigate housing options and financial aid packages for each school to which you've been accepted.
- Do not feel pressured to make a non-refundable deposit before you have heard from all colleges; you have the right to wait until May 1 to make your final choice regarding admission and financial aid.
- Compare schools to which you have been admitted; notify each school of your acceptance or regret/decline to enroll.
- Participate in the incoming freshman orientation days at your selected colleges.

May / June

- Plan to send a deposit to your college of choice by May 1.
- Continue communicating with college of choice regarding necessary paperwork, fees, etc.
- Send thank you notes to those who helped you through your senior year.
- Check the dates for any college placement exams you may need to take.
- Depending on the college, you may need to register for an orientation session.
- Request final transcripts for the college of choice from the school registrar.
- Celebrate!! You're done!**

Educational Options in California

The following is a description of ways to pursue a post-high school 4-year college education in California.

University of California (UC)

Facts about the University of California system:

UC is designed as a four-year public institution.

The University of California is one of the finest research university systems in the world.

There are 10 campuses in the UC system. There are 9 undergraduate campuses. There is also 1 graduate campus devoted to the health sciences (UC San Francisco).

The 10 campuses offer more than 700 majors.

You must earn a C or better in any UC approved high school course. Only these courses count toward the UC college admission.

The SAT or ACT college admission exam is required for admission to a UC college.

You must take a minimum of 15 yearlong UC approved courses during the four years of high school.

The UC website is: www.universityofcalifornia.edu

Locations of the University of California campuses:

UC Berkeley	f) UC Riverside
UC Davis	g) UC San Diego
UC Irvine	h) UC San Francisco
UC Los Angeles	i) UC Santa Barbara
UC Merced	j) UC Santa Cruz

If you are in the top 9 percent of California high school graduates and aren't admitted to any of the UC campuses you apply to, you'll be offered a spot at another campus if space is available. UC uses a formula — called an admissions index — to determine if you fall in that group. For more information, please visit:

- <http://admission.universityofcalifornia.edu/freshman/california-residents/admissions-index/>

California State University (CSU)

Facts about the California State University system:

There are 23 campuses in the CSU system.

CSU system is also a four-year public institution.

You must earn a C or better in any UC/CSU approved high school course. Only these courses count toward the CSU college admission.

The SAT or ACT college admission exam is required for admission to a CSU. The SAT Subject Tests are not required.

The tuition cost for CSU schools is generally less expensive than for the UC schools.

The website for the CSU schools: www.csumentor.edu

Locations of the California State University campuses:

Cal Maritime Academy	Cal Poly Pomona	Cal Poly San Luis Obispo
CSU Bakersfield	CSU Channel Islands	CSU Chico
CSU Dominguez Hills	CSU East Bay	CSU Fresno
CSU Fullerton	CSU Long Beach	CSU Monterey Bay
CSU Northridge	CSU Sacramento	CSU San Bernardino
CSU San Marcos	CSU Stanislaus	Humboldt State University
San Diego State University	San Francisco State University	
San Jose State University	Sonoma State University	

California Independent Colleges

Facts about the California Independent Colleges:

They include private 2-year and 4-year colleges.

There are 76 colleges in this category in California.

Helpful websites: aiccu.edu CaliforniaColleges.edu UCAN-network.org

Transferring from a Community College

Students may choose to attend a community college and take the first two years of general education courses, then transfer to a 4-year college. Completion of 60 units of course credit is necessary to be considered an upper division transfer student.

The UC and CSU colleges give priority admittance to CA community college transfer students.

A student does not need to take the SAT or ACT for admittance into a community college. If a 4-year college allows lower division transfer (transferring with less than 60 units of course credit), an ACT or SAT may be necessary. Check the college admission requirements.

Assist (www.assist.org/) provides **statewide student transfer information for students planning to a transfer from California community colleges to a UC or CSU.**

It is important to have a plan! It is helpful for students to choose in advance the 4-year university in which to complete their degree. It is important to discuss this with both the counselor at the community college as well as to contact the admissions counselor of the university. This will maximize appropriate coursework necessary to complete the desired degree.

You can research all California 2-year and 4-year colleges at:
www.californiacolleges.edu

College Entrance Exams (PSAT / SAT / ACT / SAT Subject Tests)

Most colleges and universities will accept ACT or SAT exams!

PSAT- (Preliminary SAT)

College bound eighth through tenth grade students are encouraged to take the PSAT exam. There are three parts: Critical Reading, Math (problem solving skills), and Writing Skills. Taking the test gives you an opportunity to:

- Practice for the SAT.
- Enter scholarship competitions in 11th grade (National Merit Scholarship).
- Receive information from colleges.
- Receive valuable information about current academic skills for student/counselor.

SAT

This college entrance exam is used by the University of California, California State University system and many private and public universities and colleges to meet entrance requirement.

THE NEW SAT launches March 2016!

Format Changes:

- The SAT is now scored with a total of 1600 points.
- The Reading and Writing sections on the current SAT have been combined into a single section in the new SAT, with a maximum score of 800. Writing is now known as "Writing and Language."
- The Math section is still scored on scale of 200-800.
- The Essay is optional and has changed dramatically.
- Instead of 5 answer choices for each question, there will be only 4.
- There is no penalty for guessing.

The new SAT Measures:

- Critical Reading
 - All Reading Test questions are multiple choice and based on passages.
 - Some passages are paired with other passages.
 - Informational graphics, such as tables, graphs, and charts, accompany some passages— but no math is required. Students must interpret data.
 - The subject matter of passages are pre-determined. There's 1 passage concerning US and World Literature, 2 for History/Social Studies, and 2 for Science.
 - **Greater emphasis on:** vocabulary in context; command of evidence; constructing logical arguments; scientific reasoning.
 - **Lesser emphasis on:** difficult vocabulary and vocabulary in isolation.
 - New Reading question types:
 - Evidence Support Question
 - Data Reasoning Questions – with figures that show data.
 - Reading questions you'll never see again: sentence completions

- This test is 65 minutes, with 52 questions
- Writing and Language Section
 - This is the new name for the current Writing section. It still tests grammar and writing logic. It's combined with the Reading section for a total of 200-800 points.
 - All questions are now multiple choice, passage-based instead of individual questions.
 - The subject matter of all 4 passages is predetermined
 - The test measures: command of evidence, words in context, analysis in History and science, and expression of ideas.
 - **Greater emphasis on:** Logic and expression of ideas, higher-level writing skills, punctuation rules.
 - **Less emphasis on:** Grammatical rules tested in isolation, “Gotcha” questions like faulty modifiers, subject/verb agreement.
 - **Questions you’ll never see again:** sentence error and improving sentences questions
 - This test is 35 minutes, with 44 questions.
- Mathematics
 - There are now multi-step problems that ask the student to take multiple mathematical steps.
 - There is one section that bans the calculator. This doesn't change the difficulty, since these problems are inappropriate for calculators anyway.
 - Basic trigonometry is now on the test, but there are very few questions that test this.
 - **Greater emphasis on:** data interpretation and graphs; algebra and solving equations; realistic scenarios as prompts for questions.
 - **Lesser emphasis on:** geometry and shapes (like triangles and circles); abstract logic questions.
 - This test is 80 minutes, with 58 questions.
 - Score between 200 - 800
- Optional Essay
 - Gives a passage written by an author who is taking a stance on an issue. The student's job is to analyze how the author builds the argument.
 - The essay is scored on a scale of 2-8 based on student’ demonstrated comprehension, analysis, and composition skills. The three scores for the Essay -- Reading, Analysis, and Writing—will not be incorporated into any other scores reported from the test. It is not combined with the Reading and Writing section score of 800.
 - **Greater emphasis on:** analyzing an argument; understanding how evidence and rhetorical devices contribute to an argument.
 - **Lesser emphasis on:** answering a theoretical prompt; coming up with your own evidence to support your thesis.
 - **Time for the Essay is 50 minutes, with 1 question.**

SAT Subject Tests

The SAT Subject Test are one-hour, multiple-choice tests in specific subject areas. Only a few select colleges require the Subject Tests. The University of California no longer requires this exam.

- Some colleges who require subject tests specify the tests they require for admission or placement; others allow applicants to choose which tests to take. *Subject Tests fall into five general subject areas: English, History and Social Studies, Mathematics, Science and Languages*
- SAT and SAT Subject test cannot be taken on the same day.
- Subject tests may be used in some cases to meet course requirements for college admissions.

ACT- (American College Test)

The University of California system, the California State Universities, and many private and public universities and colleges will accept the ACT to meet entrance requirement.

The ACT assesses high school students' general educational development and their ability to complete college-level work.

- The three hour multiple-choice test covers four skill areas:
 - English
 - 45 minutes
 - Punctuation, grammar and usage, sentence structure, rhetorical skills
 - Mathematics
 - 60 minutes
 - Pre-Algebra, Algebra I & II, Geometry, Trigonometry
 - Reading
 - 35 minutes
 - Reading selections from four areas: social studies, natural sciences, prose fiction and humanities
 - Science.
 - 35 minutes
 - Biology, Chemistry, Physics, and Earth / Space sciences
- Each area is scored on a 1-36 scale with a composite score given on the same scale based on all four sections.
- The Writing Test, *which is optional*,
 - Measures skill in planning and writing a short essay.
 - 40 minutes
 - Ability to make judgments, develop a position, maintain a focus, organize ideas, communicate clearly
 - Subscore: 2-12 scale

PLEASE NOTE: We have made every effort to represent the ACT and SAT information as accurately as possible based on material received from the SAT and ACT organizations. For more complete and current information, please visit the following websites:

PSAT or SAT: www.collegeboard.com

ACT: www.act.org

Which one should I take???

Should I take one test or both? Most colleges and universities will not process an application without College Entrance Exam scores. Almost all four-year colleges and universities in the nation accept either the ACT or SAT scores equally. Research indicates that many students perform quite differently on the ACT and SAT, it may benefit you to take both tests; colleges will usually use the higher score. The option is your! Listed below are some basic differences between the ACT and SAT that can be used as a guide in deciding which test you should take for college admissions.

ACT	SAT
Achievement test- measuring what a student has learned in school	Aptitude test- measures students' critical thinking and problem-solving skills, vocabulary in context, and constructing logical arguments.
4 components- English, Mathematics, Science and Reading. Optional Writing	3 components- Reading, Writing and Language, Math, Optional Essay
Students can choose which schools will receive their scores and which scores the schools will see	Score report will be sent to specific colleges, the report will include the scores the student received on every SAT taken
Content based	Measures skills and Knowledge with Evidence-Based Reading and Writing.

	The ACT	The SAT
Scoring System:	Graded on a scale between 1 and 36 composite point scale with 1 being the lowest score and 36 being the highest.	Graded on a 1600 point system with a minimum score of 400 and a maximum of 1600.
Grading:	A correct answer receives a point which is totaled and used to form a composite score. A wrong answer receives no credit, but no penalty as well, which encourages educated guessing.	A correct answer receives a point which is totaled and used to form a composite score. A wrong answer receives no credit, but no penalty as well, which encourages educated guessing.
Subjects:	English (1 test), Math (1 test), Reading (1 test), Science (1 test), Writing (1 test) *Tests more advanced math concepts with a wider variety of math skills (basic arithmetic through trigonometry).	Reading (52 questions/tasks) Writing and Language (44 questions/tasks), Math includes basic algebra (linear equations and systems) through trigonometry (58 questions/tasks), Optional Essay (1 question/task)
Test dates:	Six times per year	Seven times per year
Test structure:	Four test plus Optional writing essay	Three tests, plus Optional writing essay
Test time: *does not include mandatory breaks	About 2 hours, 55 minutes	About 3 hours
Essay:	<u>Optional:</u> 40 minutes: not included in the composite score.	<u>Optional:</u> 50 minutes: not included in the composite score.
Question type:	Tend to be more straightforward and easier to understand at first read. Measures content knowledge.	Emphasis on logic and expression of ideas.
Skill testing:	Benefits those who can answer questions fast and accurately	Benefits those who second read questions and read all answers before ruling out an answer
Secondary tests:	None offered	SAT II/ Subject tests: <i>English, History and Social Studies, Mathematics, Science and Languages.</i> (20 tests offered)
Test Contact Information	ACT inc. (319)337-1000 www.ACT.org	College Board 1-866-756-7346 www.collegeboard.com

Important Websites

1. Academy for Academic Excellence: <http://www.lewiscenter.org/>

Colleges and Universities

2. University of California Pathways: www.ucop.edu/pathways/
3. California State University Mentor: www.csumentor.edu
4. California Colleges: www.californiacolleges.edu
5. National Association of Colleges Admissions Counseling: www.nacacnet.org
6. College Week Live; collegeweeklive.com
7. California Community Colleges: <http://www.cccco.edu/find/alphabetical.htm>
8. California Independent Colleges & Universities: www.aiccu.edu
9. Colleges/Universities in USA.: <http://www.clas.ufl.edu/CLAS/american-universities.html>
10. International Universities: www.findaschool.org
11. University of California / Cal State University a-g Course approved list for AAE: <https://doorways.ucop.edu/list/>

Financial Aid/Scholarships

12. California Student Aid Commission: www.csac.ca.gov
13. Cal Grant information: www.calgrants.org
14. Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov
15. Federal PIN registration: www.pin.ed.gov
16. Federal Student Aid on the Web: www.studentaid.ed.gov
17. EdFund: www.edfund.org
18. FINAID: www.finaid.org/fafsa
19. FASTWEB: www.fastweb.com
20. Scholarshare: www.scholarshare.com
21. Project Scholarship Scam: <http://www.ftc.gov/bcp/consumer.shtm>
22. Best Schools: <http://www.bestschools.com/fafsa/>
23. Get Schooled www.getschooled.com

Testing Information

24. Collegeboard: (PSAT / SAT / SAT Subject Tests): www.collegeboard.com
25. ACT: www.act.org
26. Princeton Review: www.princetonreview.com/testprep
27. AP Central: <http://apcentral.collegeboard.com>
28. My College Options: <http://www.mycollegeoptions.org/>

Career Information

29. Bridge: <http://k16bridge.org/>
30. College View: www.collegeview.com
31. Who do you want to be? www.whodouwant2b.com
32. California Career Zone: www.cacareerzone.org
33. Occupational Outlook Handbook: www.bls.gov/oco
34. Bureau of Labor Statistics: www.stats.bls.gov
35. Monster (Job Search): www.monster.com
36. CareerShip® tool: mappingyourfuture.org/planyourcareer/careership/
37. ACT Career Planning tool: www.actstudent.org
38. www.skillcow.com/career_quiz and www.lifescrpt.com

These websites are current and appropriate to the best of our knowledge. As always, use discernment when gathering information.

Assessing your list of colleges

As you develop a list (mental or otherwise) of colleges that interest you, be sure you can answer these questions about them.

The basics

- Where is the college? Can you locate it on a map? Is it too close to home? Is it too far? Is it too cold or too hot there?
- Have you taken the course work the college requires for admission?
- What size is the college? How many students are undergraduates?
- What is the college's selectivity ratio (what proportion of applications was admitted last year)?
- Does the college offer majors that interest you?
- Is the college coed or single sex?
- What percentage of students lives off campus?
- How many of the students graduate in four years? Five years? Six years?
- How many first-year students return for their sophomore year?
- How much does the program cost? What is the total per-year expense?
- What type of financial aid is available?

Where would you fit in?

- What are the middle 50 percent scores for SAT® verbal and math or for ACT? Where does that place you?
- What was the high school GPA of most of the freshmen last year?
- Are freshmen guaranteed on-campus housing? If not, where do they live?
- Are there extracurricular activities that interest you?

Visit the colleges' web sites, read the guidebooks, and look at their literature

- What are their strong academic programs? (Ask a college representative, students, graduates, and teachers.)
- What courses are required for graduation?
- Are the courses you need/want available each semester? At convenient times?
- Are there special programs that interest you (study abroad, internships, etc.)?
- What is the social life like? What percentages of students join fraternities or sororities?
- Do the pictures and the language the college uses to describe itself attract you?
- What is your general impression of the college?
- Is the school accredited?
- If professional certification is required for employment in the field that interests you, how many students enrolled in the school's program pass the certification exam?

Admissions process

- When are applications due?
- Does the college accept the Common Application? If so, does it require supplemental forms?
- What does the application contain? Are essays required?
- Is an interview suggested or required? Is an interview available from staff or alumni?
- When may you visit the college? What is its policy regarding campus visits?
- What are the financial aid deadlines? What financial aid forms are required?

Now answer these questions

- Am I a strong candidate for admission to this college?
- If I am not a strong candidate, what are my chances?
- Do I want to visit this college?
- What additional information do I need?

Tips for parents on finding a college match

How can your child find colleges that match his or her needs? First, identify priorities. Next, carefully research the characteristics of a range of schools. Finally, match the two. Here are some college characteristics to consider.

Size of student body

Size will affect many of your child's opportunities and experiences:

- Range of academic majors offered
- Extracurricular possibilities
- Amount of personal attention your child will receive
- Number of academic resources (e.g., books in the library)

In considering size, your child should look beyond the raw number of students attending. For example, perhaps she's considering a small department within a large school. She should investigate not just the number of faculty members, but also their accessibility to students.

Location

Does your child want to visit home frequently, or is this a time to experience a new part of the country? Perhaps he would like an urban environment with access to museums, ethnic food or major league ball games. Or maybe he hopes for easy access to the outdoors or the serenity of a small town.

Academic programs

If your child knows what she wants to study, she can research the reputations of academic departments by talking to people in the fields that interest her. If your child is undecided, as many students are, she may want to choose an academically balanced institution that offers a range of majors and programs. Students normally don't pick a major until their sophomore year, and those students who know their major before they go to college are very likely to change their minds. Most colleges offer counseling to help students find a focus. In considering academic programs, your child should look for special opportunities and pick a school that offers a number of possibilities.

Campus life

Your child should consider what college life will be like beyond the classroom. Students have to maintain a balance between academics, activities, and social life. Before choosing a college, your child should learn the answers to these questions.

- What extracurricular activities, athletics, clubs, and organizations are available?
- Does the community around the college offer interesting outlets for students?
- Are students welcomed by the community?
- Is there an ethnic or religious group in which to take part?
- How do fraternities and sororities influence campus life?
- Is housing guaranteed?
- How are dorms assigned?

Cost

In considering cost, look beyond the price tag. For most students, today's college costs make finances an important consideration. At the same time, most colleges work to ensure that academically qualified students from every economic circumstance can find financial aid that allows them to attend.

Diversity

Your child should explore what she might gain from a diverse student body. The geographic, ethnic, racial, and religious diversity of the students can help students learn more about the world. Investigate which student organizations or other groups with ethnic or religious foundations are active and visible on campus.

Retention and graduation rates

One of the best ways to measure a school's quality and the satisfaction of its students is to learn the percentage of students who return after the first year and the percentage of entering students who go on to graduate. Comparatively good retention and graduation rates indicate that responsible academic, social, and financial support systems exist for most students.

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME			
LOCATION ▶ Distance from home			
SIZE ▶ Enrollment ▶ Physical size of campus			
ENVIRONMENT ▶ Type of school (2yr, 4yr) ▶ School setting (urban, rural) ▶ Location & size of nearest city ▶ Co-ed, male, female ▶ Religious affiliation			
ADMISSION REQUIREMENTS ▶ Deadline ▶ Tests required ▶ Average test scores, GPA, rank ▶ Notification			
ACADEMICS ▶ Your major offered ▶ Special requirements ▶ Accreditation ▶ Student-facility ratio ▶ Typical class size			
COLLEGE EXPENSES ▶ Tuition, room & board ▶ Estimated total budget ▶ Application fee, deposits			
FINANCIAL AID ▶ Deadline ▶ Required forms ▶ % Receiving ▶ Scholarships			
HOUSING ▶ Residence hall requirement ▶ Food plan			
FACILITIES ▶ Academic ▶ Recreational ▶ Other			
ACTIVITIES ▶ Clubs, organizations ▶ Athletics, intramurals ▶ Other			
CAMPUS VISITS ▶ When ▶ Special opportunities			

HINTS FOR A CAMPUS VISIT

A campus visit is highly recommended. Before you visit the campus, consider some of the options below. It is also important to develop a list of questions and plan specific activities in order to accomplish your goals.

- ▶ Meet with an admission officer.
- ▶ Verify admission requirements (tests and high school preparation).
- ▶ Discuss your chances for success.
- ▶ Obtain a school calendar and a catalog; if you don't already have them.
- ▶ Determine college costs.
- ▶ Ask about financial aid opportunities, as well as deadlines, forms required, etc.
- ▶ Meet with faculty in the academic area of interest to you.
- ▶ Ask questions about academic requirements/offerings.
- ▶ Attend a class to get an idea of typical size, teaching style, academic atmosphere.
- ▶ Ask about the placement records for graduates in the field you might study.
- ▶ Identify career-planning services for undergraduates.
- ▶ Tour the campus. (Be sure to check out the dorms, dining hall, library, etc.)
- ▶ Talk to students about the general academic environment and the study commitment necessary for success.
- ▶ Find out what student activities (clubs, organizations, intramurals, etc.) are available.
- ▶ Inquire about campus life and social activities.
- ▶ Investigate transportation options.

Financial Aid Information

Financial aid programs provide support for students to help meet the costs of obtaining a college education. Funding for financial aid programs is provided by the federal government, state governments, colleges and schools, and a variety of other public and private sources.

There are two main categories of aid, differentiated primarily by the basis upon which they are awarded:

Achievement-based aid is awarded to students who have a special characteristic, skill, talent, or ability. Typically achievement-based aid is in the form of scholarships.

Need-based aid is provided to students who demonstrate financial need. Most financial aid, particularly public-funded aid, is awarded on the basis of financial need determined through the application process and in accordance with a prescribed federal formula.

Financial aid is available in four basic types of programs.

Scholarships are "gift aid" which does not have to be repaid. Scholarships typically include criteria such as academic performance or special talents.

Grants are "gift aid" and generally do not include criteria other than financial need.

Work-study is a "self-help" program in the form of part-time employment during the student's college career.

Loans are a form of "self-help" since they represent borrowed money that must to be paid back over a period of time, typically after the student leaves school.

Register with the Selective Service - All 18-year-old men, including non-citizen immigrant males 18-25 who reside in the US, are required by law to register within 30 days of their 18th birthday. Those who fail to register cannot qualify for federal student grants or loans for college. Register at: www.sss.gov

Financial aid checklist for students and parents/guardians

Use this sheet as a personal record and as a reminder of the steps to take to obtain financial aid. Check off each step as you complete it.

For you and your parents or guardian

- If you are in doubt as to whether or not to apply for aid, apply!
- Obtain a social security number if you do not have one.
- Do not wait for college acceptance letters before filing for aid. File in January or February—the earlier the better. You do not have to have completed your tax returns prior to filling out the FAFSA or the PROFILE. An estimate of income is adequate. You cannot file the FAFSA until after January 1, but complete it before February 1 if at all possible.
- Consider completing the FAFSA outline at www.fafsa.ed.gov. You will need a PIN, or electronic password before completing the form—available at www.pin.ed.gov. Get your PIN well in advance of your deadline because it must be assigned and e-mailed back to you before you can begin. Filing online is much faster than by mail and the Web site has prompts that help you avoid making mistakes.
- If you are applying to colleges that require PROFILE, try to file the form in late November or early December—as soon as you know the colleges to which you plan to apply. If you are applying under an Early Decision plan, complete your PROFILE in October or early November.
- Income tax forms should be filed as soon as possible (preferably in January), in order to provide accurate data on financial aid forms. Some colleges have early February deadlines.

- Inform each college about your interest in applying for aid. Make a list of the financial aid priority dates and deadlines at the colleges to which you are applying. Ask each college if it requires supplemental forms, and obtain them as needed.
- If mailing in the FAFSA, do not enclose any supplementary letters or information in the envelope with the form. These materials will be discarded. If you have information about special financial need in your family, write a letter and send it directly to the financial aid office of each college to which you are applying for aid.
- Apply for federal and state funds by completing the appropriate questions of the FAFSA.
- Check for scholarships for which you might be eligible:
 - Each college/postsecondary institution (your best source)
 - Those posted in the counseling office
 - Local and state scholarships
- Begin your Stafford student loan application by checking appropriate boxes on the FAFSA.
- File the Cal Grant GPA verification form by March 2nd. See school registrar.

Details to remember

- In all written communications to financial aid offices, identify yourself on every page.
- Keep your financial aid worksheets. Always make photocopies for your records.
- If you have questions about an item, do not guess. See your counselor or an accountant, or speak with the college financial aid officer directly.
- Do not leave blank spaces on the forms. Use zeros instead.
- Proofread! And again, make copies of everything.

After you've filed the forms

- If you properly complete the financial aid forms, you will receive a Student Aid Report (SAR) in approximately four to six weeks (online applications are processed in two weeks). It will give you your eligibility index for federal and state aid.
- If there are errors or incorrect information on the SAR, you can make corrections online (if you filed online). Or check with the financial aid office of the college you plan to attend, it may be able to submit all necessary corrections for you.
- Financial aid offers are sent by colleges either with, or shortly after you receive, a letter of acceptance. You will be asked to sign an acceptance of the amount received, and the money will be sent to the college/postsecondary institution.
- Ask your counselor for assistance if you have general questions. Specific questions should be directed to the college financial aid officers.

Sources: *Glenbrook High School, Illinois, and Amherst Regional High School, Massachusetts.*

College Counseling Sourcebook, 2nd Edition. Copyright 2005 by College Board.

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Handout 8D

FEDERAL FINANCIAL AID PROGRAMS

Federal Direct Loans: Loans made by the federal government directly to qualifying students and parents through participating colleges.

Federal Pell Grant: Financial assistance awarded by the federal government on the basis of need and designed to provide the “floor” of an aid package for post-secondary education. The grant may be used for tuition, room and board, books, or other educational costs, and requires no repayment.

Federal PLUS (Parent Loans for Undergraduate Students) Program: Provides low-interest federal loans to credit-approved parents of eligible undergraduate students. Repayment begins 60 days after loan funds are disbursed. Loans are available from participating banks, lending institutions, and participating Direct Lending schools.

Federal Perkins Loan Program: Loans funded by the federal government and awarded by the institution. The loans feature low interest rates and are repayable over an extended period of time.

Federal Stafford Loan Program: Provides low-interest, federal loans to eligible students through banks and lending institutions. The interest is paid by the federal government for qualifying students while they are enrolled at least half-time. Students who do not qualify for these interest subsidies are responsible for the interest while they are enrolled. Repayment begins after the student leaves school.

Federal Work-Study: A government-supported financial aid program coordinated through financial aid offices whereby an eligible student (based on need) may work part time while attending class at least half time, generally in career-related jobs.

California State programs

The passage of **California Dream Acts** — [AB 130](#) and [AB 131](#) — extend eligibility for certain types of institutional and state aid to undocumented students. In order to be eligible, students must also qualify for benefits under another California law — [AB 540](#) — which exempts students from paying non-resident supplemental tuition.

[The Middle Class Scholarship \(MCS\)](#) is a new program beginning in the 2014-15 academic year that provides undergraduate students with family incomes up to \$150,000 a scholarship to attend University of California (UC) or California State University (CSU) campuses.

Information is subject to change without notice.

APPENDIX J

Special Education
SST Referral
MTSS Map
SELPA Agreement

Tier 3 – SST Referral Form
Norton Space and Aeronautics Academy
Student Success Team Meeting

Person Making Referral: Click here to enter text.	Date: Click here to enter a date.
Student Name and Grade: Click here to enter text.	Date: Click here to enter a date.
Teachers' Name (Spanish/English): Click here to enter text.	Date: Click here to enter a date.

Please fill-out form electronically.

The purpose of the Student Support Team is to develop an intervention(s) that will promote improvements in a student's or classroom's behavior and/or academic performance, discuss ways to evaluate whether the intervention is effective, and provide you with resources to conduct and evaluate the intervention.

English Learner: yes or no
Home Language:

Current Levels of Academic Performance

- DRA (English Reading):**
- EDL (Spanish Reading):**
- CELDT (English Language Development):**
- SOLOM (Spanish Language Development):**
- Math Performance/Description:**
- Writing Performance/Description:**
- Learning Modalities Survey:**
- Grades on Most Recent Report Card or Progress Report:**
- Attendance:**

Health Information:

- Vision:**
- Hearing:**
- Other Factors:**

Briefly explain student's strengths.

- 1) [Click here to enter text.](#)
- 2) [Click here to enter text.](#)
- 3) [Click here to enter text.](#)

	List Areas of Concern	Describe with Examples	Documented Intervention/Strategy Used
1			
2			
3			
4			
5			
6			

Parent Response to Interventions thus far: [Click here to enter text.](#)

Prior to submitting the referral, we ask that you complete and attach the following:

- Copy of most recent report card, DRA, EDL, STAR math and reading, CELDT scores
- SOLOM for English and Spanish
- Permanent Record (previous test data/information regarding parent contacts)
- Tier 2 – Intervention Data Results (progressing monitoring data collected, etc.)
- Vision/Hearing Results
- Analyzed work samples with notes attached (writing samples especially)
- Parental Communication Log

The information you provide will later help us to establish goals and evaluate the effectiveness of the interventions.

PRIOR TO THE INITIAL SST MEETING

Please be prepared to discuss the following things during an SST meeting:

- The behavior/academic problems for which you are referring the student or for which the student has been referred
- Work samples and curriculum-based measurements used in Tier 1-2 interventions
- The student's academic and social strengths and weaknesses
- For behavioral cases: discuss how often the behaviors occur and how long they last
- Discuss when (before or after an event, subject, instruction, type of request/command, time of day) or with whom (teacher/peer) the behavior is more likely to occur
- Explain interventions that you already implemented.
- Estimate the level that the student can perform academic work independently and the level at which he/she is actually receiving instruction
- Incentives for which the student may be willing to work

To begin the SST process, complete and submit this packet to the Intervention Coach. She will consult with you to determine next steps, send a health history form and learning modalities survey to parents, and/or schedule an SST. If you have any questions, please contact the Intervention Coach, Erin Bostick Mason, at emason@lcer.org.

NSAA Multi-Tiered Support System (MTSS) Map

Mission of MTSS Team: Establish and implement goal oriented systems for tiered, academic, social-emotional, and behavioral support in order to best support and collaborate with teachers to meet the needs of students. These systems will be visible, documented and accessible

Tier 3	NSAA Tier 3 Supports: Intensified Individualized Access (Increased Individualization, Frequency and Duration of General Education Supports and/or Special Education Services)	
	School-wide Support Team	Classroom Teacher and Grade Level Team
	<p>Counselor:</p> <ul style="list-style-type: none"> Refer for Outside Therapy Coordinate SELPA Counseling referrals <p>Support Teacher in Rocket Lab:</p> <ul style="list-style-type: none"> Provide push-in intervention for students who are also attending Rocket Lab with Instructional Aides <p>Instructional Coach:</p> <ul style="list-style-type: none"> Facilitate Student Success Team (SST) meetings <p>Dean of Students:</p> <ul style="list-style-type: none"> Targeted support for students with repeated suspensions. Attend SST meeting as needed <p>School Psychologist:</p> <ul style="list-style-type: none"> Final documented interventions in pre-referral process for academic, social-emotional and behavioral support. Assessment for psycho-educational testing for those recommended for screening for Special Education Services. Coordination of Section 504 Plans for those who are recommended by SST process. <p>Vice Principal:</p> <ul style="list-style-type: none"> Attend SST meeting as needed 	<ul style="list-style-type: none"> Targeted individual goal Accommodations per SST, IEP or 504 Attend meeting with MTSS team members as needed One on one instruction SST referral packet Documentation of differentiated instruction for Tier 1 and Tier 2 Parent / Teacher Collaboration

Required Evidence for Intensified Individualized Access from Tier 2 to Tier 3: Lead by Student Success Team (SST)
<p>Submit SST referral to Intervention Coach, including health history survey Student's Response to Tier 2 supports (Rocket Lab groups, guided reading groups, writing intervention, etc) Behavior Contract Results Anecdotal Observations with individual observations in Illuminate Info from parent communication and meetings in Illuminate Student work samples</p>

Tier 2	NSAA Tier 2 Supports: Individualized Access	
	School-wide Support Team	Classroom Teacher and Grade Level Team
	<p>Counselor:</p> <ul style="list-style-type: none"> Provide small group and individual counseling. <p>Support Teacher in Rocket Lab:</p> <ul style="list-style-type: none"> Coordinate goal-specific Rocket Lab groups with Instructional Aides Implement small group intervention <p>Instructional Coach:</p> <ul style="list-style-type: none"> Coordinate goal-specific intervention groups with Ms. Moran in middle grades and with partners (University of Redlands and UCR) Coach & Consult specific team <p>Dean of Students:</p> <ul style="list-style-type: none"> Behavior Support Plans (BPS) for Tier 2, moving to Tier 3. Coordinate with Counselor and School Psych Behavior support for specific groups of students (attendance, bullying, etc) <p>School Psychologist:</p> <ul style="list-style-type: none"> Consult and collaborate with teachers to design social-emotional and behavioral supports/interventions. <p>Vice Principal:</p> <ul style="list-style-type: none"> Provide support to teachers for identified students based on grade level analysis of formative and summative assessments in PLC setting 	<ul style="list-style-type: none"> Kinder after school intervention Modified assignments Behavior contract Modified homework Preferred seating Yoga balls Illuminate documentation of goal specific intervention Learning modalities accommodations Small group with specific goal for mastery Scaffolding Grade level goals for Rocket Lab Grade level PLC "what works/what could we do better" Grade level collaboration to create small group intervention opportunities Teacher/parent collaboration

Required Evidence for Individualized Access from Tier 1 to Tier 2: Lead by Grade Level Teams and Relevant/Invited Support Staff
<p>Results of curriculum-based assessments (Benchmark, WRITE, GLAD, Engage NY, reading groups, etc.) Behavior Log by Teacher in Illuminate Anecdotal Observations with individual observations in Illuminate Info from parent communication and meetings in Illuminate Student work samples</p>

Tier 1	NSAA Tier 1 Supports: Core Program (All Students have access.)	
	School-wide Support Team	Classroom Teacher and Grade Level Team
	<p>Counselor:</p> <ul style="list-style-type: none"> Collaborate on professional development for mental health and socio-emotional issues. Provide info to students/families on resources for outside counseling. Attend grade level meetings to strategize about specific students. Coordinate school-wide character development strategies. Participate in Support Talks Series <p>Support Teacher in Rocket Lab:</p> <ul style="list-style-type: none"> Collaborate with teachers by suggesting strategies and giving feedback on students attending Rocket Lab. Attend grade level meetings to strategize about specific students. Collaborate/plan for staff prof. development Participate in Support Talks Series <p>Instructional Coach:</p> <ul style="list-style-type: none"> Collaborating, coaching and modeling in classes. Attend grade level meetings to strategize about specific students. Collaborate/plan for staff prof. development Coach teachers on identified strategies and methods Participate in Support Talks Series <p>Dean of Students:</p> <ul style="list-style-type: none"> Collaborate with teachers to ensure in-class behaviors and interventions are recorded, and there is communication with parents before students are sent out of classroom. Attend grade level meetings to strategize about specific students. Collaborate/plan for staff PD Coordinate Positive Behavior Intervention Support (PBIS) Matrix. Create incentives for 3 personal goals (show respect, make good decisions, solve problems) Coordinate attendance incentive program. Participate in Support Talks Series <p>School Psychologist:</p> <ul style="list-style-type: none"> Attend grade level meetings to strategize social-emotional and behavioral supports for specific students, <i>not academic supports.</i> Collaborate and plan for staff professional development. Participate in Support Talks Series <p>Vice Principal:</p> <ul style="list-style-type: none"> Attend grade level PLC Collaborate/plan for staff prof. development Support teachers with creation and implementation formative and summative assessments Facilitate Support Talks Series 	<ul style="list-style-type: none"> Universal Access Redirection TPR Non-verbal cues Visuals Manipulatives Peer translators Extra-time Sentence frames Guided reading with leveled readers Number talks Data talks Exit tickets GLAD strategies Think-pair-share Proximity Brain Breaks S'cool Moves Parent-teacher communication Tactile objects Direct Instruction Pre-teaching Spiral Review Opportunities for student collaboration WRITE EngageNY Parent / Teacher Collaboration Academic Rigor Building on prior knowledge IXL MyMentor Adeleante Advance Accelerated Reader Model & deliver lessons to all learning modalities Provide safe learning environment Intentional student grouping/seating Interactive notebooks <p style="text-align: right;"> Capturing Kids Hearts Hand shake Good things Checking for understanding mid lesson Words Their Way </p>

Required Universal Screenings and Diagnostic Assessments
<p>Developmental Reading Assessments (DRA) and Evaluación del Desarrollo de la Lectura (EDL) STAR Reading and Math Accelerated Reader Curriculum-based assessments (Benchmark, Words Their Way, Engage NY, GLAD, etc) Writing Benchmarks SOLOM for oral language development CELDT for English Learners</p>



DESERT/MOUNTAIN
SPECIAL EDUCATION LOCAL PLAN AREA

17800 Highway 18 • Apple Valley, California 92307-1219
(760) 242-6333 • FAX [760] 242-6339

**CERTIFICATE OF MINUTES
GOVERNING BOARD OF THE DESERT/MOUNTAIN SELPA**

The Governing Board met in regular session on the 13th day of April 2007, at the National Orange Show, Valencia Room, 689 S. "E" Street, San Bernardino, California.

Members Present: 9

Members Absent: 8

Alternates Present: 1

The following Motion was made by Member Chuck Gehrke, seconded by Member Brian Dietz, and approved unanimously on a vote of the Members of the Board:

The Board of Directors approved the application of Norton Space and Aeronautics Academy Charter School for membership as an independent LEA in the Desert/Mountain SELPA.

Ayes: 10

Nays: 0

Absent: 8

I, Ronald J. Powell, Ph.D., Secretary of the Governing Board of the Desert/Mountain SELPA of San Bernardino County, do hereby certify that the above is a true and correct copy of the motion duly made, adopted, and entered on the minutes of the Governing Board on April 13, 2007.

Dated: April 13, 2007

Signed: _____


Dr. Ronald J. Powell

APPENDIX K

SBCSS Reviews and Recommendations



Gary S. Thomas, Ed.D. Superintendent

San Bernardino County Superintendent of Schools

RECEIVED
S.B.C.S.S. - RISK MGMT
2013 JUN -3 AM 10:22

May 29, 2013

Ms. Guadalupe Girard, Principal
Mr. Gordon Soholt, Chief Academic Officer
Norton Space and Aeronautics Academy
503 East Central Avenue
San Bernardino, CA 92408

Dear Ms. Girard and Mr. Soholt,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, fiscal operations, educational performance, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). On May 2, 2013, SBCSS conducted its spring review of NSAA. The SBCSS Charter Oversight Committee consists of Linda Fabré, Director of Risk Management Services; Dr. Beth Higbee, Assistant Superintendent of Education Support Services; Andrea Tennyson, Fiscal Analyst II of Business Services; and Caren Keele, Williams Specialist of Governance/Legislative Services.

In conducting the evaluation of NSAA's governance and organizational management, the Charter Oversight Committee verified the requirements of these areas are being met. NSAA shared that they will be continuing their planned grade level expansion into middle school next school year. Students in grades 5, 6, and 7 will be on a period schedule, followed by grades 6, 7 and 8 the subsequent year.

A portion of the visit involved analyzing various parent concerns raised at NSAA's April board meeting. It was realized that many of the issues were due to an apparent communication disconnect between staff and parents. To address this, it was recommended that the school begin distributing additional publications and resources to parents on the school's progress and vision. This was also realized during the school's recent Western Association of Schools and Colleges (WASC) initial accreditation review April 15 - 17, 2013. NSAA also expressed a need to change their name to reflect the school's primary mission and identity as a Dual Immersion school with a *science component* as there has been some confusion that the school has a Science, Technology, Engineering and Math (STEM) focus. The Charter Oversight Committee also recommended that the administration seek parent involvement for this process.

In regards to fiscal operations, requirements are being met and NSAA is to be applauded for their timely submission of financial reports to SBCSS.

County Superintendent's Office
601 North E Street • San Bernardino, CA 92415-0020 • (909) 386-2406 • FAX (909) 386-2941 • <http://www.sbcss.k12.ca.us>

Charter Oversight Review
ATTACHMENT D: Charter Oversight Evaluation Form

RECEIVED
S.I.G.S.C. - RISK
2013 JUN -3 AM 10:20

The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- 4 - Good
- 3 - Satisfactory
- 2 - Unsatisfactory
- 1 - Poor

It is important to bear in mind that assessing levels will always be more of a professional judgment than a technical process; however the following general guidelines should be consistently applied.

- An evaluation of *good* applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of *good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.			✓
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization ((EMO)), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.			✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 			+
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 			✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 			+
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 			+
<ul style="list-style-type: none"> • facility use agreement(s) 			✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 			+
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributors, etc.). 			✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 			n/a
<ul style="list-style-type: none"> • CBEDS data 			✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 			✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 			✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.			X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:			✓
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 			✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 			+
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 			✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 			✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 			✓

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> • progress of students with special educational needs 				✓
<ul style="list-style-type: none"> • progress of students who are potentially higher attaining 				✓
<ul style="list-style-type: none"> • whether students whose home language is additional to English, are making progress 				✓
<ul style="list-style-type: none"> • whether there are any significant differences in the standards achieved by students of different subgroups especially by: gender, ethnic background, or socially-economically disadvantaged students 				✓
<ul style="list-style-type: none"> • verify that student achievement data is regularly reported to staff and parents 				✓
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p> <p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p>			X	
<ul style="list-style-type: none"> • provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 				✓
<ul style="list-style-type: none"> • has effective strategies and programs for literacy and numeracy 				✓
<ul style="list-style-type: none"> • provides enrichment through its extra-curricular provision, including support for learning outside the school 				✓
<ul style="list-style-type: none"> • is designed to work towards achievement of the school's mission 				✓
<ul style="list-style-type: none"> • has effective arrangements for assessing and recording student attainments and progress 				✓
Evaluate the quality of teaching and its impact by the extent to which teachers:				
<ul style="list-style-type: none"> • adapt teaching style appropriately to meet the needs of all students 				✓
<ul style="list-style-type: none"> • are competent in teaching literacy, numeracy, and discipline-specific content in history and science 				✓
<ul style="list-style-type: none"> • support students to apply learning across subjects 				✓
<ul style="list-style-type: none"> • plan effectively 				✓
<ul style="list-style-type: none"> • use a range of strategies for different learning styles 				✓
<ul style="list-style-type: none"> • set clear objectives which can be seen in lessons 				✓
<ul style="list-style-type: none"> • have high expectations for all students 				✓
<ul style="list-style-type: none"> • use time well 				✓

Charter Oversight Review


CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<p>Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.</p>	✓			
<p>Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.</p>	✓			
<p>Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.</p>	✓			
<p>2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.</p>	X			
<p>Verify that the Charter School is:</p> <ul style="list-style-type: none"> • actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner — including "search and find" processes • providing special education programs and services in accordance with students' IEPs • participating, as necessary, in a SELPA • providing Special Education training for staff 	✓			
<p>2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.</p>	n/a			
<p>Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value</p>	n/a			
<p>OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):</p>			3	
<p>Areas of particular strength: There is strong evidence of dual immersion strategies being practiced at NSSA. The school continues to be commended for this focus. See cover letter for more details.</p>				
<p>Areas recommended for improvement or in need of corrective action: Upper grades should reflect more English assignments on bulletin boards. Work towards a 50/50 ratio as most work currently displayed is in Spanish.</p>				
<p>Other comments:</p>				

Charter Oversight Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.	X			
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.	√			
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.		X		
Verify that the Charter School has filed an unaudited financial report.				+
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):				3
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action:				
Other comments:				

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.	n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:	n/a			
<ul style="list-style-type: none"> • educational program • mission and vision • school site location and/or new sites • admissions 	n/a			
	n/a			
	n/a			
	n/a			
	n/a			

Charter Oversight Review

Charter Oversight Evaluation Summary		
Charter School: Norton Space and Aeronautics Academy	Annual review - √ Renewal	
Evaluation Judgments		Rating (good / satisfactory / unsatisfactory / poor)
1. Governance and Organizational Management – being effectively led and managed		Satisfactory
2. Educational Performance – providing a sound education for all of its students		Satisfactory
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements		Satisfactory
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS		Satisfactory
Overall Judgment – the quality of the provision provided		Satisfactory
Areas of particular strength: (see cover letter)		3
Areas recommended for improvement or in need of corrective action: (see cover letter)		
Comments / recommendations: (see cover letter)		
Details of Person completing form:		
Name: Linda Fabré	Signature: 	Title: Director, Risk Management Services
		Date: 5-29-13

General Considerations

Comments

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

**Interior Entrances, Corridors,
and Stairs**

Comments

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

D-Wing Girls RR:
One stall door wouldn't close and soap dispenser not functional

D-Wing Boys RR:
first stall door latch not functional;
second stall door frame has unprotected sharp surface damage (metal uneven and protruding)

C-Wing Girls RR:
third stall latch broken

C-Wing Boys RR:
second stall latch not functional;
second stall door frame has unprotected sharp surface damage (metal uneven and protruding)

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

Classrooms

Comments

Space is provided to secure computers and other expensive electronic devices. Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures. Yes No

Gas, electrical, and water outlets and appliances are in good repair. Yes No

Classrooms have adequate lighting. Yes No

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation. Yes No

Additional Comments



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

January 22, 2014

Ms. Guadalupe Girard, Principal
Mr. Gordon Soholt, Chief Academic Officer
Norton Space and Aeronautics Academy
503 East Central Avenue
San Bernardino, CA 92408

Dear Ms. Girard and Mr. Soholt,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On December 5, 2013, SBCSS conducted its fall review of NSAA. The SBCSS Charter Oversight Committee consists of Linda Fabr , Director of Risk Management Services; Dr. Beth Higbee, Assistant Superintendent of Education Support Services; Andrea Tennyson, Fiscal Analyst II of Business Services; and Caren Keele, Williams Specialist of Governance/Legislative Services.

In conducting the evaluation of NSAA's governance and organizational management, the Charter Oversight Committee verified the requirements of these areas are being met. Dr. Higbee recommended that their administration meet regarding the Local Control Accountability Plan; orientations are being held by region beginning January 2014. Administration shared that the school now has a site dedicated counselor and psychologist as well as a full-time Parent Center. Also observed were the expanded parking and drop-off areas, the relocated library, as well as additional classrooms for middle school classes which included lab science furniture.

In addition to NSAA's desire to change their name to reflect the school's primary mission and identity as a Dual Immersion school expressed during the Spring Review, there has been staff consideration of modifying the school's grade range to K-8 in lieu of its original design as a K-12. NSAA is encouraged to ensure there is further deliberation by its board, staff and parents prior to an official proposal coming to SBCSS and the County Board.

The middle school grade level expansion for grades 5, 6, and 7 did occur this year and NSAA continues to add resources to the campus. They now have a growing library and have developed the opportunity for students to participate in visual and performing arts instruction at least once a week. Additionally, they now offer opportunities for students to participate on a student council.

Further, their infrastructure of support from staff continues to develop with a counselor creating presentations on bullying and campus aides trained on character development. Thirty teachers have been trained in the Love and Logic model for building a safe and healthy environment for students on campus.

The GLAD model for developing language skills continues to be used campus wide, and there is evidence of teacher shared planning and collaboration when walking from classroom to classroom. Thinking maps are regularly present in student work.

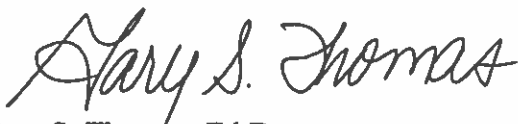
In regard to curriculum, it will be critical for teachers to launch Common Core State Standards (CCSS) lessons and units soon, so that students and teachers, and parents, as well, experience some degree of comfort during the field test this spring. At this time teachers are learning about the standards and strategies for instruction. It is important for them to begin to try out techniques they have been exploring, to take on the four levels of depth and knowledge in instruction, and to infuse CCSS content directly into their lessons.

In regards to fiscal operations, requirements are being met and NSAA continues to be commended for their timely submission of financial reports to SBCSS.

The purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU.

On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit. It is evident that NSAA is working diligently to promote student achievement.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Fall Facilities Review Form

cc: Dr. Jeff Lewis, Board President, Norton Space and Aeronautics Academy
Mr. Richard Piercy, President and CEO, Lewis Center for Educational Research
Ms. Linda Fabr e, SBCSS Director, Risk Management Services
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Mr. Chris Cox, SBCSS Director, Internal Business

Norton Space and Aeronautic Academy SBCSS Fall Review 2013

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code Section 44237*.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

Student restrooms are dirty and not maintained regularly.

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks.

Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair.

Yes No

Kinder Play Structure: (top level step) material covering riser worn and separating exposing underlying components

Perimeter fences are installed as necessary and are in good repair.

Yes No

Graffiti or other signs of vandalism to the building are absent.

Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting.

Yes No

Windows and doors are intact and in good repair.

Yes No

Exterior stairs or handrails are in good repair.

Yes No

Exits to buildings are free of obstructions.

Yes No

Signage is adequate for traffic flow and for directions to school offices.

Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.

Yes No

School site is substantially free of litter and clutter.

Yes No

***Interior Entrances, Corridors,
and Stairs***

Comments

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

**Interior Entrances, Corridors,
and Stairs**

Comments

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

General: Stall latches (replacements) were installed too high and are not easily accessible to students.

Kinder Boys RR: Active water leak. Flooring damaged and uneven due to reoccurrence. One urinal not working; sharp edges from surface damage exposed on stall partitions.

D-Wing Boys RR: One urinal not working; one stall latch not functional (corrected).

D-Wing Girls RR: Second stall latch not functioning properly.

E-Wing Girls RR: One stall latch not functional; one toilet not functional; one dispenser not stocked with soap.

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

**Interior Entrances, Corridors,
and Stairs****Comments**

Floors, walls, and ceilings are clean;
ceiling tiles are all intact.

Yes No

Halls and stairs are adequately lighted.

Yes No

Exit doors, including emergency exits,
are free of clutter and readily
accessible; doors are secure to prevent
intruders into the building.

Yes No

Interior is free of other hazards that
could endanger student safety.

Yes No

G3: Student and
staff trip hazard due
to laptops being
charged at all
student desks during
class.

Classrooms**Comments**

Classroom size and layout are related
to functions that will be performed in
them (i.e. science and computer
laboratories, special education, locker
rooms, gyms, etc.).

Yes No

Desks, tables, and chairs are in good
repair.

Yes No

Space is provided to secure computers
and other expensive electronic devices.

Yes No

Bookcases, racks, fixtures, etc. are
adequately anchored to adjacent
structures.

Yes No

Gas, electrical, and water outlets and
appliances are in good repair.

Yes No

Classrooms have adequate lighting.

Yes No

Classrooms**Comments**

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.

Yes No

Additional Comments

Charter Oversight Review

ATTACHMENT D: Charter Oversight Evaluation Form

674 The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- | | | |
|---|---|----------------|
| 4 | - | Good |
| 3 | - | Satisfactory |
| 2 | - | Unsatisfactory |
| 1 | - | Poor |

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**; however the following general guidelines should be consistently applied.

- An evaluation of *good* applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of *good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review

- without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
 - An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
 - An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT				
	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			X	
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			√	
• list/roster of governing board members			√	
• charts/descriptions of board roles and responsibilities			√	
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			X	
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			√	
• corporate papers including articles of incorporation			√	
• board-approved bylaws			√	
• board norms			√	

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
➤ Office of Civil Rights compliance				+
➤ Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.				+
Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.				+
• are a diverse, committed, representative body whose members and actions enhance the credibility of the school				+
• understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals				+
• assist annually in evaluating the professional performance of the school leader				+
• hold themselves accountable for maintaining the health, vitality and sustainability of the school				+
• provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community				+
• continuously help to refine and define the organization's mission, vision, and direction				+
• review the school's finances on a regular basis and provide fiscal advice and guidance				+
• hold the school accountable for fulfilling the terms of its charter				+
1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.			X	
Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.				+
Evaluate the extent to which:				
• parents/guardians are satisfied with what the school provides and achieves				√
• parents/guardians are provided with quality information about the school				√-
• links with parents/guardians contribute effectively to students' learning at school and at home				+
• parents/guardians are given accessible and relevant information about their child's progress				+
• links with the community are developing and are used to benefit the students				√
1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.				X

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.				✓
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization [(EMO), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.				✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 				+
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 				✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 				✓
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 				+
<ul style="list-style-type: none"> • facility use agreement(s) 				✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 				+
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.); 				✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 				n/a
<ul style="list-style-type: none"> • CBEDS data 				✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 				✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 				✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.				X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:				✓
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 				✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 				✓
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 				✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 				✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 				✓

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<ul style="list-style-type: none"> • high standards are promoted actively • the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development • the leadership inspires and supports a shared commitment to improvement and the capacity to succeed • educational priorities are supported by careful financial management and finances are used effectively • employee contracts • employee evaluation procedures 			√	√
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):				
Areas of particular strength: (see cover letter)				3
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments:				
Continue to work with parents – vetting the necessary information before proposing critical decisions that affect the community.				

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
2.1 Educational Performance. The Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes.			X	
Verify the Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes.				√
<ul style="list-style-type: none"> • the school's results in state and other tests and how these compare with the state or national averages • whether the school is showing improvement in standards attained • whether the school sets challenging goals and is on course to meet or exceed them 				√
Verify Charter School is meeting API growth targets (if applicable), AYP targets and CELDT scores. Evaluate:				√
<ul style="list-style-type: none"> • how much progress the students have made during their time in school and during any given grade 				√

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
• progress of students with special educational needs				✓
• progress of students who are potentially higher attaining				✓
• whether students whose home language is additional to English, are making progress				✓
• whether there are any significant differences in the standards achieved by students of different subgroups especially by: gender, ethnic background, or socially-economically disadvantaged students				✓
• verify that student achievement data is regularly reported to staff and parents				✓
2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)			X	
Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:				✓
• provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met				✓
• has effective strategies and programs for literacy and numeracy				✓
• provides enrichment through its extra-curricular provision, including support for learning outside the school				✓
• is designed to work towards achievement of the school's mission				✓
• has effective arrangements for assessing and recording student attainments and progress				✓
Evaluate the quality of teaching and its impact by the extent to which teachers:				
• adapt teaching style appropriately to meet the needs of all students				✓
• are competent in teaching literacy, numeracy, and discipline-specific content in history and science				✓
• support students to apply learning across subjects				✓
• plan effectively				✓
• use a range of strategies for different learning styles				✓
• set clear objectives which can be seen in lessons				✓
• have high expectations for all students				✓
• use time well				✓

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> use support staff and other resources effectively 				+
<ul style="list-style-type: none"> use technology to support teaching and learning 				√
<ul style="list-style-type: none"> are consistent and effective in behavior management strategies 				+
<ul style="list-style-type: none"> assess students' work thoroughly and use assessments to develop student learning 				√
<ul style="list-style-type: none"> use homework effectively to reinforce and/or extend what is learned in school 				√
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> are enabled to learn independently 				√
<ul style="list-style-type: none"> can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 				√
<ul style="list-style-type: none"> gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> asking questions, finding answers and solving problems learning from their mistakes and successes communicating information and ideas in various ways applying what has been learned to unfamiliar situations selecting and using a range of resources reviewing and modifying their work 				√
<ul style="list-style-type: none"> maintain a sense of commitment to and enjoyment of their work 				+
<ul style="list-style-type: none"> persevere and complete task when difficulties arise 				√
<ul style="list-style-type: none"> concentrate and remain on task during lessons 				√
<ul style="list-style-type: none"> work well together and collaborate effectively when appropriate 				√
<ul style="list-style-type: none"> set high expectations for themselves and what they can achieve 				√
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.				
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board.				
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.				
			X	
				√

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.	√			
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.	√			
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.	√			
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.	X			
Verify that the Charter School is:				
<ul style="list-style-type: none"> • actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including “search and find” processes 	√			
<ul style="list-style-type: none"> • providing special education programs and services in accordance with students' IEPs 	√			
<ul style="list-style-type: none"> • participating, as necessary, in a SELPA 	√			
<ul style="list-style-type: none"> • providing Special Education training for staff 	√			
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.			n/a	
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value				n/a
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):			3	
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				

Charter Oversight Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.			X	
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.			√	
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.			X	
Verify that the Charter School has filed an unaudited financial report.				+
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):				3
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				


CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.	n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:	n/a			
• educational program	n/a			
• mission and vision	n/a			
• school site location and/or new sites	n/a			
• admissions	n/a			

Charter Oversight Review

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
<ul style="list-style-type: none"> • governance • grades and/or grade levels served 	n/a			
4.2 Adherence to the Charter			X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.				√
4.3 Renewal	n/a			
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.	n/a			
<ul style="list-style-type: none"> • application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term • application for <i>early renewal</i> shall be in accord with procedures outlined by the County 	n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):	3			
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				

Charter Oversight Review


Charter Oversight Evaluation Summary

Charter School: Norton Space and Aeronautics Academy	Annual review - <input checked="" type="checkbox"/> Renewal Other:			
Evaluation Judgments				
1. Governance and Organizational Management – being effectively led and managed	(good / satisfactory / unsatisfactory / poor)	Rating	Grade	(1 / 2 / 3 / 4)
2. Educational Performance – providing a sound education for all of its students	Satisfactory	Satisfactory	3	3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory	Satisfactory	3	3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	Satisfactory	Satisfactory	3	3
Overall Judgment – the quality of the provision provided	Satisfactory	Satisfactory	3	3
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Comments / recommendations: (see cover letter)				
Details of Person completing form:				
Name: Linda Fabré		Signature: 		Date: 1/22/14
		Title: Director, Risk Management Services		

Charter Oversight Review

Charter Oversight Evaluation Summary

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Charter School: Norton Space and Aeronautics Academy	Annual review - <input checked="" type="checkbox"/> Renewal Other: <input type="checkbox"/>				
Evaluation Judgments		Rating <small>(good / satisfactory / unsatisfactory / poor)</small>	Grade <small>(1 / 2 / 3 / 4)</small>		
1. Governance and Organizational Management – being effectively led and managed		Satisfactory	3		
2. Educational Performance – providing a sound education for all of its students		Satisfactory	3		
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements		Satisfactory	3		
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS		Satisfactory	3		
Overall Judgment – the quality of the provision provided		Satisfactory	3		
Areas of particular strength: (see cover letter)					
Areas recommended for improvement or in need of corrective action: (see cover letter)					
Comments / recommendations: (see cover letter)					
Details of Person completing form: Name: Linda Fabré		Signature: 		Title: Director, Risk Management Services	
				Date: 1/22/14	



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

May 27, 2014

Ms. Guadalupe Girard, Principal
Mr. Gordon Soholt, Chief Academic Officer
Norton Space and Aeronautics Academy
503 East Central Avenue
San Bernardino, CA 92408

Dear Ms. Girard and Mr. Soholt,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On April 24, 2014, SBCSS conducted its spring review of NSAA.

The SBCSS Charter Oversight Committee consists of Linda Fabr , Director of Risk Management Services; Dr. Beth Higbee, Assistant Superintendent of Education Support Services; Andrea Tennyson, Fiscal Analyst II of Business Services; Sylvia Morales, Accountant for Internal Business; and Caren Keele, *Williams* Specialist of Governance/Legislative Services.

In conducting the evaluation of NSAA's governance and organizational management, the Charter Oversight Committee verified the requirements of these areas are being met. Ms. Fabr  regularly attends NSAA board meetings that are held in accordance with the law. Additional observations include that administrative staff have been informative to the Board and community about potential changes. Additionally, administration surveyed the community to identify 18 potential Transitional Kindergarten students that may be interested for the 2014-15 school year. They will continue to explore whether this was a mandated program or voluntary by review through counsel and legislation.

Review of the school's educational performance indicated that NSAA is adapting well to having middle school students on campus. The school climate is highly positive and focused on learning which is sometimes a challenge at the middle school level. The middle school courses are strong on content and are influenced positively by the teachers' practice of using collaboratives. The science lab classroom contained interesting, hands-on projects. It will be important for the school to continue to increase its focus on performance-based tasks and to use formative assessments where possible, to guide instruction.

There was discussion with the administrative leadership regarding implementation of the Common Core State Standards. Teachers are extending the time that they work collaboratively and are sharing lessons and results of their instruction.

There was also extended discussion regarding possible high school course implementation. While this was originally proposed, and while a number of parents are interested in this occurring, there are many challenges to a small school providing a high school program, not the least of these having to do with the amount of space needed. This discussion will continue with parents. Leadership at the site is to be commended for its ongoing engagement and effort to work through this difficult issue.

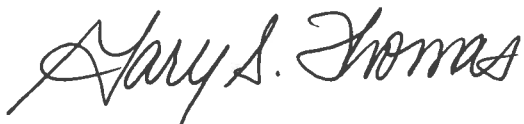
In regards to fiscal operations and the passage of the Local Control Funding Formula (LCFF), NSAA is meeting the requirements set forth for full implementation in FY14/15 by planning, budgeting, and using funds aligned to the eight state priorities. NSAA continues to be commended for their timely submission of financial reports to SBCSS.

While inspecting the facility, newly added shade structures for the outside lunch area were observed as well as screened fencing to further separate the preschool program and the NSAA campus. Administration is planning to add three portables and a restroom to their campus over the summer.

The purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU.

On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit. It is evident that NSAA is working diligently to promote student achievement.

Sincerely,

A handwritten signature in black ink that reads "Gary S. Thomas". The signature is written in a cursive style with a large, stylized initial "G".

Gary S. Thomas, Ed.D.
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Spring Review Facilities and Attendance Forms

cc: Dr. Jeff Lewis, Board President, Norton Space and Aeronautics Academy
Mr. Richard Piercy, President and CEO, Lewis Center for Educational Research
Ms. Linda Fabré, SBCSS Director, Risk Management Services
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Mr. Chris Cox, SBCSS Director, Internal Business

Charter Oversight Review

ATTACHMENT D: Charter Oversight Evaluation Form

690 The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- | | | |
|---|---|----------------|
| 4 | - | Good |
| 3 | - | Satisfactory |
| 2 | - | Unsatisfactory |
| 1 | - | Poor |

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**; however the following general guidelines should be consistently applied.

- An evaluation of **good** applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of *good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review

- without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
- An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
- An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT				
	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			X	
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			√	
<ul style="list-style-type: none"> • list/roster of governing board members • charts/descriptions of board roles and responsibilities 			√	
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			X	
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			√	
<ul style="list-style-type: none"> • corporate papers including articles of incorporation • board-approved bylaws • board norms 			√	
			√	
			√	

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
➤ Office of Civil Rights compliance					+
➤ Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.					+
Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.					+
• are a diverse, committed, representative body whose members and actions enhance the credibility of the school					+
• understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals					+
• assist annually in evaluating the professional performance of the school leader					+
• hold themselves accountable for maintaining the health, vitality and sustainability of the school					+
• provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community					+
• continuously help to refine and define the organization's mission, vision, and direction					+
• review the school's finances on a regular basis and provide fiscal advice and guidance					+
• hold the school accountable for fulfilling the terms of its charter					+
1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.				X	
Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.					+
Evaluate the extent to which:					
• parents/guardians are satisfied with what the school provides and achieves					+
• parents/guardians are provided with quality information about the school					+
• links with parents/guardians contribute effectively to students' learning at school and at home					+
• parents/guardians are given accessible and relevant information about their child's progress					+
• links with the community are developing and are used to benefit the students					+
1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.					X

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.				✓
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization [(EMO)), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.				✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 				+
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 				✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 				✓
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 				+
<ul style="list-style-type: none"> • facility use agreement(s) 				✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 				+
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.); 				✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 				n/a
<ul style="list-style-type: none"> • CBEDS data 				✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 				✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 				✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.				X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:				✓
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 				✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 				✓
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 				✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 				✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 				✓

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<ul style="list-style-type: none"> • high standards are promoted actively • the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development • the leadership inspires and supports a shared commitment to improvement and the capacity to succeed • educational priorities are supported by careful financial management and finances are used effectively • employee contracts • employee evaluation procedures 	+		+	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):			3	
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
2.1 Educational Performance. The Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes. Verify the Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes.			X	
<ul style="list-style-type: none"> • the school's results in state and other tests and how these compare with the state or national averages • whether the school is showing improvement in standards attained • whether the school sets challenging goals and is on course to meet or exceed them Verify Charter School is meeting API growth targets (if applicable), AYP targets and CELDT scores. Evaluate:	√		√	
<ul style="list-style-type: none"> • how much progress the students have made during their time in school and during any given grade 	√		√	

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> • progress of students with special educational needs 				✓
<ul style="list-style-type: none"> • progress of students who are potentially higher attaining 				✓
<ul style="list-style-type: none"> • whether students whose home language is additional to English, are making progress 				✓
<ul style="list-style-type: none"> • whether there are any significant differences in the standards achieved by students of different subgroups especially by: gender, ethnic background, or socially-economically disadvantaged students 				✓
<ul style="list-style-type: none"> • verify that student achievement data is regularly reported to staff and parents 				✓
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p> <p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p>			X	
<ul style="list-style-type: none"> • provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 				✓
<ul style="list-style-type: none"> • has effective strategies and programs for literacy and numeracy 				✓
<ul style="list-style-type: none"> • provides enrichment through its extra-curricular provision, including support for learning outside the school 				✓
<ul style="list-style-type: none"> • is designed to work towards achievement of the school's mission 				✓
<ul style="list-style-type: none"> • has effective arrangements for assessing and recording student attainments and progress 				✓
Evaluate the quality of teaching and its impact by the extent to which teachers:				
<ul style="list-style-type: none"> • adapt teaching style appropriately to meet the needs of all students 				✓
<ul style="list-style-type: none"> • are competent in teaching literacy, numeracy, and discipline-specific content in history and science 				✓
<ul style="list-style-type: none"> • support students to apply learning across subjects 				✓
<ul style="list-style-type: none"> • plan effectively 				✓
<ul style="list-style-type: none"> • use a range of strategies for different learning styles 				✓
<ul style="list-style-type: none"> • set clear objectives which can be seen in lessons 				✓
<ul style="list-style-type: none"> • have high expectations for all students 				✓
<ul style="list-style-type: none"> • use time well 				✓

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE				
<ul style="list-style-type: none"> • use support staff and other resources effectively 			+	4
<ul style="list-style-type: none"> • use technology to support teaching and learning 			√	
<ul style="list-style-type: none"> • are consistent and effective in behavior management strategies 			+	
<ul style="list-style-type: none"> • assess students' work thoroughly and use assessments to develop student learning 			√	
<ul style="list-style-type: none"> • use homework effectively to reinforce and/or extend what is learned in school 			√	
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> • are enabled to learn independently 			√	
<ul style="list-style-type: none"> • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 			√	
<ul style="list-style-type: none"> • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work 			√	
<ul style="list-style-type: none"> • maintain a sense of commitment to and enjoyment of their work 			+	
<ul style="list-style-type: none"> • persevere and complete task when difficulties arise 			√	
<ul style="list-style-type: none"> • concentrate and remain on task during lessons 			√	
<ul style="list-style-type: none"> • work well together and collaborate effectively when appropriate 			√	
<ul style="list-style-type: none"> • set high expectations for themselves and what they can achieve 			√	
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.				
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board.				
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.				
			n/a	
			X	
			√	

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.			√	
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.			√	
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.			√	
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.		X		
Verify that the Charter School is:				
<ul style="list-style-type: none"> • actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including "search and find" processes 			√	
<ul style="list-style-type: none"> • providing special education programs and services in accordance with students' IEPs 			√	
<ul style="list-style-type: none"> • participating, as necessary, in a SELPA 			√	
<ul style="list-style-type: none"> • providing Special Education training for staff 			√	
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.			n/a	
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value			n/a	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):			3	
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				

Charter Oversight Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
<p>3.1 Budget. The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.</p> <p>Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.</p> <ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements • the school's financial practices are codified in the form of policies and processes approved by the board • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended • realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 			X	
<p>3.2 Oversight Costs. The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.</p> <p>Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.</p> <p>3.3 Audits. The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p> <p>Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.</p>			X	√

Charter Oversight Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
<p>3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.</p> <p>Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.</p>			X	
<p>3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.</p> <p>Verify that the Charter School has filed an unaudited financial report.</p>				X
				+
<p>OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):</p>				3
<p>Areas of particular strength: (see cover letter)</p>				
<p>Areas recommended for improvement or in need of corrective action: (see cover letter)</p>				
<p>Other comments: (see cover letter)</p>				

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
<p>4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.</p> <p>Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:</p> <ul style="list-style-type: none"> • educational program • mission and vision • school site location and/or new sites • admissions 	n/a			
	n/a			
	n/a			
	n/a			
	n/a			
	n/a			

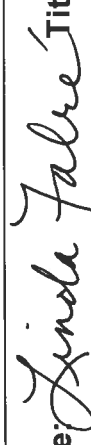
Charter Oversight Review

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
<ul style="list-style-type: none"> governance grades and/or grade levels served 	n/a			
4.2 Adherence to the Charter			X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.			√	
4.3 Renewal	n/a			
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.	n/a			
<ul style="list-style-type: none"> application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term application for <i>early renewal</i> shall be in accord with procedures outlined by the County 	n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):			3	
Areas of particular strength: (see cover letter)				
Areas recommended for improvement or in need of corrective action: (see cover letter)				
Other comments: (see cover letter)				

Charter Oversight Review

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Charter Oversight Evaluation Summary

Charter School: Norton Space and Aeronautics Academy	Annual review - \checkmark Renewal Other:
Evaluation Judgments	Rating (good / satisfactory / unsatisfactory / poor)
1. Governance and Organizational Management – being effectively led and managed	Satisfactory 3
2. Educational Performances – providing a sound education for all of its students	Satisfactory 3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory 3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	Satisfactory 3
Overall Judgment – the quality of the provision provided	Satisfactory 3
Areas of particular strength: (see cover letter)	
Areas recommended for improvement or in need of corrective action: (see cover letter)	
Comments / recommendations: (see cover letter)	
Details of Person completing form:	
Name: Linda Fabré	Signature: 
	Title: Director, Risk Management Services
	Date: 5/23/14

Norton Space and Aeronautic Academy SBCSS Spring Review 2014

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

**Corrected during the review*

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks. Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair. Yes No

Perimeter fences are installed as necessary and are in good repair. Yes No

Graffiti or other signs of vandalism to the building are absent. Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting. Yes No

Windows and doors are intact and in good repair. Yes No

Exterior stairs or handrails are in good repair. Yes No

Exits to buildings are free of obstructions. Yes No

Signage is adequate for traffic flow and for directions to school offices. Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized. Yes No

School site is substantially free of litter and clutter. Yes No

**Corrected during the review*

**Interior Entrances, Corridors,
and Stairs**

Comments

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

General: Vents excessively dirty.
C-Wing Boys RR: Two stall doors not functioning properly.
D-Wing Boys RR: One stall latch not functional;* one toilet not functioning properly.
D-Wing Girls RR: Stall latch not functioning properly.*
E-Wing Girls RR: One stall latch not functional.*

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

Floors, walls, and ceilings are clean; ceiling tiles are all intact.

Yes No

**Corrected during the review*

**Interior Entrances, Corridors,
and Stairs****Comments**

Halls and stairs are adequately lighted. Yes No

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building. Yes No

Interior is free of other hazards that could endanger student safety. Yes No

C5: Classroom excessively cluttered; difficult to maneuver around the room.
D3: A couple of ceiling tiles are bowing.

Classrooms**Comments**

Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.). Yes No

Desks, tables, and chairs are in good repair. Yes No

Space is provided to secure computers and other expensive electronic devices. Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures. Yes No

Gas, electrical, and water outlets and appliances are in good repair. Yes No

Front Office:
Drinking fountain not functional.

Classrooms have adequate lighting. Yes No

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation. Yes No

**Corrected during the review*

Additional Comments

**Corrected during the review*

NSAA Attendance Review

April 24, 2014

1. What attendance accounting system is used?

a. Compliant

Currently using Aeries software for attendance reporting, but will be transitioning to a new software next year.

2. The charter school has obtained approval of its attendance forms and procedures from the CDE in accord with EC 44809 and 5 CCR, Section 401.

a. Not applicable

Charter is exempt from CDE approval.

3. The staff person primarily responsible for attendance reporting is adequately trained.

a. Compliant

Sofia Martinez (Attendance Clerk, 2 years) performs the day to day activities for attendance reporting and was able to answer all attendance related questions. Sofia stated that she received attendance training and had a great support for any attendance related issues. Veronica Calderon (Registrar/Attendance) responsible for ADA reports and will review reporting at fall visit.

4. There are approved policies that address student attendance, including short-term independent study.

a. Compliant – Not applicable for Independent study

A parent/student handbook provided outlines the expectation of student attendance for both parents and students.

5. There is an approved charter school calendar.

a. Compliant

School calendars are included in the parent/student handouts and the charter website.

6. There is an approved class (bell) schedule.

a. Compliant

The approved class (bell) schedule is included in the parent/student handouts and the charter website.

7. There is a process to monitor compliance with the minimum instructional minute requirements.

a. Compliant with modification

b. Who is responsible? – Jim Quinn, Financial Officer

A process was not in place at time of visit. A spreadsheet was developed and submitted the next day with the instructional minute calculations. Though the spreadsheet did not account for the correct minimum days and parent/teacher conference, the instructional minute calculations were compliant. Lupita Girard (Principal) will maintain instructional minute calculations in the future.

NSAA Attendance Review

April 24, 2014

8. There are a minimum of 175 instructional days.

a. Compliant

School calendar in parent/teacher handouts and website exceed the minimum requirement. Charter does not have a collective bargaining group.

9. The charter school maintains a class list for all students.

a. Compliant

Aeries (attendance software) provides a list of students enrolled in each class for student attendance reporting. Weekly attendance signed and verified by teacher and monthly summary verified and signed by Principal.

10. Attendance is taken daily by an individual responsible for reporting attendance.

a. Compliant

Teacher takes daily attendance and verifies and signs weekly attendance reports. Sofia (attendance clerk) tracks the submission of daily attendance and weekly reports by teachers.

11. Absences are excluded from the apportionment days.

a. Compliant at entry level

Absences are reported daily in Aeries by teacher and the attendance clerk updates information in Aeries. Verification of attendance reporting at fall visit.

12. There is a process to compile school wide average daily attendance (ADA).

a. Compliant at entry level

Aeries (attendance software) has established reports for the calculation of ADA reporting verification at fall visit.

13. ADA has been claimed only for teachers who hold an appropriate certificate, permit or other document issued by the CTC. [EC 47605(I)]

Unable to verify at school site. Cheryl Dale at main office is responsible for certificate verification and will review at fall visit.

Completed by Sylvia Morales, Accountant Internal Business



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

January 22, 2014

Ms. Guadalupe Girard, Principal
Mr. Gordon Soholt, Chief Academic Officer
Norton Space and Aeronautics Academy
503 East Central Avenue
San Bernardino, CA 92408

Dear Ms. Girard and Mr. Soholt,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On December 5, 2013, SBCSS conducted its fall review of NSAA. The SBCSS Charter Oversight Committee consists of Linda Fabr , Director of Risk Management Services; Dr. Beth Higbee, Assistant Superintendent of Education Support Services; Andrea Tennyson, Fiscal Analyst II of Business Services; and Caren Keele, Williams Specialist of Governance/Legislative Services.

In conducting the evaluation of NSAA's governance and organizational management, the Charter Oversight Committee verified the requirements of these areas are being met. Dr. Higbee recommended that their administration meet regarding the Local Control Accountability Plan; orientations are being held by region beginning January 2014. Administration shared that the school now has a site dedicated counselor and psychologist as well as a full-time Parent Center. Also observed were the expanded parking and drop-off areas, the relocated library, as well as additional classrooms for middle school classes which included lab science furniture.

In addition to NSAA's desire to change their name to reflect the school's primary mission and identity as a Dual Immersion school expressed during the Spring Review, there has been staff consideration of modifying the school's grade range to K-8 in lieu of its original design as a K-12. NSAA is encouraged to ensure there is further deliberation by its board, staff and parents prior to an official proposal coming to SBCSS and the County Board.

The middle school grade level expansion for grades 5, 6, and 7 did occur this year and NSAA continues to add resources to the campus. They now have a growing library and have developed the opportunity for students to participate in visual and performing arts instruction at least once a week. Additionally, they now offer opportunities for students to participate on a student council.

Further, their infrastructure of support from staff continues to develop with a counselor creating presentations on bullying and campus aides trained on character development. Thirty teachers have been trained in the Love and Logic model for building a safe and healthy environment for students on campus.

The GLAD model for developing language skills continues to be used campus wide, and there is evidence of teacher shared planning and collaboration when walking from classroom to classroom. Thinking maps are regularly present in student work.

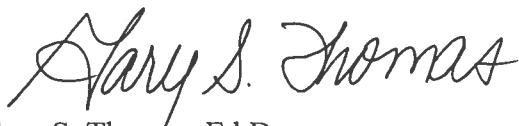
In regard to curriculum, it will be critical for teachers to launch Common Core State Standards (CCSS) lessons and units soon, so that students and teachers, and parents, as well, experience some degree of comfort during the field test this spring. At this time teachers are learning about the standards and strategies for instruction. It is important for them to begin to try out techniques they have been exploring, to take on the four levels of depth and knowledge in instruction, and to infuse CCSS content directly into their lessons.

In regards to fiscal operations, requirements are being met and NSAA continues to be commended for their timely submission of financial reports to SBCSS.

The purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU.

On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit. It is evident that NSAA is working diligently to promote student achievement.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Fall Facilities Review Form

cc: Dr. Jeff Lewis, Board President, Norton Space and Aeronautics Academy
Mr. Richard Piercy, President and CEO, Lewis Center for Educational Research
Ms. Linda Fabré, SBCSS Director, Risk Management Services
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Mr. Chris Cox, SBCSS Director, Internal Business

Norton Space and Aeronautic Academy SBCSS Fall Review 2013

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

Student restrooms are dirty and not maintained regularly.

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks.

Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair.

Yes No

Kinder Play Structure: (top level step) material covering riser worn and separating exposing underlying components

Perimeter fences are installed as necessary and are in good repair.

Yes No

Graffiti or other signs of vandalism to the building are absent.

Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting.

Yes No

Windows and doors are intact and in good repair.

Yes No

Exterior stairs or handrails are in good repair.

Yes No

Exits to buildings are free of obstructions.

Yes No

Signage is adequate for traffic flow and for directions to school offices.

Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.

Yes No

School site is substantially free of litter and clutter.

Yes No

**Interior Entrances, Corridors,
and Stairs**

Comments

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

**Interior Entrances, Corridors,
and Stairs**

Comments

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

General: Stall latches (replacements) were installed too high and are not easily accessible to students.

Kinder Boys RR: Active water leak. Flooring damaged and uneven due to reoccurrence. One urinal not working; sharp edges from surface damage exposed on stall partitions.

D-Wing Boys RR: One urinal not working; one stall latch not functional (corrected).

D-Wing Girls RR: Second stall latch not functioning properly.

E-Wing Girls RR: One stall latch not functional; one toilet not functional; one dispenser not stocked with soap.

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

**Interior Entrances, Corridors,
and Stairs****Comments**

Floors, walls, and ceilings are clean; ceiling tiles are all intact.

Yes No

Halls and stairs are adequately lighted.

Yes No

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.

Yes No

Interior is free of other hazards that could endanger student safety.

Yes No

G3: Student and staff trip hazard due to laptops being charged at all student desks during class.

Classrooms**Comments**

Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.).

Yes No

Desks, tables, and chairs are in good repair.

Yes No

Space is provided to secure computers and other expensive electronic devices.

Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures.

Yes No

Gas, electrical, and water outlets and appliances are in good repair.

Yes No

Classrooms have adequate lighting.

Yes No

Classrooms**Comments**

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.

Yes No

Additional Comments

Charter Oversight Review
ATTACHMENT D: Charter Oversight Evaluation Form

The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- | | | |
|---|---|-----------------------|
| 4 | - | Good |
| 3 | - | Satisfactory |
| 2 | - | Unsatisfactory |
| 1 | - | Poor |

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process;** however the following general guidelines should be consistently applied.

- An evaluation of **good** applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of **good** represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review

- without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
 - An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
 - An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			X	
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.			√	
<ul style="list-style-type: none"> • list/roster of governing board members • charts/descriptions of board roles and responsibilities 			√	
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			X	
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).			√	
<ul style="list-style-type: none"> • corporate papers including articles of incorporation • board-approved bylaws • board norms 			√	

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

	1	2	3	4
➤ Office of Civil Rights compliance				+
➤ Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.				+
Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.				+
• are a diverse, committed, representative body whose members and actions enhance the credibility of the school				+
• understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals				+
• assist annually in evaluating the professional performance of the school leader				+
• hold themselves accountable for maintaining the health, vitality and sustainability of the school				+
• provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community				+
• continuously help to refine and define the organization's mission, vision, and direction				+
• review the school's finances on a regular basis and provide fiscal advice and guidance				+
• hold the school accountable for fulfilling the terms of its charter				+
1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.			X	
Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.				+
Evaluate the extent to which:				
• parents/guardians are satisfied with what the school provides and achieves				√
• parents/guardians are provided with quality information about the school				√-
• links with parents/guardians contribute effectively to students' learning at school and at home				+
• parents/guardians are given accessible and relevant information about their child's progress				+
• links with the community are developing and are used to benefit the students				√
1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.				X

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.			√	
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization [(EMO), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.			√	
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 			+	
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 			√	
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 			√	
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 			+	
<ul style="list-style-type: none"> • facility use agreement(s) 			√	
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 			+	
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.); 			√	
<ul style="list-style-type: none"> • EMO and third-party management contracts 			n/a	
<ul style="list-style-type: none"> • CBEDS data 			√	
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 			√	
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 			√	
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met:			√	X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:			√	
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 			√	
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 			√	
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 			√	
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 			√	
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 			√	

Charter Oversight Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT				1	2	3	4
<ul style="list-style-type: none"> high standards are promoted actively 	✓						
<ul style="list-style-type: none"> the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development 	✓						
<ul style="list-style-type: none"> the leadership inspires and supports a shared commitment to improvement and the capacity to succeed 	+						
<ul style="list-style-type: none"> educational priorities are supported by careful financial management and finances are used effectively 	✓						
<ul style="list-style-type: none"> employee contracts 	+						
<ul style="list-style-type: none"> employee evaluation procedures 	+						
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):						3	
Areas of particular strength: (see cover letter)							
Areas recommended for improvement or in need of corrective action: (see cover letter)							
Other comments:							
Continue to work with parents – vetting the necessary information before proposing critical decisions that affect the community.							
CATEGORY 2: EDUCATIONAL PERFORMANCE				1	2	3	4
2.1 Educational Performance. The Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes.						X	
Verify the Charter School has clear measurable outcomes and data that supports how well students are doing in meeting outcomes.				✓			
<ul style="list-style-type: none"> the school's results in state and other tests and how these compare with the state or national averages 				✓			
<ul style="list-style-type: none"> whether the school is showing improvement in standards attained 				✓			
<ul style="list-style-type: none"> whether the school sets challenging goals and is on course to meet or exceed them 				✓			
Verify Charter School is meeting API growth targets (if applicable), AYP targets and CELDT scores. Evaluate:				✓			
<ul style="list-style-type: none"> how much progress the students have made during their time in school and during any given grade 				✓			

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE				1	2	3	4
<ul style="list-style-type: none"> • progress of students with special educational needs 			✓				
<ul style="list-style-type: none"> • progress of students who are potentially higher attaining 			✓				
<ul style="list-style-type: none"> • whether students whose home language is additional to English, are making progress 			✓				
<ul style="list-style-type: none"> • whether there are any significant differences in the standards achieved by students of different subgroups especially by: gender, ethnic background, or socially-economically disadvantaged students 			✓				
<ul style="list-style-type: none"> • verify that student achievement data is regularly reported to staff and parents 			✓				
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p>					X		
<p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p>			✓				
<ul style="list-style-type: none"> • provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 			✓				
<ul style="list-style-type: none"> • has effective strategies and programs for literacy and numeracy 			✓				
<ul style="list-style-type: none"> • provides enrichment through its extra-curricular provision, including support for learning outside the school 			✓				
<ul style="list-style-type: none"> • is designed to work towards achievement of the school's mission 			✓				
<ul style="list-style-type: none"> • has effective arrangements for assessing and recording student attainments and progress 			✓				
<p>Evaluate the quality of teaching and its impact by the extent to which teachers:</p>							
<ul style="list-style-type: none"> • adapt teaching style appropriately to meet the needs of all students 			✓				
<ul style="list-style-type: none"> • are competent in teaching literacy, numeracy, and discipline-specific content in history and science 			✓				
<ul style="list-style-type: none"> • support students to apply learning across subjects 			✓				
<ul style="list-style-type: none"> • plan effectively 			✓				
<ul style="list-style-type: none"> • use a range of strategies for different learning styles 			✓				
<ul style="list-style-type: none"> • set clear objectives which can be seen in lessons 			✓				
<ul style="list-style-type: none"> • have high expectations for all students 			✓				
<ul style="list-style-type: none"> • use time well 			✓				

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE				1	2	3	4
<ul style="list-style-type: none"> • use support staff and other resources effectively 	+						
<ul style="list-style-type: none"> • use technology to support teaching and learning 	√						
<ul style="list-style-type: none"> • are consistent and effective in behavior management strategies 	+						
<ul style="list-style-type: none"> • assess students' work thoroughly and use assessments to develop student learning 	√						
<ul style="list-style-type: none"> • use homework effectively to reinforce and/or extend what is learned in school 	√						
Evaluate the positive impact on student learning by the extent to which students:							
<ul style="list-style-type: none"> • are enabled to learn independently 	√						
<ul style="list-style-type: none"> • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 	√						
<ul style="list-style-type: none"> • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work 	√						
<ul style="list-style-type: none"> • maintain a sense of commitment to and enjoyment of their work 	+						
<ul style="list-style-type: none"> • persevere and complete task when difficulties arise 	√						
<ul style="list-style-type: none"> • concentrate and remain on task during lessons 	√						
<ul style="list-style-type: none"> • work well together and collaborate effectively when appropriate 	√						
<ul style="list-style-type: none"> • set high expectations for themselves and what they can achieve 	√						
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.							
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board.							
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.							
√							

Charter Oversight Review

CATEGORY 2: EDUCATIONAL PERFORMANCE		1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.		√			
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.		√			
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.		√			
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.		X			
Verify that the Charter School is:					
<ul style="list-style-type: none"> • actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including "search and find" processes 		√			
<ul style="list-style-type: none"> • providing special education programs and services in accordance with students' IEPs 		√			
<ul style="list-style-type: none"> • participating, as necessary, in a SELPA 		√			
<ul style="list-style-type: none"> • providing Special Education training for staff 		√			
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.				n/a	
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value				n/a	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):					3
Areas of particular strength: (see cover letter)					
Areas recommended for improvement or in need of corrective action: (see cover letter)					
Other comments: (see cover letter)					

Charter Oversight Review

CATEGORY 3: FISCAL OPERATIONS				1	2	3	4
<p>3.1 Budget. The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.</p>						X	
<p>Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.</p>						✓	
<ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes 						+	
<ul style="list-style-type: none"> • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls 						✓	
<ul style="list-style-type: none"> • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments 						✓	
<ul style="list-style-type: none"> • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed 						✓	
<ul style="list-style-type: none"> • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought 						✓	
<ul style="list-style-type: none"> • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements 						+	
<ul style="list-style-type: none"> • the school's financial practices are codified in the form of policies and processes approved by the board 						✓	
<ul style="list-style-type: none"> • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed 						n/a	
<ul style="list-style-type: none"> • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school 						+	
<ul style="list-style-type: none"> • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures 						+	
<ul style="list-style-type: none"> • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended 						+	
<ul style="list-style-type: none"> • realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 						n/a	
<p>3.2 Oversight Costs. The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.</p>						X	
<p>Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.</p>						✓	
<p>3.3 Audits. The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p>						X	
<p>Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.</p>						✓	

Charter Oversight Review


CATEGORY 3: FISCAL OPERATIONS		1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.			X		
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.	√				
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.				X	
Verify that the Charter School has filed an unaudited financial report.				+	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):					
Areas of particular strength: (see cover letter)				3	
Areas recommended for improvement or in need of corrective action: (see cover letter)					
Other comments: (see cover letter)					
CATEGORY 4: FULFILLING CHARTER TERMS					
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.		n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:		n/a			
<ul style="list-style-type: none"> • educational program 		n/a			
<ul style="list-style-type: none"> • mission and vision 		n/a			
<ul style="list-style-type: none"> • school site location and/or new sites 		n/a			
<ul style="list-style-type: none"> • admissions 		n/a			

Charter Oversight Review

CATEGORY 4: FULFILLING CHARTER TERMS					1	2	3	4
	•	governance			n/a			
	•	grades and/or grade levels served			n/a		X	
4.2 Adherence to the Charter							X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.							√	
4.3 Renewal					n/a			
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.					n/a			
	•	application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term			n/a			
	•	application for <i>early renewal</i> shall be in accord with procedures outlined by the County			n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):							3	
Areas of particular strength: (see cover letter)								
Areas recommended for improvement or in need of corrective action: (see cover letter)								
Other comments: (see cover letter)								

Charter Oversight Review

Charter Oversight Evaluation Summary

Charter School: Norton Space and Aeronautics Academy		Annual review - <input checked="" type="checkbox"/> Renewal Other:
Evaluation Judgments		
1. Governance and Organizational Management – being effectively led and managed	(good / satisfactory / unsatisfactory / poor) Satisfactory	Grade (1 / 2 / 3 / 4) 3
2. Educational Performance – providing a sound education for all of its students	Satisfactory	3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory	3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	Satisfactory	3
Overall Judgment – the quality of the provision provided	Satisfactory	3
Areas of particular strength: (see cover letter)		
Areas recommended for improvement or in need of corrective action: (see cover letter)		
Comments / recommendations: (see cover letter)		
Details of Person completing form: Name: Linda Fabré Signature:  Title: Director, Risk Management Services Date: 1/22/14		

Charter Oversight Review

Charter Oversight Evaluation Summary


Charter School: Norton Space and Aeronautics Academy	Annual review - <input checked="" type="checkbox"/> Renewal Other:
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Evaluation Judgments	Rating <small>(good / satisfactory / unsatisfactory / poor)</small>	Grade <small>(1 / 2 / 3 / 4)</small>
1. Governance and Organizational Management – being effectively led and managed	Satisfactory	3
2. Educational Performance – providing a sound education for all of its students	Satisfactory	3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory	3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	Satisfactory	3
Overall Judgment – the quality of the provision provided	Satisfactory	3

Areas of particular strength: (see cover letter)

Areas recommended for improvement or in need of corrective action: (see cover letter)

Comments / recommendations: (see cover letter)

Details of Person completing form: Name: Linda Fabré	Signature: 	Title: Director, Risk Management Services
		Date: 1/22/14

May 29, 2015

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

Dear Ms. Girard,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On April 15, 2015, SBCSS conducted its spring review of NSAA.

The SBCSS Charter Oversight Committee consists of Linda Fabré, Director of Risk Management Services; Dr. Beth Higbee, Assistant Superintendent of Education Support Services; Jenny Teresi, Senior Manager/Liaison, Credential Services; Andrea Tennyson, Manager, Fiscal Services; Amber Arias, Accounting Manager; Sylvia Morales, Accountant, Internal Business; Caren Keele, Williams Specialist; and Angel Arrington, Business Services Project Manager.

Based on continual review of NSAA's governance and organizational management, it is evident that the Governing Board is very involved in the oversight operations of the school. They are very active in securing options for promoting student enrollment to sustain the high school grades in the future at NSAA. The County Office is aware of a few parent concerns filed with outside agencies. Because of the confidentiality of the allegations and the charter school's legal review, we are relying on NSAA to address each issue and resolve all conflicts comprehensively to meet the needs of the agencies and parents.

In regards to the school's educational performance, the committee was able to visit all grade levels, and a majority of the classrooms. The committee reported the following observations:

We were able to see students and teachers in action, and the dual language program actively in progress, in accordance with the guidelines that have been established for content areas, and time allotments in regard to each language.

The tone and school climate were highly positive. Uniform policy is clearly being adhered to. Students exhibited outstanding behavior both within the classroom and in the halls and playing grounds. In several of the classrooms, student "greeter" roles have been established, and in all classrooms, students were ready to explain their activities and to share their work with visitors. The principal indicated that the Love and Logic character education program is being used across the school. The tenets of the program are posted in almost every classroom, across the grade levels.

The classroom environments are generally inviting, and are filled with information regarding student learning. Student libraries are evident; manipulatives are increasingly present, as are bulletin board supplies. The school is clearly becoming an established entity, and the school and teachers are accumulating useful classroom materials.

Classroom walls contain much learning support materials. GLAD support material, of course, is abundant, well organized, and highly visible, as is content in both Spanish and English. Mind Maps were evident in many classrooms. Unfortunately, student work is much less present in this visit than in past visits. It was seen in several classrooms, sometimes all the way through the steps of the writing process, but student writing, in particular, was not as evident. An excellent alternative to posted student writing is highly accessible portfolios of collected and organized student writing. Again, while these were evident in some classrooms, they were not readily evident or organized so as to highlight students' best efforts.

Instruction in these dual immersion programs is highly interactive—between teacher and students, and student to student. Students across the classrooms were seated in pods to enhance dialogue. In one classroom, students were providing presentations to their classes, and responding to questions on the selected topic from their peers. Project-based learning, performance tasks, key mathematics practices among other aspects of our rigorous California Common Core State Standards (CCSS) were not as evident as they need to be at this time. While there were key locations where we could see this, such as the middle school science setting, strategies for rigorous engagement and a focus on intensifying relevance for students was not broadly visible. As opportunities for professional development and teacher collaboration time are available, common core lessons and units would be a valuable focus, among the school's other priorities.

Additionally, in regards to fiscal operations, NSAA continues to be commended for their timely submission of financial reports to SBCSS. Please see the enclosures for additional information regarding evaluation in the applicable oversight categories. Attendance findings will be provided in the fall review report.

As you know, the purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU. On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit.

Sincerely,



Ted Alejandre
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Spring Review Facilities Evaluation
LCAP Goal Development Handout

cc: Mr. Scott Johnson, Board President, Norton Space and Aeronautics Academy
Mr. Gordon Soholt, President and CEO, Lewis Center for Educational Leadership
Ms. Linda Fabr , SBCSS Director, Risk Management Services
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Ms. Jenny Teresi, Senior Manager/Liaison, Credential Services
Mr. Chris Cox, SBCSS Director, Internal Business

Charter Oversight Review – Spring Review

ATTACHMENT D: Charter Oversight Evaluation Form

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The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- 4 - Good
- 3 - Satisfactory
- 2 - Unsatisfactory
- 1 - Poor

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process;** however the following general guidelines should be consistently applied.

- An evaluation of **good** applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of **good** represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review – Spring Review

- without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
 - An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
 - An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				X	
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				√	
<ul style="list-style-type: none"> • list/roster of governing board members • charts/descriptions of board roles and responsibilities 				√	
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				X	
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				√	
<ul style="list-style-type: none"> • corporate papers including articles of incorporation • board-approved bylaws • board norms 				√	
				√	
				√	

Charter Oversight Review – Spring Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
<p>1.3 Governing Board Activities. The Charter School's governing board shall maintain active and effective control of the Charter School. The governing board shall meet regularly and its meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p>					
<p>Verify that the Charter School's governing board is meeting regularly and that its meetings are held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p>					
<ul style="list-style-type: none"> • The board complies with all legal responsibilities and charter mandates, provides support for the school's mission, offers sound fiduciary guidance, and initiates and/or reviews and adopts policies that contribute to the sustainability of the school. 					+
<ul style="list-style-type: none"> • governing board meeting dates 					+
<ul style="list-style-type: none"> • agendas, including verification of public posting 					+
<ul style="list-style-type: none"> • meeting minutes 					+
<ul style="list-style-type: none"> • Brown Act training as verified by charter counsel 					+
<ul style="list-style-type: none"> • board resolutions and board-adopted policies and regulations: 					+
<ul style="list-style-type: none"> ➤ conflict of interest 					+
<ul style="list-style-type: none"> ➤ Handbooks – Parent, Student, Employee 					+
<ul style="list-style-type: none"> ➤ student discipline and due process 					+
<ul style="list-style-type: none"> ➤ employee discipline and due process 					+
<ul style="list-style-type: none"> ➤ parent complaint resolution and due process 					+
<ul style="list-style-type: none"> ➤ internal controls policies and related forms and systems (e.g., purchase order requests, job descriptions explaining scope of financial management responsibilities and independent audit review of internal controls or comments on appropriateness of existing internal controls policies) 					+
<ul style="list-style-type: none"> ➤ bank signature authorizations, etc. 					+
<ul style="list-style-type: none"> ➤ harassment – student, staff 					+
<ul style="list-style-type: none"> ➤ Safety Plan (including natural disasters, crisis response, campus violence, threats, evacuation procedures, hostage situations, hazardous materials spills, and emergency preparedness policies/manuals/guides, and records of emergency preparedness training) 					+
<ul style="list-style-type: none"> ➤ immunization and tuberculosis records 					+
<ul style="list-style-type: none"> ➤ Family Educational Rights and Privacy Act – policy and notices 					+
<ul style="list-style-type: none"> ➤ Section 504 compliance 					+

Charter Oversight Review – Spring Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
➤	Office of Civil Rights compliance				+
➤	Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.				+
Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.					+
•	are a diverse, committed, representative body whose members and actions enhance the credibility of the school				+
•	understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals				+
•	assist annually in evaluating the professional performance of the school leader				+
•	hold themselves accountable for maintaining the health, vitality and sustainability of the school				+
•	provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community				+
•	continuously help to refine and define the organization's mission, vision, and direction				+
•	review the school's finances on a regular basis and provide fiscal advice and guidance				+
•	hold the school accountable for fulfilling the terms of its charter				+
1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.				X	
Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.				√	
Evaluate the extent to which:					
•	parents/guardians are satisfied with what the school provides and achieves				√
•	parents/guardians are provided with quality information about the school				√
•	links with parents/guardians contribute effectively to students' learning at school and at home				√
•	parents/guardians are given accessible and relevant information about their child's progress				√
•	links with the community are developing and are used to benefit the students				√
1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.				X	

Charter Oversight Review – Spring Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.				✓
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization (EMO)), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.				✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 				✓
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 				✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 				✓
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 				✓
<ul style="list-style-type: none"> • facility use agreement(s) 				✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 				✓
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.); 				✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 				n/a
<ul style="list-style-type: none"> • CBEDS data 				✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 				✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 				✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.				X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:				
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 				✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 				✓
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 				✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 				✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 				✓

Charter Oversight Review – Spring Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<ul style="list-style-type: none"> • high standards are promoted actively • the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development • the leadership inspires and supports a shared commitment to improvement and the capacity to succeed • educational priorities are supported by careful financial management and finances are used effectively • employee contracts • employee evaluation procedures 	✓			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):	3			
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: See cover letter.				
Other comments: See cover letter.				

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
2.1 Educational Performance. The Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.			X	
Verify the Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.				
<ul style="list-style-type: none"> • The school's results in state and other tests and how these compare with the state or national averages. Please note there is no data to view for this visit • Whether the school is showing improvement in standards attained through measures other than standardized tests. • Whether the school sets challenging goals and is on course to meet or exceed them, using data to measure progress. • The standards and objectives across all classrooms are grade level appropriate to provide student with appropriate learning opportunities. • Lessons are engaging and students are participative enough that they can summarize what they are doing and why. 	n/a			
			✓	
			✓	
			✓	
			✓	

Charter Oversight Review – Spring Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> Lessons and objectives are tied to the California Common Core State Standards (CCSS). 				✓
<ul style="list-style-type: none"> Main points of lessons are explained, reinforced, repeated and summarized in multiple ways, such as using illustrations and/or examples to ensure that all students are successful, or it is clear where reteaching needs to occur. 				✓
<ul style="list-style-type: none"> Visual demonstrations are provided with supporting tools such as technology, whiteboard visuals, thinking maps, graphs, charts, handouts, etc. 				✓
<ul style="list-style-type: none"> Multiple instructional strategies are employed to differentiate support for each student. 				✓
<ul style="list-style-type: none"> The implementation of the Common Core State Standards are evident in the strategies used in classrooms school wide, and project-based learning and performance tasks are regularly incorporated into the students' educational experience. 				✓
<ul style="list-style-type: none"> Student learning skills and activities that support student success in the CCSS and 21st Century Skills, such as assignments requiring: close reading of narrative and expository text, collaborative conversations, depth of knowledge at levels three and four, real world experiences, critical thinking in the use of the internet, as well as computer technical skills occur regularly in every classroom. 				✓
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p> <p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p>				X
<ul style="list-style-type: none"> provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 				✓
<ul style="list-style-type: none"> has effective strategies and programs for literacy and numeracy 				✓
<ul style="list-style-type: none"> provides enrichment through its extra-curricular provision, including support for learning outside the school 				✓
<ul style="list-style-type: none"> is designed to work towards achievement of the school's mission 				✓
<ul style="list-style-type: none"> has effective arrangements for assessing and recording student attainments and progress 				✓
Evaluate the quality of teaching and its impact by the extent to which teachers:				
<ul style="list-style-type: none"> adapt teaching style appropriately to meet the needs of all students 				✓
<ul style="list-style-type: none"> are competent in teaching literacy, numeracy, and discipline-specific content in history and science 				✓
<ul style="list-style-type: none"> support students to apply learning across subjects 				✓
<ul style="list-style-type: none"> plan effectively 				✓
<ul style="list-style-type: none"> use a range of strategies for different learning styles 				✓
<ul style="list-style-type: none"> set clear objectives which can be seen in lessons 				✓

Charter Oversight Review – Spring Review

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> • have high expectations for all students 			√	
<ul style="list-style-type: none"> • use time well 			√	
<ul style="list-style-type: none"> • use support staff and other resources effectively 			+	
<ul style="list-style-type: none"> • use technology to support teaching and learning 			√	
<ul style="list-style-type: none"> • are consistent and effective in behavior management strategies 			+	
<ul style="list-style-type: none"> • assess students' work thoroughly and use assessments to develop student learning 			√	
<ul style="list-style-type: none"> • use homework effectively to reinforce and/or extend what is learned in school 			√	
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> • are enabled to learn independently 			√	
<ul style="list-style-type: none"> • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 			√	
<ul style="list-style-type: none"> • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work 			√	
<ul style="list-style-type: none"> • maintain a sense of commitment to and enjoyment of their work 			√	
<ul style="list-style-type: none"> • persevere and complete task when difficulties arise 			√	
<ul style="list-style-type: none"> • concentrate and remain on task during lessons 			√	
<ul style="list-style-type: none"> • work well together and collaborate effectively when appropriate 			√	
<ul style="list-style-type: none"> • set high expectations for themselves and what they can achieve 			√	
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.				
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board.				
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.				
			n/a	
			X	
			√	

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CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.			√	
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.			√	
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.			√	
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.			X	
Verify that the Charter School is:				
<ul style="list-style-type: none"> actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including "search and find" processes 			√	
<ul style="list-style-type: none"> providing special education programs and services in accordance with students' IEPs 			√	
<ul style="list-style-type: none"> participating, as necessary, in a SELPA 			√	
<ul style="list-style-type: none"> providing Special Education training for staff 			√	
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.			n/a	
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value			n/a	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):			3	
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: See cover letter and LCAP Goal Development as a possible useful tool.				
Other comments: See cover letter.				

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CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
<p>3.1 Budget. The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.</p> <p>Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.</p> <ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements • the school's financial practices are codified in the form of policies and processes approved by the board 			X	
<ul style="list-style-type: none"> • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended • realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 				✓
<p>3.2 Oversight Costs. The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.</p> <p>Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.</p>			X	✓
<p>3.3 Audits. The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p> <p>Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.</p>			X	+

Charter Oversight Review – Spring Review

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.			X	
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.			√	
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.			X	
Verify that the Charter School has filed an unaudited financial report.			+	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):			3	
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: See cover letter.				
Other comments: See cover letter.				

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.	n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:	n/a			
• educational program	n/a			
• mission and vision	n/a			
• school site location and/or new sites	n/a			
• admissions	n/a			


Charter Oversight Review – Spring Review

CATEGORY 4: FULFILLING CHARTER TERMS		1	2	3	4
• governance		n/a			
• grades and/or grade levels served		n/a			
4.2 Adherence to the Charter				X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.					√
4.3 Renewal		n/a			
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.		n/a			
• application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term		n/a			
• application for <i>early renewal</i> shall be in accord with procedures outlined by the County		n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):					
Areas of particular strength: See cover letter.					
Areas recommended for improvement or in need of corrective action: See cover letter.					
Other comments: See cover letter.					

Charter Oversight Review – Spring Review

Charter Oversight Evaluation Summary

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Charter School: Norton Space and Aeronautics Academy	Annual review - ✓ Renewal Other:	
Evaluation Judgments		
1. Governance and Organizational Management – being effectively led and managed	Rating (good / satisfactory / unsatisfactory / poor) Satisfactory	Grade (1 / 2 / 3 / 4) 3
2. Educational Performance – providing a sound education for all of its students	Satisfactory	3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory	3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	n/a	n/a
Overall Judgment – the quality of the provision provided	Satisfactory	3
Areas of particular strength: See cover letter.		
Areas recommended for improvement or in need of corrective action: See cover letter.		
Comments / recommendations: See cover letter.		
Details of Person completing form:		
Name: Linda Fabré	Signature: 	Title: Director, Risk Management Services Date: 5/28/15

Norton Space and Aeronautic Academy SBCSS Spring Review 2015

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Corrected during the review*

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

Garden: Unsecured gardening supplies pose a safety hazard.*

**Corrected during the review*

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks.

Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair.

Yes No

Grounds: Standing water on hardscape areas.

Perimeter fences are installed as necessary and are in good repair.

Yes No

Athletic Field:
Sections of fencing are damaged and unsecured.

Graffiti or other signs of vandalism to the building are absent.

Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting.

Yes No

Windows and doors are intact and in good repair.

Yes No

Exterior stairs or handrails are in good repair.

Yes No

Exits to buildings are free of obstructions.

Yes No

Signage is adequate for traffic flow and for directions to school offices.

Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.

Yes No

School site is substantially free of litter and clutter.

Yes No

**Corrected during the review*

**Interior Entrances, Corridors,
and Stairs**

Comments

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

Front Office: Fire extinguisher out of date and inaccessible to staff.

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

C, D, & E Wing Restrooms (Boys & Girls): Exhaust vents excessively dirty.

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

Floors, walls, and ceilings are clean; ceiling tiles are all intact.

Yes No

Halls and stairs are adequately lighted.

Yes No

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.

Yes No

**Corrected during the review*

**Interior Entrances, Corridors,
and Stairs****Comments**

Interior is free of other hazards that could endanger student safety.

Yes No

C1, C2, D8, E4:
Materials labeled "keep out of reach of children" are not stored properly (e.g. cleaners, aerosols, etc.).*

Front Office:
Unsecured cords around administrative secretary's desk.

Classrooms**Comments**

Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.).

Yes No

Desks, tables, and chairs are in good repair.

Yes No

Space is provided to secure computers and other expensive electronic devices.

Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures.

Yes No

Gas, electrical, and water outlets and appliances are in good repair.

Yes No

Front Office:
Drinking fountain not working.

Classrooms have adequate lighting.

Yes No

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.

Yes No

D8: Excessively cluttered and unsecured items stored too high.

**Corrected during the review*

Additional Comments

Athletic Field: Currently non-functional light posts are missing covers for wiring due to vandalism.

**Corrected during the review*

LCAP Goal Development - Required Metrics for Each State Priority

<p>Priority 1: Basic</p> <ol style="list-style-type: none"> 1) Teachers appropriately assigned and fully-credentialed in the subject areas and for the pupils they are instructing 2) Sufficient access to standards-aligned instructional materials for all pupils 3) School facilities are maintained in good repair
<p>Priority 2: Implementation of State Standards</p> <ol style="list-style-type: none"> 1) Implementation of the academic content and performance standards adopted by SBE 2) Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency
<p>Priority 3: Parental Involvement</p> <ol style="list-style-type: none"> 1) Efforts to seek parent input in district decisions and at each individual school site 2) Efforts to promote parent participation in programs for unduplicated pupils 3) Efforts to promote parental participation in programs for pupils with exceptional needs
<p>Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> 1) Statewide assessments 2) Academic Performance Index 3) Percent of pupils satisfying UC/CSU entrance requirements, career technical education sequences, or programs of study aligned with SBE-approved CTE standards and framework 4) Percent of English learner pupils making progress toward proficiency as measured by CELDT; or any subsequent assessment of English proficiency certified by SBE 5) English learner reclassification rate 6) Percent of pupils passing advanced placement examination with score of 3 or higher 7) Percent of pupils participating in, and demonstrating college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness
<p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1) Attendance rates 2) Chronic absenteeism rates 3) Middle school dropout rates 4) High school dropout rates 5) High school graduation rates
<p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1) Pupil suspension rates 2) Pupil expulsion rates 3) Other local measures, including surveys of pupils, parents, and teachers on sense of safety and school connectedness
<p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1) Broad course of study which includes subject areas described in Sections 51210 and 51220(a)-(i), as applicable 2) Programs and services developed and provided to unduplicated pupils 3) Programs and services developed and provided to pupils with exceptional needs
<p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1) Pupil outcomes, if available, in subject areas described in Sections 51210 and 51220(a)-(i), as applicable

Does not apply to elementary school districts

November 24, 2015

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

Dear Ms. Girard,

San Bernardino County Superintendent of Schools (SBCSS) has an annual responsibility for completing a charter oversight evaluation of the Norton Space and Aeronautics Academy (NSAA) to assess the school's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter's Memorandum of Understanding (MOU). This annual responsibility is realized by two visits; one in the spring and one in the fall. On October 16, 2015, SBCSS conducted its fall review of NSAA.

The SBCSS Charter Oversight Committee consisted of Linda Fabr , Assistant Superintendent, Human Resources; Dr. Fermin Jaramillo, Coordinator, Diverse Student Learners & Academic Achievement & Initiatives; Angel Arrington, Business Services Project Manager; Cheryl N Varela, Interim Manager, Credential Services; Andrea Tennyson, Manager, Fiscal Services; Sylvia Morales, Accountant for Internal Business; and Caren Keele, Business Services Project Specialist.

In regards to governance and organizational management, the Governing Board is very involved in the oversight operations of the school and has great oversight regarding NSAA. They expect administration to keep them informed and they represent their constituents well. It is recommended that administration continues to be allowed to work with student enrollment and planning to maintain the proper staffing to meet the needs of the student population. The decision to change the K-12 proposal to a K-8 proposal needs to be vetted and set before the renewal deadline of the charter.

In regards to the school's educational performance, it was a pleasure to visit NSAA. The committee was able to visit all grade levels and a majority of classrooms. The committee reported the following observations:

The team observed students in the Dual Immersion Program being taught both English and Spanish focusing on science instruction. Students were able to convey their learning in both English and Spanish in each content area observed.

There were several positive remarks made by our team. Students remained focused on learning during the classroom visits and the use of technology by both students and teachers was abundant. Many classrooms displayed teacher-developed aids to help students as well as student work. The use of the Rocket Lab to help students based on their individual needs is also commended.

Some areas to improve upon include ensuring lessons are aligned to the purpose of the lesson, requiring less use of worksheets and crossword puzzles. Another area which helps improve student engagement is to have students read/discuss concepts with a partner before reading out loud. Finally, additional use of direct instruction will help students learn the concept.

Overall, staff at NSAA provides a pleasant, welcoming, learning environment for students. It will be exciting to see how NSAA will continue to expand on Common Core and the Next Generation Science Standards (NGSS).

Finally, in regards to fiscal operations, NSAA continues to be commended for their timely submission of financial reports to SBCSS. Please see the enclosures for additional information regarding evaluation in the applicable oversight categories.

As you know, the purpose of this annual site review is for SBCSS to be reasonably assured that NSAA is being effectively led, meeting all regulatory requirements, students are receiving a sound education, and the charter is being implemented as approved in the MOU. On behalf of the Charter Oversight Committee, I would like to thank you for your hospitality and the time that you have taken to allow us to conduct this visit.

Sincerely,



Ted Alejandre
County Superintendent

Enclosures: Charter Oversight Evaluation Form
Fall Review Facilities Evaluation

cc: Mr. Scott Johnson, Board President, Norton Space and Aeronautics Academy
Mr. Gordon Soholt, President and CEO, Lewis Center for Educational Leadership
Ms. Linda Fabré, SBCSS Assistant Superintendent, Human Resources
Dr. Beth Higbee, SBCSS Assistant Superintendent, Education Support Services
Ms. Cheryl Varela, Interim Manager, Credential Services
Mr. Chris Cox, SBCSS Director, Internal Business

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ATTACHMENT D: Charter Oversight Evaluation Form

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The purpose of the form is to be reasonably assured that the Charter School is in compliance with the following categories:

1. **Governance and Organizational Management** - being effectively led and managed
2. **Educational Performance** - providing a sound education for all of its students
3. **Fiscal Operations** - being operated prudently and meeting all regulatory requirements
4. **Fulfilling Charter** - implementing the provisions of the Charter as approved by SBCSS

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- 4 - Good
- 3 - Satisfactory
- 2 - Unsatisfactory
- 1 - Poor

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**; however the following general guidelines should be consistently applied.

- An evaluation of **good** applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of **good** represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision

Charter Oversight Review – Fall Review

- without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of **satisfactory** may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
 - An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to affect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
 - An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **poor** will require support from senior managers in planning and carrying out the necessary actions to affect improvement. This may involve working alongside effective peers in or beyond the school.

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				X
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				✓
<ul style="list-style-type: none"> • list/roster of governing board members • charts/descriptions of board roles and responsibilities 				✓
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				X
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				✓
<ul style="list-style-type: none"> • corporate papers including articles of incorporation • board-approved bylaws • board norms 				✓

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CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<p>1.3 Governing Board Activities. The Charter School's governing board shall maintain active and effective control of the Charter School. The governing board shall meet regularly and its meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p> <p>Verify that the Charter School's governing board is meeting regularly and that its meetings are held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p> <ul style="list-style-type: none"> • The board complies with all legal responsibilities and charter mandates, provides support for the school's mission, offers sound fiduciary guidance, and initiates and/or reviews and adopts policies that contribute to the sustainability of the school. • governing board meeting dates • agendas, including verification of public posting • meeting minutes • Brown Act training as verified by charter counsel • board resolutions and board-adopted policies and regulations: <ul style="list-style-type: none"> ➢ conflict of interest ➢ Handbooks – Parent, Student, Employee ➢ student discipline and due process ➢ employee discipline and due process ➢ parent complaint resolution and due process ➢ internal controls policies and related forms and systems (e.g., purchase order requests, job descriptions explaining scope of financial management responsibilities and independent audit review of internal controls or comments on appropriateness of existing internal controls policies) ➢ bank signature authorizations, etc. ➢ harassment – student, staff ➢ Safety Plan (including natural disasters, crisis response, campus violence, threats, evacuation procedures, hostage situations, hazardous materials spills, and emergency preparedness policies/manuals/guides, and records of emergency preparedness training) ➢ immunization and tuberculosis records ➢ Family Educational Rights and Privacy Act – policy and notices ➢ Section 504 compliance 	+	+	+	X

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT		1	2	3	4
➤	Office of Civil Rights compliance				+
➤	Evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.				+
Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.					
•	are a diverse, committed, representative body whose members and actions enhance the credibility of the school				+
•	understand their role in determining the direction of the school and supporting the school's progress towards meeting its goals				+
•	assist annually in evaluating the professional performance of the school leader				+
•	hold themselves accountable for maintaining the health, vitality and sustainability of the school				+
•	provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community				+
•	continuously help to refine and define the organization's mission, vision, and direction				+
•	review the school's finances on a regular basis and provide fiscal advice and guidance				+
•	hold the school accountable for fulfilling the terms of its charter				+
1.4 Family, Faculty and Staff Participation. The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.					
Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School's effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.					
Evaluate the extent to which:					
•	parents/guardians are satisfied with what the school provides and achieves				✓
•	parents/guardians are provided with quality information about the school				✓
•	links with parents/guardians contribute effectively to students' learning at school and at home				✓
•	parents/guardians are given accessible and relevant information about their child's progress				✓
•	links with the community are developing and are used to benefit the students				✓
1.5 Administration. The Charter School's governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.					
					X

Charter Oversight Review – Fall Review

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
Verify that the Charter School's governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.				✓
If a Charter School has entered into a contract for administrative/management services (e.g. an education management organization ((EMO)), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.				✓
<ul style="list-style-type: none"> • verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 				✓
<ul style="list-style-type: none"> • verification of student/family recruitment outreach as identified in Charter Element 7 and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 				✓
<ul style="list-style-type: none"> • verification that student's attendance is being appropriately recorded, and that parents/guardians are being efficiently and effectively informed of absences 				✓
<ul style="list-style-type: none"> • as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division's recommended template 				✓
<ul style="list-style-type: none"> • facility use agreement(s) 				✓
<ul style="list-style-type: none"> • evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable) 				✓
<ul style="list-style-type: none"> • evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.) 				✓
<ul style="list-style-type: none"> • EMO and third-party management contracts 				n/a
<ul style="list-style-type: none"> • CBEDS data 				✓
<ul style="list-style-type: none"> • student files (verify location, contents, and confidentiality) 				✓
<ul style="list-style-type: none"> • provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 				✓
1.6 Leadership and management. The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.				X
Review and evaluate the leadership and management of the school to ensure that the following aspects are met:				
<ul style="list-style-type: none"> • the school has explicit aims and values which are reflected in all its work 				✓
<ul style="list-style-type: none"> • school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission 				✓
<ul style="list-style-type: none"> • there is regular monitoring and evaluation of the impact of teaching on student learning 				✓
<ul style="list-style-type: none"> • responsibilities are delegated effectively and reviewed regularly 				✓
<ul style="list-style-type: none"> • data is used effectively to provide informed planning and organization 				✓

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CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT	1	2	3	4
<ul style="list-style-type: none"> high standards are promoted actively the school has appropriate priorities and targets - these are regularly reviewed and monitored for impact on student learning and school development the leadership inspires and supports a shared commitment to improvement and the capacity to succeed educational priorities are supported by careful financial management and finances are used effectively employee contracts employee evaluation procedures 			✓	
<p>OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):</p> <p>Areas of particular strength: The Governing Board is very involved and has great oversight regarding NSAA. They expect administration to keep them informed and they represent their constituents well.</p> <p>Areas recommended for improvement or in need of corrective action: Continue to allow administration to work with student enrollment and planning to maintain the proper staffing to meet the needs of the student population. The decision to change the K-12 proposal to a K-8 proposal needs to be vetted and set before the renewal deadline of the charter.</p> <p>Other comments: See cover letter.</p>			3	

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<p>2.1 Educational Performance. The Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.</p> <p>Verify the Charter School has clear measurable outcomes and data that support how well students are doing in meeting outcomes.</p> <ul style="list-style-type: none"> The school's results in state and other tests and how these compare with the state or national averages. Please note there is no data to view for this visit Whether the school is showing improvement in standards attained through measures other than standardized tests. Whether the school sets challenging goals and is on course to meet or exceed them, using data to measure progress. The standards and objectives across all classrooms are grade level appropriate to provide student with appropriate learning opportunities. Lessons are engaging and students are participative enough that they can summarize what they are doing and why. 			n/a	X

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CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
<ul style="list-style-type: none"> • Lessons and objectives are tied to the California Common Core State Standards (CCSS). • Main points of lessons are explained, reinforced, repeated and summarized in multiple ways, such as using illustrations and/or examples to ensure that all students are successful, or it is clear where reteaching needs to occur. • Visual demonstrations are provided with supporting tools such as technology, whiteboard visuals, thinking maps, graphs, charts, handouts, etc. • Multiple instructional strategies are employed to differentiate support for each student. • The implementation of the Common Core State Standards are evident in the strategies used in classrooms school wide, and project-based learning and performance tasks are regularly incorporated into the students' educational experience. • Student learning skills and activities that support student success in the CCSS and 21st Century Skills, such as assignments requiring: close reading of narrative and expository text, collaborative conversations, depth of knowledge at levels three and four, real world experiences, critical thinking in the use of the internet, as well as computer technical skills occur regularly in every classroom. 	✓			
<p>2.2 Instructional Materials and Tools and Professional Development. The Charter School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan (set of plans or like documents)</p> <p>Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); and reviewing samples of student work. In particular verify that the school's curriculum:</p> <ul style="list-style-type: none"> • provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met • has effective strategies and programs for literacy and numeracy • provides enrichment through its extra-curricular provision, including support for learning outside the school • is designed to work towards achievement of the school's mission • has effective arrangements for assessing and recording student attainments and progress 	✓		X	
<p>Evaluate the quality of teaching and its impact by the extent to which teachers:</p> <ul style="list-style-type: none"> • adapt teaching style appropriately to meet the needs of all students • are competent in teaching literacy, numeracy, and discipline-specific content in history and science • support students to apply learning across subjects • plan effectively • use a range of strategies for different learning styles • set clear objectives which can be seen in lessons 	✓			✓

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CATEGORY 2: EDUCATIONAL PERFORMANCE				
<ul style="list-style-type: none"> • have high expectations for all students • use time well • use support staff and other resources effectively • use technology to support teaching and learning • are consistent and effective in behavior management strategies • assess students' work thoroughly and use assessments to develop student learning • use homework effectively to reinforce and/or extend what is learned in school 			1 2 3 4	√ √ + + + √ √
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> • are enabled to learn independently • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work • maintain a sense of commitment to and enjoyment of their work • persevere and complete task when difficulties arise • concentrate and remain on task during lessons • work well together and collaborate effectively when appropriate • set high expectations for themselves and what they can achieve 				√ √ + √ √
If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.				
2.3 Faculty and Staff. The Charter School shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board. *Note: Section will be updated and sent to NSAA upon completion of the credentialing audit no later than 12/14/15.				
Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.				
			n/a	

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CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.				
Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.				
Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.				
2.4 Special Education. The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.			X	
Verify that the Charter School is:				
<ul style="list-style-type: none"> actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including "search and find" processes 				√
<ul style="list-style-type: none"> providing special education programs and services in accordance with students' IEPs 				√
<ul style="list-style-type: none"> participating, as necessary, in a SELPA 				√
<ul style="list-style-type: none"> providing Special Education training for staff 				√
2.5 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.				
Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value	n/a			
	n/a			
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):				3
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: Observations included need for more direct instruction (i.e. less usage of worksheets and crossword puzzles).				
Other comments: See cover letter.				

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CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
<p>3.1 Budget. The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.</p> <p>Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.</p> <ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements • the school's financial practices are codified in the form of policies and processes approved by the board 			X	
<ul style="list-style-type: none"> • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended • realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 				✓
<p>3.2 Oversight Costs. The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.</p> <p>Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.</p>			X	✓
<p>3.3 Audits. The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p> <p>Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.</p>				+

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CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.4 Interim Financial Reports. The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.			X	
Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.			√	
3.5 Final Unaudited Financial Report. The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.			X	
Verify that the Charter School has filed an unaudited financial report.			+	
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):			3	
Areas of particular strength: See cover letter.				
Areas recommended for improvement or in need of corrective action: See cover letter.				
Other comments: See cover letter.				

CATEGORY 4: FULFILLING CHARTER TERMS	1	2	3	4
4.1 Material Amendments. The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.	n/a			
Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:	n/a			
• educational program	n/a			
• mission and vision	n/a			
• school site location and/or new sites	n/a			
• admissions	n/a			

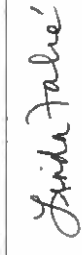
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CATEGORY 4: FULFILLING CHARTER TERMS		1	2	3	4
<ul style="list-style-type: none"> • governance • grades and/or grade levels served 		n/a			
4.2 Adherence to the Charter		n/a		X	
Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community.					
4.3 Renewal		n/a			√
Apply for conventional renewal by submitting appropriate documents to the County no later than October 15 th of the fourth year.					
<ul style="list-style-type: none"> • application for <i>conventional renewal</i> may result in the granting of a full renewal term, the granting of a full renewal term with conditions, or (by waiver) the granting of a lesser renewal term • application for <i>early renewal</i> shall be in accord with procedures outlined by the County 					
OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory / 1-poor):					
Areas of particular strength: See cover letter.					
Areas recommended for improvement or in need of corrective action: See cover letter.					
Other comments: See cover letter.					

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Charter Oversight Evaluation Summary

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Charter School: Norton Space and Aeronautics Academy	Annual review - <input checked="" type="checkbox"/> Renewal Other:	
Evaluation Judgments		
1. Governance and Organizational Management – being effectively led and managed	Rating (good / satisfactory / unsatisfactory / poor) Satisfactory	Grade (1 / 2 / 3 / 4) 3
2. Educational Performance – providing a sound education for all of its students	Satisfactory	3
3. Fiscal Operations – being operated prudently and meeting all regulatory requirements	Satisfactory	3
4. Fulfilling Charter – implementing the provisions of the Charter as approved by SBCSS	n/a	n/a
Overall Judgment – the quality of the provision provided	Satisfactory	3
Areas of particular strength: See cover letter.		
Areas recommended for improvement or in need of corrective action: See cover letter.		
Comments / recommendations: See cover letter.		
Details of Person completing form: Name: Linda Fabré		Title: Assistant Superintendent Date: 11/24/15
Signature: 		

Norton Space and Aeronautic Academy SBCSS Fall Review 2015

General Considerations	Comments
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities include cafeteria or other suitable space for students to eat meals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Building placement is compatible (i.e. music room is not next to library).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities are generally conducive to a learning environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, flood zones.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has separate bus loading, parking areas, and parent drop off areas.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Site has good access and dispersal roads.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Corrected during the review*

General Considerations**Comments**

Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.

Yes No

Facilities meet requirements of the Americans with Disabilities Act, including (1) accessible routes from outside the school to the entry and from the school entry to all other buildings, and (2) stairs, ramps, toilets and signage that meet accessibility standards.

Yes No

Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by *Education Code* Section 44237.

Yes No

Relocatable facilities are single story and meet local seismic safety requirements.

Yes No

Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).

Yes No

Facilities are clean, sanitary, and free from conditions that would create a fire, or other hazard.

Yes No

**Corrected during the review*

Building Exterior**Comments**

Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold and evidence of leaks.

Yes No

Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are good repair.

Yes No

D8: Accumulation of standing water behind classroom. Playground: Weed netting exposed in several places posing a safety hazard* and table is in disrepair due to unsecured components.*

Perimeter fences are installed as necessary and are in good repair.

Yes No

Graffiti or other signs of vandalism to the building are absent.

Yes No

School exterior needs minimal cosmetic repairs, painting, or additional lighting.

Yes No

Windows and doors are intact and in good repair.

Yes No

Exterior stairs or handrails are in good repair.

Yes No

Exits to buildings are free of obstructions.

Yes No

Signage is adequate for traffic flow and for directions to school offices.

Yes No

Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.

Yes No

**Corrected during the review*

Building Exterior**Comments**

School site is substantially free of litter and clutter.

Yes No

Interior Entrances, Corridors, and Stairs**Comments**

Heating and ventilation systems are adequate for the size of the building and numbers of students.

Yes No

Electrical system has no major code violations.

Yes No

Fire alarm system meets applicable local life safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.

Yes No

Admin Office: Fire Extinguishers not receiving monthly inspection and sign-off.

Restrooms are conveniently located and accessible to students; toilets are clean and operable.

Yes No

D Wing Boys' Restroom: Vent excessively dirty.
C Wing Girls' Restroom: One stall wouldn't latch*
E Wing Boys' Restroom: Loose faucet*
E Wing Girls' Restroom: Floor deteriorating and stall door hooked into wall.*

Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.

Yes No

**Corrected during the review*

**Interior Entrances, Corridors,
and Stairs****Comments**

Lighting, including night time lighting, is sufficient for the educational activities being conducted at the site.

Yes No

Floors, walls, and ceilings are clean; ceiling tiles are all intact.

Yes No

D3: Ceiling tiles bowing.

Halls and stairs are adequately lighted.

Yes No

Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.

Yes No

Interior is free of other hazards that could endanger student safety.

Yes No

E10 & G8: Materials labeled "keep out of reach of children" are not stored properly (e.g. cleaners, aerosols, etc.).

C1 & C2: unsecured items stored too high.

Classrooms**Comments**

Classroom size and layout are related to functions that will be performed in them (i.e. science and computer laboratories, special education, locker rooms, gyms, etc.).

Yes No

Desks, tables, and chairs are in good repair.

Yes No

Space is provided to secure computers and other expensive electronic devices.

Yes No

Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures.

Yes No

**Corrected during the review*

Classrooms**Comments**

Gas, electrical, and water outlets and appliances are in good repair.

Yes No

D Wing: Drinking fountain missing push button.

Classrooms have adequate lighting.

Yes No

Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.

Yes No

Additional Comments

**Corrected during the review*

APPENDIX L

NSAA Lease Agreement

COUNTY OF SAN BERNARDINO

LEASE AGREEMENT

TENANT: THE HIGH DESERT PARTNERSHIP IN ACADEMIC
EXCELLENCE FOUNDATION, INC.
17500 Mana Road
Apple Valley, CA 92307

COUNTY: COUNTY OF SAN BERNARDINO
Real Estate Services Department
825 East Third Street
San Bernardino, CA 92415-0832

CITY: CITY OF SAN BERNARDINO
300 North "D" Street
San Bernardino, CA 92307

PREMISES: 503 East Central Avenue
San Bernardino, California

TERM OF LEASE: Twenty (20) years

COMMENCEMENT DATE OF LEASE: June 1, 2008

ANNUAL REVENUE: \$1.00

COUNTY CONTRACT NUMBER:

DOCUMENT NUMBER AND REVISION DATE: No. 2109626 8/25/08

DATE TYPED: August 25, 2008

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SIGNATURES

Exhibit "A" - Premises Description

Exhibit "B" – Premises Specifications

Exhibit "C" - List of Former County Officials

Exhibit "D" – Head Start Facility Specifications

LEASE AGREEMENT

1. **PARTIES:** This lease is made between COUNTY OF SAN BERNARDINO ("COUNTY") and CITY OF SAN BERNARDINO ("CITY") jointly and severally as landlord, and THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE FOUNDATION, INC. ("TENANT") as tenant, who agree as follows:

2. **PREMISES LEASED:** COUNTY and CITY lease to TENANT and TENANT leases from COUNTY and CITY the 14.2 acres, that the TENANT will occupy upon build-out of the improvements described herein, including buildings, real property and other improvements, with parking spaces, including handicapped parking, at 503 East Central Avenue, San Bernardino, California ("Premises"), as more particularly described in Exhibit "A", Premises Description. The Premises expressly excludes all portions of the property located at 503 East Central Avenue which will be solely occupied by the COUNTY and/or CITY, such as park and playfield areas.

3. **TERM:** This lease shall commence on June 1, 2008, and continue thereafter until May 31, 2028 ("Term"). In the event the Term commences prior to the date specified for the commencement of the Term as a result of COUNTY and CITY making the Premises available and TENANT's written acceptance of early possession of the Premises, the ending date of the Term shall remain the same. The lease may be extended upon mutual written agreement of the parties. In the event a party intends not to pursue such an extension and allow the lease to expire after the initial Term, such party shall provide written notice of such determination at least six (6) months prior to the expiration of the Term.

4. **CONSIDERATION:** TENANT in consideration for the lease:

a. TENANT shall pay in advance to COUNTY, which shall administer the terms of this Lease on behalf of both the COUNTY and CITY, the annual rental of ONE DOLLAR and NO/100 Dollars (\$1.00) per year for the full twenty year term of this lease when the Term commences. The rent required under this lease shall supersede all fees required under any prior license agreements with respect to the Premises between the parties to this agreement.

b. The CITY shall retain the option to use the swimming pool facility and area, and may close and demolish same at any time in its sole discretion.

c. It is understood and agreed that the COUNTY and CITY shall have the right to joint use of the Premises subject to the agreement of all parties.

d. TENANT shall provide a guaranteed area for Head Start that meets the then-current federal specifications for such a facility, a copy of the specifications in effect at the time of this lease is set forth in Exhibit "D", Head Start Facility Specifications. TENANT shall acknowledge that the current location / configuration of Head Start facilities' meets said specifications. Concurrent with TENANT's construction of the

improvements described in Exhibit "B" hereto, TENANT shall, at its own cost, make the additional improvements to the Premises set forth in Exhibit "D" relating to construction of a new Head Start educational facility ("Head Start Facility"). TENANT further warrants and agrees that during the course of construction of the Head Start Facility, TENANT will provide classrooms in a like kind and number to those already in use on the Premises by the COUNTY's Head Start program, to accommodate the uninterrupted operation of Head Start classes during construction of the new Head Start Facility.

5. **RETURN OF PREMISES:** The TENANT agrees that it will, upon any termination of this lease, return the Premises in as good condition and repair as the Premises now are or shall hereafter be put; reasonable wear and tear excepted; and remove any and all modular classroom structures which TENANT may place on the Premises during TENANT's occupancy of the Premises.

6. **TAXES:** TENANT is currently a tax exempt entity and does not anticipate incurring any tax liability as a result of this agreement. However, if applicable, TENANT shall pay before delinquency any and all property taxes, assessments, fees, or charges, including possessory interest taxes, which may be levied or assessed upon any personal property, improvements or fixtures installed or belonging to TENANT and located within the Premises. TENANT shall also pay all license or permit fees necessary or required by law for the conduct of its operation. TENANT recognizes and understands that this lease may create a possessory interest subject to property taxation and that the TENANT may be subject to the payment of property taxes levied on such interest.

7. **USE:** This lease is limited to the purpose of a neighborhood educational facility to accommodate school grades kindergarten through high school, to provide a charter school educational facility on the portion of the Premises identified as the Premises which is the subject of this Lease, and as further described in Exhibit "A" hereto. TENANT shall not use the Premises for any other purpose.

8. **HEALTH, SAFETY AND FIRE CODE REQUIREMENTS:** As a condition precedent to the existence of this lease, TENANT at its sole expense will ensure the Premises meet the applicable requirements of the Health, Safety, Fire and Building Codes, including any requirements for a notice of completion, certificate of occupancy and the Americans with Disabilities Act ("ADA"). Should the continued occupancy of the leased Premises be in any way prejudiced or prevented due to changes in the ADA or the Health, Safety or Fire Codes, the TENANT herein shall correct, update and comply with said changes at TENANT's cost.

9. **SIGNS:** TENANT will display from the windows and/or marquee of the Premises only such sign or signs as are not prohibited by law, and which are approved by COUNTY and CITY.

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10. **MAINTENANCE:**

a. TENANT at its sole and separate cost shall maintain in good condition and within recognized industry standards all portions of the Premises used and/or occupied by the TENANT, including but not limited to the following:

(1) The structural parts of the building and other improvements that are a part of the Premises, which structural parts include the foundations, bearing and exterior walls (including glass and doors), subflooring, and roof;

(2) The electrical, plumbing, and sewage systems, including, without limitation, those portions of the systems lying outside the Premises;

(3) Window frames, gutters, and downspouts on the building and other improvements that are a part of the Premises;

(4) Air conditioner, heating and ventilating systems servicing the Premises (additionally, air conditioning and heating filters are to be changed quarterly);

(5) The grounds, including all parking areas and outside lighting, grass, trees, shrubbery and other flora, and;

(6) Interior maintenance and janitorial services.

b. TENANT shall have no obligation or responsibility to maintain or otherwise repair any portion of the property located at 503 East Central Avenue that is solely used or occupied by the COUNTY and/or CITY.

c. COUNTY and CITY at their cost shall repair the Premises if they are damaged by acts or omissions of COUNTY or CITY or their authorized representatives.

d. TENANT shall have ten (10) days after notice from COUNTY or CITY to perform its obligation under this paragraph, except that TENANT shall perform its obligations immediately if the nature of the problem presents a material hazard or emergency. Provided, however, if the nature and/or extent of TENANT's obligation is such that more than ten (10) days are reasonably required to complete, then TENANT shall not be in default if TENANT commences its obligation within said ten (10) day period and thereafter diligently prosecutes its obligation to completion. If TENANT does not perform its obligations within the time limitations in this paragraph, COUNTY and/or CITY after notice to TENANT can perform the obligations and have the right to be reimbursed for the sum COUNTY or CITY actually and reasonably expends (including charges for COUNTY and/or CITY employees and equipment) in the performance of TENANT's obligations. Any notice or demand concerning a material hazard or emergency may be made orally, by telephone or otherwise, provided that written confirmation is given within five (5) days after the oral notice or demand is made. Such confirmation shall be made as provided in Paragraph 18, **NOTICES**.

11. **ALTERATIONS, IMPROVEMENTS, AND ADDITION OF MODULAR CLASSROOM UNITS TO THE PREMISES:**

(a) TENANT shall not make any structural or exterior improvements or alterations, or add modular classroom units to the Premises without the prior consent of the COUNTY and CITY.

(b) TENANT, at its cost, agrees to make the improvements to the Premises set forth in Exhibit "B", including the addition and installation of modular classroom units on the Premises Specifications ("Improvements"). Notwithstanding the provisions of Paragraph 4(d), when TENANT commences construction of facilities for its primary program students (grades Kindergarten through Second), it will relocate the COUNTY's head Start facilities to an alternate location at the same time. TENANT acknowledges and agrees that upon the termination of this Lease, TENANT shall, at its cost, remove any and all classroom modular units placed on the Premises during TENANT's occupancy of the Premises.

(c) TENANT understands and agrees not to make any modifications to the improvement plans and specifications as set forth in Exhibit "B", Premises Specifications, without first obtaining approval in the form of an amendment to this Lease. Any changes to these plans and specifications will be at the expense of the TENANT and not the COUNTY or CITY.

(d) In the event TENANT contracts for the construction of any portion of the Improvements set forth in Exhibit "B", Premises Specifications, TENANT shall comply with the applicable portions of Labor Code Section 1720.2 and 1770 et seq. regarding general prevailing wages.

(e) TENANT, at its sole expense, must provide all site plans (including elevations of the building and details of the exterior finish), space design plans, construction plans, and a complete set of the bid drawings and specifications to the COUNTY and CITY. The bid drawings shall be on reproducible transparent vellum with the architect's/engineer's professional stamp and signature, and also provided to COUNTY and CITY on a compact disc-recordable (CD-R). The file format for the CD-R copy shall be compatible with MS-DOS and AutoCAD 2002 software (.dwg file extension). The specifications shall be submitted as a reproducible hardcopy and copied on a CD-R with formats compatible with MS-DOS and Microsoft Word. TENANT agrees and understands that it will construct on the Premises during the period immediately following execution of this Lease, those Improvements shown on the space design and site plans prepared by TENANT and approved by COUNTY and CITY. The Improvements shall be constructed in accordance with Paragraph 8, **HEALTH, SAFETY AND FIRE CODE REQUIREMENTS**, and Exhibits "B", Premises Specifications, and "D", Head Start Facility Specifications.

12. **FIXTURES:** TENANT shall have the right during the Term(s) of this lease to install shelving and fixtures, and make interior, non-structural improvements or alterations in the Premises. Such shelving, fixtures, improvements, and alterations shall remain the property of the TENANT and may be removed by the TENANT during the Term(s) of this lease or within a reasonable time thereafter, provided that the TENANT restores the Premises to the condition as it existed at the commencement of this lease, reasonable wear and tear excluded, or the TENANT in its sole discretion may elect to surrender all or any part of such shelving, fixture, improvements and alterations to the COUNTY and CITY, in which case TENANT shall have no duty to restore the Premises. Any such election to surrender must be in writing and accepted by COUNTY and CITY to be effective.

13. **UTILITIES:** TENANT shall furnish to the Premises and pay all service and connection charges and related taxes for water, trash, sewer and all other utilities for the areas used and/or occupied by the TENANT. The TENANT shall furnish and pay for its own telephone service. TENANT shall have no obligation or responsibility to pay for any such utilities for any portion of the property located at 503 East Central Avenue that is solely used or occupied by the COUNTY and/or CITY.

14. **HOLD HARMLESS:** TENANT, COUNTY and CITY agree to indemnify, defend and hold harmless the other party or parties, and its respective officers, agents, volunteers and employees, from and against all liabilities (including without limitation all claims, losses, damages, penalties, fines, and judgments, associated investigation and administrative expenses, and defense costs, including but not limited to reasonable attorney's fees, court costs and costs of alternative dispute resolution) regardless of nature or type arising out of or resulting from the negligence or willful misconduct of the indemnifying party or its respective officers, employees or agents. To the extent that liability is caused by the active negligence or willful misconduct of an indemnified party, the indemnification obligation shall be reduced in proportion to the indemnified party's share of liability for its active negligence or willful misconduct, if any.

15. **INSURANCE:**

a. COUNTY and CITY are public entities and are self-insured.

b. Without in anyway affecting the indemnity herein provided and in addition thereto, TENANT shall secure and maintain throughout the lease the following types of insurance with limits as shown:

(1) **Workers' Compensation:** A program of Workers' Compensation insurance or a state-approved Self-Insurance Program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with Two Hundred Fifty Thousand and 00/100 Dollars (\$250,000.00) limits, covering all persons providing services on behalf of the TENANT and all risks to such persons under this agreement.

If TENANT has no employees, it may certify or warrant to COUNTY and CITY that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the COUNTY's and CITY's Risk Managers.

If TENANT is a non-profit corporation organized under California or Federal law, volunteers for the TENANT are required to be covered by Workers' Compensation insurance. If the COUNTY's and CITY's Risk Managers determine that there is no reasonably priced coverage for volunteers, evidence of participation in a volunteer insurance program may be substituted.

(2) Comprehensive General and Automobile Liability Insurance: This coverage to include contractual coverage and automobile liability coverage for owned, hired and non-owned vehicles. The policy shall have combined single limits for bodily injury and property damage of not less than Five Million and 00/100 Dollars (\$5,000,000.00).

(3) Fire Insurance: Standard fire and extended coverage insurance, with vandalism and malicious mischief endorsements to the extent of at least one hundred percent (100%) of the full replacement value of the Premises.

c. Additional Named Insured: All policies, except for the Workers' Compensation, shall contain additional endorsements naming the COUNTY and CITY and their officers, employees, agents and volunteers as additional named insureds with respect to liabilities arising out of this agreement.

d. Waiver of Subrogation Rights: TENANT shall require the carriers of the above required coverages to waive all rights of subrogation against the COUNTY and CITY, their officers, employees, agents, volunteers, contractors and subcontractors.

e. Policies Primary and Non-Contributory: All policies required above are to be primary and non-contributory with any insurance or self-insurance programs carried or administered by the COUNTY and/or CITY.

f. Proof of Coverage: TENANT shall immediately furnish certificates of insurance to the COUNTY and CITY, evidencing the insurance coverage, including endorsements, above required prior to occupying the Premises and the commencement of performance of services hereunder, which certificates shall provide that such insurance shall not be terminated or expire without thirty (30) days written notice to the COUNTY and CITY, and TENANT shall maintain such insurance from the time of occupancy and commencement of performance of services hereunder until the completion of such occupancy. Within sixty (60) days of the commencement of this agreement, the TENANT shall furnish certified copies of the policies and all endorsements.

g. Insurance Review: The above insurance requirements are subject to periodic review by the COUNTY and CITY. The COUNTY's and CITY's Risk Managers

are authorized, but not required, to reduce or waive any of the above insurance requirements with the prior written consent of the COUNTY and CITY whenever the Risk Managers determine that any of the above insurance is not available, is unreasonably priced, or is not needed to protect the interests of the COUNTY and CITY. In addition, if the Risk Managers determine that heretofore unreasonably priced or unavailable types of insurance coverage or coverage limits become reasonably priced or available, the Risk Managers are authorized, but not required, to change the above insurance requirements to require additional types of insurance coverage or higher coverage limits, provided that any such change is reasonable in light of past claims against the COUNTY and CITY, inflation, or any other item reasonably related to the COUNTY's and CITY's risk. Any such reduction or waiver for the entire Term of the agreement and any change requiring additional types of insurance coverage or higher coverage limits must be made by amendment to this agreement. TENANT agrees to execute any such amendment within thirty (30) days of receipt.

h. **Failure to Have Insurance:** In the event the COUNTY or CITY receives a notice of cancellation concerning any of the required policies, or should TENANT fail to have in effect the required coverage at any time during this lease, COUNTY or CITY may give notice to TENANT to immediately suspend all TENANT activities and/or notice to reinstate or acquire the affected coverage. Should TENANT fail to reinstate or acquire the affected coverage within ten (10) days of COUNTY's or CITY's notice to reinstate or acquire such coverage, COUNTY or CITY may either terminate the lease, reinstate or acquire the affected coverage, and TENANT shall reimburse COUNTY and/or CITY for the necessary cost at COUNTY's and CITY's option. If TENANT does not reimburse COUNTY and/or CITY within ten (10) days after demand by COUNTY or CITY, COUNTY and/or CITY shall have the right to withhold from future rent due the sum COUNTY and/or CITY has expended until COUNTY and/or CITY is reimbursed in full.

i. Neither the COUNTY nor the CITY shall have liability for any premiums charged for such coverage(s). The inclusion of COUNTY and CITY as additional named insureds is not intended to and shall not make them a partner or joint venturer with TENANT.

16. **DESTRUCTION OF PREMISES:** In the event of the destruction of the Premises, which renders it incapable of its intended use as a school, the TENANT at its discretion may terminate the lease, or subject to the mutual agreement of the parties rebuild, reconstruct, or repair the damaged Premises.

17. **COUNTY'S AND CITY'S ACCESS TO PREMISES:** COUNTY and CITY and their authorized representatives shall have the right to enter the Premises at all reasonable times for any of the following purposes:

- a. To determine whether the Premises are in good condition;

b. To exercise any and all rights the COUNTY or CITY have under this lease.

c. To serve, post, or keep posted any notices required by law;

d. To post "for sale" signs at any time during the Term, to post "for rent" or "for lease" signs during the last three (3) months of the Term, prior to posting any such signs, the COUNTY and/or CITY shall provide six (6) months written notice to the TENANT of its intent to allow this agreement to expire as described in Section 3, above, and;

e. To show the Premises to prospective brokers, agents, buyers, tenants, lenders or persons interested in an exchange, at any time during the Term.

COUNTY and CITY shall conduct their activities on the Premises as allowed in this paragraph in a manner that will cause the least possible inconvenience, annoyance, or disturbance to TENANT.

18. **NOTICES:** Any notice, demand, request, consent, approval, or communication that either party desires or is required to give to the other party or any other person, including notices under the California unlawful detainer statutes, shall be in writing and either served personally or sent by prepaid, first-class mail. Any notice, demand, request, consent, approval, or communication that either party desires or is required to give to the other party shall be addressed to the other party at the address set forth below. Either party may change its address by notifying the other party of the change of address. Notice shall be deemed communicated two (2) COUNTY/CITY working days from the time of mailing if mailed as provided in this paragraph.

TENANT's address: High Desert Partnership in Academic
Excellence Foundation
17500 Mana Road
Apple Valley, CA 92307

COUNTY's address: County of San Bernardino
Real Estate Services Department
825 East Third Street
San Bernardino, CA 92415-0832

CITY's address: City of San Bernardino
City Manager
300 North "D" Street
San Bernardino, CA 92418-0001

19. **INCORPORATION OF PRIOR AGREEMENT:** This lease contains all of the agreements of the parties hereto with respect to any matter covered or mentioned in this

lease, and no prior agreement or understanding pertaining to any such matter shall be effective for any purpose.

20. **WAIVERS:** No waiver by either party of any provisions of this lease shall be deemed to be a waiver of any other provision hereof or of any subsequent breach by either party of the same or any other provisions.

21. **AMENDMENTS:** No provision of this lease may be amended or added to except by an agreement in writing signed by the parties hereto or their respective successor in interest, expressing by its terms an intention to modify this lease.

22. **SUCCESSORS:** This lease shall inure to the benefit of and be binding upon the heirs, executors, administrators, successors, and assigns of the parties hereto.

23. **SEVERABILITY:** If any word, phrase, clause, sentence, paragraph, section, article, part or portion of this lease is or shall be invalid for any reason, the same shall be deemed severable from the remainder hereof and shall in no way affect or impair the validity of this lease or any other portion thereof.

24. **TIME OF ESSENCE:** Time is of the essence of each provision of this lease which specifies a time within which performance is to occur. In the absence of any specific time for performance, performance may be made within a reasonable time.

25. **QUIET ENJOYMENT:** Subject to the provisions of this lease and conditioned upon performance of all the provisions to be performed by TENANT hereunder, COUNTY and CITY shall secure to TENANT during the lease Term the quiet and peaceful possession of the Premises and all right and privilege appertaining thereto.

26. **PROVISIONS ARE COVENANTS AND CONDITIONS:** All provisions, whether covenants or conditions, on the part of either party shall be deemed to be both covenants and conditions.

27. **CONSENT:** Whenever consent or approval of either party is required that party shall not unreasonably withhold or delay such consent or approval.

28. **EXHIBITS:** All exhibits referred to are attached to this lease and incorporated by reference.

29. **LAW:** This lease shall be construed and interpreted in accordance with the laws of the State of California.

30. **JURY TRIAL WAIVER:** COUNTY, CITY, and TENANT hereby waive their respective right to trial by jury of any cause of action, claim, counterclaim or cross-complaint in any action, proceeding and/or hearing brought by either COUNTY or CITY against TENANT or TENANT against COUNTY or CITY on any matter whatsoever arising out of, or in any way connected with, this lease, the relationship of COUNTY or CITY and

TENANT, TENANT's use or occupancy of the Premises, or any claim of injury or damage, or the enforcement of any remedy under any law, statute, or regulation, emergency or otherwise, now or hereafter in effect.

31. **ATTORNEYS' FEES AND COSTS:** If any legal action is instituted to enforce or declare any party's rights hereunder, each party, including the prevailing party, must bear its own costs and attorneys' fees. This paragraph shall not apply to those costs and attorneys' fees directly arising from any third party legal action against a party hereto and payable under Paragraph 14, **HOLD HARMLESS.**

32. **VENUE:** The parties acknowledge and agree that this Lease was entered into and intended to be performed in San Bernardino County, California. The parties agree that the venue for any action or claim brought by any party to this Lease will be the Superior Court of California, County of San Bernardino, San Bernardino District. Each party hereby waives any law, statute (including but not limited to Code of Civil Procedure section 394), or rule of court that would allow them to request or demand a change of venue. If any third party brings an action or claim concerning this Lease, the parties hereto agree to use their best efforts to obtain a change of venue to the Superior Court of California, County of San Bernardino, San Bernardino District.

33. **CAPTIONS, TABLE OF CONTENTS AND COVER PAGE:** The paragraph captions, table of contents and the cover page of this lease shall have no effect on its interpretations.

34. **SURVIVAL:** The obligations of the parties which, by their nature, continue beyond the Term of this lease, will survive the termination of this lease.

35. **BROKER'S COMMISSIONS:** TENANT is solely responsible for the payment of any commissions to any broker who has negotiated or otherwise provided services in connection with this lease.

36. **ESTOPPEL CERTIFICATES:** Each party within thirty (30) days after notice from the other party, shall execute and deliver to other party, in recordable form, a certificate stating that this lease is unmodified and in full force and effect, or in full force and effect as modified, and stating the modifications. The certificate also shall state the amount of minimum monthly rent, the dates to which the rent has been paid in advance, the amount of any security deposit or prepaid rent, and that there are no uncured defaults or specifying in reasonable detail the nature of any uncured default claimed. Failure to deliver the certificate within thirty (30) days shall be conclusive upon the party requesting the certificate and any successor to the party requesting the certificate, that this lease is in full force and effect and has not been modified except as may be represented by the party requesting the certificate, and that there are no uncured defaults on the part of the party requesting the certificate. The estoppel certificate shall be in the form provided by the COUNTY or CITY.

////

37. **SECURITY DEPOSIT:**

Security deposits shall not be required.

38. **ASSIGNMENT AND SUBLETTING:**

a. TENANT shall not voluntarily assign or encumber its interest in this lease or in the Premises or any options contained in this lease or sublease, all or any part of the Premises, or allow any other person or entity (except TENANT's authorized representatives) to occupy or use all or any part of the Premises, without first obtaining COUNTY's and CITY's consent. Any assignment, encumbrance, or sublease without COUNTY's and CITY's consent shall be voidable and, at COUNTY's or CITY's election, shall constitute a default. No consent to any assignment, encumbrance, or sublease shall constitute a further waiver of the provisions of this paragraph.

1. If TENANT is a partnership, a withdrawal or change, voluntary, involuntary, or by operation of law, of any partner, or the dissolution of the partnership, shall be deemed a voluntary assignment.

2. If TENANT consists of more than one person, a purported assignment, voluntary, involuntary, or by operation of law, from one person to any other shall be deemed a voluntary assignment.

3. If TENANT is a corporation, any dissolution, merger, consolidation, or other reorganization of TENANT, or the sale or other transfer of a controlling percentage of the capital stock of TENANT, or the sale of more than fifty percent (50%) of the value of the assets of TENANT, shall be deemed a voluntary assignment. The phrase "controlling percentage" means the ownership of, and the right to vote, stock possessing more than fifty percent (50%) of the total combined voting power of all classes of TENANT's capital stock issued, outstanding, and entitled to vote for the election of directors. This paragraph shall not apply to corporations the stock of which is traded through an exchange or over the counter.

b. TENANT immediately and irrevocably assigns to COUNTY and CITY, as security for TENANT's obligations under this lease, all rent from any subletting of all or a part of the Premises as permitted by this lease, and COUNTY and CITY, as assignee and as attorney-in-fact for TENANT, or a receiver for TENANT appointed on COUNTY's or CITY's application, may collect such rent and apply it toward TENANT's obligations under this lease; except that, until the occurrence of an act of default by TENANT, TENANT shall have the right to collect such rent.

c. Fifty percent (50%) of all rent received by TENANT from its subtenants in excess of the rent payable by TENANT to COUNTY and CITY under this lease shall be paid to COUNTY and CITY, or fifty percent (50%) of any sums to be paid by an assignee to TENANT in consideration of the assignment of this lease or any option herein shall be paid to COUNTY and CITY.

d. If TENANT requests COUNTY or CITY to consent to a proposed assignment or subletting, TENANT shall pay to COUNTY and CITY, whether or not consent is ultimately given, COUNTY's and CITY's reasonable costs incurred in connection with such request, including, but not limited to, reasonable attorney's fees.

e. No interest of TENANT in this lease shall be assignable by operation of law (including, without limitation, the transfer of this lease by testacy or intestacy). Each of the following acts shall be considered an involuntary assignment:

1. If TENANT is or becomes bankrupt or insolvent, makes an assignment for the benefit of creditors, or institutes a proceeding under the Bankruptcy Act in which TENANT is the bankrupt; or, if TENANT is a partnership or consists of more than one person or entity, if any partner of the partnership or other person or entity is or becomes bankrupt or insolvent, or makes an assignment for the benefit of creditors;

2. If a writ of attachment or execution is levied on this lease;

3. If, in any proceeding or action to which TENANT is a party, a receiver is appointed with authority to take possession of the Premises.

f. An involuntary assignment shall constitute a default by TENANT and COUNTY or CITY shall have the right to elect to terminate this lease, in which case this lease shall not be treated as an asset of TENANT, unless the involuntary assignment is cured as follows:

1. If a writ of attachment or execution is levied on this lease, TENANT shall have ten (10) days in which to cause the attachment or execution to be removed.

2. If any involuntary proceeding in bankruptcy is brought against TENANT, or if a receiver is appointed, TENANT shall have sixty (60) days in which to have the involuntary proceeding dismissed or the received removed.

3. Except as provided in 1 and 2 above, TENANT shall have no right to cure any involuntary assignment.

39. **TERMINATION:** This lease may be terminated upon 60 days prior written notice by any of the parties in the event that the TENANT should cease operating a school on the Premises.

40. **FORMER COUNTY AND CITY OFFICIALS:** TENANT agrees to provide or has already provided information on former COUNTY and CITY administrative officials (as defined below) who are employed by or represent TENANT. The information provided includes a list of former COUNTY and CITY administrative officials who

terminated COUNTY or CITY employment within the last five years and who are now officers, principals, partners, associates or members of the business. The information also includes the employment with or representation of TENANT. For purposes of this provision, "COUNTY or CITY administrative official" is defined as a member of the Board of Supervisors, Mayor or Council, or such officer's staff, COUNTY Administrative Officer or CITY Manager, or member of such officer's staff, COUNTY or CITY department or group head, assistant department or group head, or any employee in the Exempt Group, Management Unit or Safety Management Unit. (See Exhibit "C", List of Former County and City Officials.)

41. **MISREPRESENTATIONS:** If during the course of the administration of this lease, the COUNTY or CITY determines that the TENANT has made a material misstatement or misrepresentation or that materially inaccurate information has been provided to the COUNTY or CITY, this lease may be immediately terminated. If this lease is terminated according to this provision, the COUNTY and CITY is entitled to pursue any available legal remedies.

42. **DISCLOSURE:** All information received by the COUNTY or CITY from any source concerning this Lease, including the Lease itself, may be treated by the COUNTY or CITY as public information subject to disclosure under the provisions of the California Public Records Act, Government Code section 6250, et seq. (the "Public Records Act"). TENANT understands that although all materials received by the COUNTY or CITY in connection with this contract are intended for the exclusive use of the COUNTY or CITY, they are potentially subject to disclosure under the provisions of the Public Records Act. In the event a request for disclosure of any part or all of any information which a TENANT has reasonably requested COUNTY and/or CITY to hold in confidence is made to the COUNTY and/or CITY, the COUNTY and/or CITY shall notify the TENANT of the request and shall thereafter disclose the requested information unless the TENANT, within five (5) days of receiving notice of the disclosure request, requests nondisclosure, provides the COUNTY or CITY a legally sound basis for the nondisclosure, and agrees to indemnify, defend, and hold the COUNTY and CITY harmless in any/all actions brought to require disclosure. TENANT waives any and all claims for damages, lost profits, or other injuries of any and all kinds in the event COUNTY or CITY fails to notify TENANT of any such disclosure request and/or releases any information concerning the contract received from the TENANT or any other source.

43. **DEFAULT AND RIGHT TO TERMINATE:**

a. **Definitions.** A "Default" by TENANT shall refer to any failure by TENANT to observe, comply with or perform any of the terms, covenants, conditions or rules applicable to TENANT under this Lease. The term "Breach" shall refer to the occurrence of any one or more of the following Defaults, and, where a grace period for cure after notice is specified herein, the failure of TENANT to cure such Default prior to the expiration of the applicable grace period:

(i) TENANT's unexcused failure to conduct TENANT's business at the Premises in accordance with the terms of this Lease including but not limited to the failure to comply with the limitations of use of the Premises.

(ii) Vacating the Premises without the evident intention to reoccupy same, an abandonment of the Premises, or notice of intent to abandon Premises expressed in written notice.

(iii) TENANT's failure to make any payment of rent, or any other monetary payment required to be made by TENANT hereunder as and when due, the failure of TENANT to provide COUNTY and CITY with reasonable evidence of insurance or surety bond required under this Lease, or TENANT's failure to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of three (3) days, or such reasonable time as agreed by COUNTY and CITY, following written notice thereof by or on behalf of COUNTY and CITY to TENANT.

(iv) The failure by TENANT to provide COUNTY and CITY with reasonable written evidence (in duly executed original form, if applicable) of any documentation or information which COUNTY and CITY may reasonably require of TENANT under the terms of this Lease, where any such failure continues for a period of ten (10) days following written notice by or on behalf of COUNTY or CITY to TENANT.

(v) A Default by TENANT as to any of the other terms, covenants, conditions or provisions of this Lease that are to be observed, complied with or performed by TENANT where such Default continues for a period of thirty (30) days after written notice thereof by or on behalf of COUNTY or CITY to TENANT; provided, however, that if the nature of TENANT's Default is such that more than thirty (30) days are reasonably required for its cure, then it shall not be deemed to be a Breach of this Lease by TENANT if TENANT commences such cure within said thirty (30) day period and thereafter continuously and diligently prosecutes such cure to completion.

(vi) A Default by TENANT as to the terms of any Approved Encumbrance, where such Default continues for a period of thirty (30) days after written notice thereof by or on behalf of COUNTY or CITY.

(vii) The occurrence of any of the following events: (a) the making by TENANT of an assignment for the benefit of creditors; (b) TENANT's becoming a "debtor" as defined in 11 U.S. Code Section 101 or any successor statute thereto (unless, in the case of a petition filed against TENANT, the same is dismissed within sixty (60) days); (c) the appointment of a trustee or receiver to take possession of substantially all of TENANT's assets located at the Premises or of TENANT's interest in this Lease, where possession is not restored to TENANT within thirty (30) days; or (d) the attachment, execution or other judicial seizure of substantially all of TENANT's assets located at the Premises or of TENANT's interest in this Lease, where such seizure is not discharged within thirty (30) days.

(viii) The discovery by COUNTY or CITY that any financial statement of TENANT or of any guarantor, given to COUNTY or CITY by TENANT or any guarantor, was materially false.

(ix) If the performance of TENANT's obligations under this Lease is guaranteed: (a) the death of a Guarantor, (b) the termination of a Guarantor's liability with respect to this Lease other than in accordance with the terms of such guaranty, (c) a Guarantor's becoming insolvent or the subject of a bankruptcy filing, or (d) a Guarantor's refusal to honor the guaranty, and TENANT'S failure, within sixty (60) days following written notice by or on behalf of COUNTY or CITY to TENANT of any such event, to provide COUNTY or CITY with written alternative assurances of security, which, when coupled with the then existing resources of TENANT, equals or exceeds the combined financial resources of TENANT and the Guarantors that existed at the time of execution of this Lease.

b. Remedies.

1. Other than when a different time or remedy is specifically provided, such as for the payment of rent, if TENANT fails to perform any affirmative duty or obligation of TENANT under this Lease within ten (10) days after written notice to TENANT (or in case of an emergency, without notice), COUNTY or CITY may at its option (but without obligation to do so), perform such duty or obligation on TENANT's behalf, including, but not limited to, the obtaining of reasonably required, insurance policies, or governmental licenses, permits or approvals. The costs and expenses of any such performance by COUNTY or CITY shall be due and payable by TENANT to COUNTY or CITY within ten (10) days of COUNTY's or CITY's demand.

2. In the event of a Breach of this Lease by TENANT (as defined above), with or without further notice or demand, and without limiting COUNTY or CITY in the exercise of any right or remedy which COUNTY or CITY may have by reason of such Breach, COUNTY or CITY may:

(a) Terminate TENANT's right to possession of the Premises by any lawful means, in which case this Lease and the term hereof shall terminate and TENANT shall immediately surrender possession of the Premises to COUNTY and CITY. In such event COUNTY and CITY shall be entitled to recover from TENANT: (i) the worth at the time of the award of the unpaid rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that the TENANT proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid rent for the balance of the Term after the time of award exceeds the amount of such rental loss that the TENANT proves could be reasonably avoided; and (iv) any other amount necessary to compensate COUNTY and CITY for all the detriment proximately caused by the TENANT's failure to perform its obligations under this Lease

or which in the ordinary course of things would be likely to result therefrom, including, but not limited to, the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, and that portion of any leasing commission paid by COUNTY and CITY in connection with this Lease and applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco or the Federal Reserve Bank District in which the Premises are located at the time of award plus one percent (1%). COUNTY's and CITY's attempt to mitigate damages caused by TENANT's Default or Breach of this Lease shall not waive COUNTY's and CITY's right to recover damages under this Paragraph. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, COUNTY and CITY shall have the right to recover in such proceeding the unpaid rent and damages as are recoverable therein, or COUNTY and CITY may reserve the right to recover all or any part thereof in a separate suit for such rent and/or damages.

(b) Continue the Lease and TENANT's right to possession in effect under California Civil Code Section 1951.4 after TENANT's Breach and recover the rent as it becomes due, provided TENANT has the right to sublet or assign, subject only to reasonable limitations. COUNTY and CITY and TENANT agree that the limitations on assignment and subletting in this Lease are reasonable. COUNTY's and CITY's maintenance of the Premises or efforts to relet the Premises, or the appointment of a receiver to protect the COUNTY's and CITY's interest under this Lease, shall not constitute a termination of the TENANT'S right to possession.

(c) Pursue any other remedy now or hereafter available to COUNTY and CITY under the laws or judicial decisions of the State of California.

3. If, at any time TENANT is in default in monthly rent or fees or any other provision for forty-five (45) days, or if TENANT defaults on any provision(s) three (3) times within any twelve (12) consecutive months, COUNTY or CITY may terminate this Lease on ten (10) days notice.

c. **Survival of Indemnity Provisions.** The expiration or termination of this Lease and/or the termination of TENANT's right to possession shall not relieve TENANT from liability under any indemnity provisions of this Lease as to matters occurring or accruing during the Term or by reason of TENANT's occupancy of the Premises.

d. **Tenant's Personal Property.** Immediately upon termination of this Lease, TENANT covenants and agrees to remove all of TENANT's personal property, machinery or fixtures from the Premises. If TENANT fails to remove any such personal property, COUNTY or CITY may remove such personal property and place the same in storage at the expense of TENANT and without liability to COUNTY or CITY for losses. TENANT agrees to pay COUNTY or CITY for all expenses incurred by COUNTY or CITY

in connection with the removal, and storage charges of TENANT's personal property, including attorney's fees and court costs. Alternatively, COUNTY or CITY may at its option and on not less than ten (10) days written notice to TENANT sell all or any part of said personal property at public or private sale for such prices as COUNTY or CITY may obtain. COUNTY or CITY shall apply the proceeds of any such sale to the amounts due from TENANT under this Lease and to any expense incidental to such sale. Any surplus arising from such sale shall be refunded to TENANT.

e. **No Waiver by COUNTY or CITY.** COUNTY's or CITY's receipt of any rent or of any other sum of money paid by TENANT after the termination and forfeiture of this Lease, or after the giving by COUNTY or CITY of any notice to effect such termination, shall not waive the Default, reinstate, continue or extend the Term of this Lease, or destroy or impair the efficacy of COUNTY's or CITY's notice of termination, unless otherwise agreed in writing by COUNTY or CITY. COUNTY's and CITY's acceptance of the keys to the Premises or any other act of the COUNTY or CITY or its agents or employees during the Term of this Lease shall not be deemed to be an acceptance or a surrender of the Premises, unless otherwise agreed in writing by COUNTY and CITY.

44. **INTERPRETATIONS:** As this agreement was jointly prepared by both parties, the language in all parts of this agreement shall be construed, in all cases, according to its fair meaning, and not for or against either party hereto.

45. **ENTIRE AGREEMENT:** This agreement, including recitals, constitutes a single, integrated contract, expressing the entire agreement and understanding of the parties concerning the subject matter of this agreement, and this agreement supersedes and replaces all prior understandings, negotiations, proposed agreements and agreements, whether oral or written, express or implied.

46. **AUTHORIZED SIGNATORS:** The parties to this lease represent that the signators executing this lease are fully authorized to enter into this agreement.

END OF LEASE TERMS.

COUNTY OF SAN BERNARDINO

THE HIGH DESERT PARTNERSHIP IN
ACADEMIC EXCELLENCE
FOUNDATION, INC.

Paul Biane

By: *Rick Piercy*

Paul Biane, Chairman
Board of Supervisors

Rick Piercy

Date: DEC 16 2008

Date: 1-13-09

CITY OF SAN BERNARDINO

Approved as to form:

Lori Sassoon

JAMES F. PENMAN, City Attorney

Lori Sassoon, Acting City Manager

James F. Penman

Date: 10/9/08

Date: September 27, 2008

SIGNED AND CERTIFIED THAT
A COPY OF THIS DOCUMENT
HAS BEEN DELIVERED TO THE
CHAIRMAN OF THE BOARD

Approved as to Legal Form:

DENA SMITH, Clerk of the
Board of Supervisors

RUTH E. STRINGER, County Counsel
San Bernardino County, California

By: *Jennifer Smith*

By: *Alan L. Green*

Date: DEC 16 2008

ALAN L. GREEN Deputy

Date: 10/15/08



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EXHIBIT "A"
Premises Description

THIS MAP IS FOR THE PURPOSE OF AD VALOREM TAXATION ONLY.



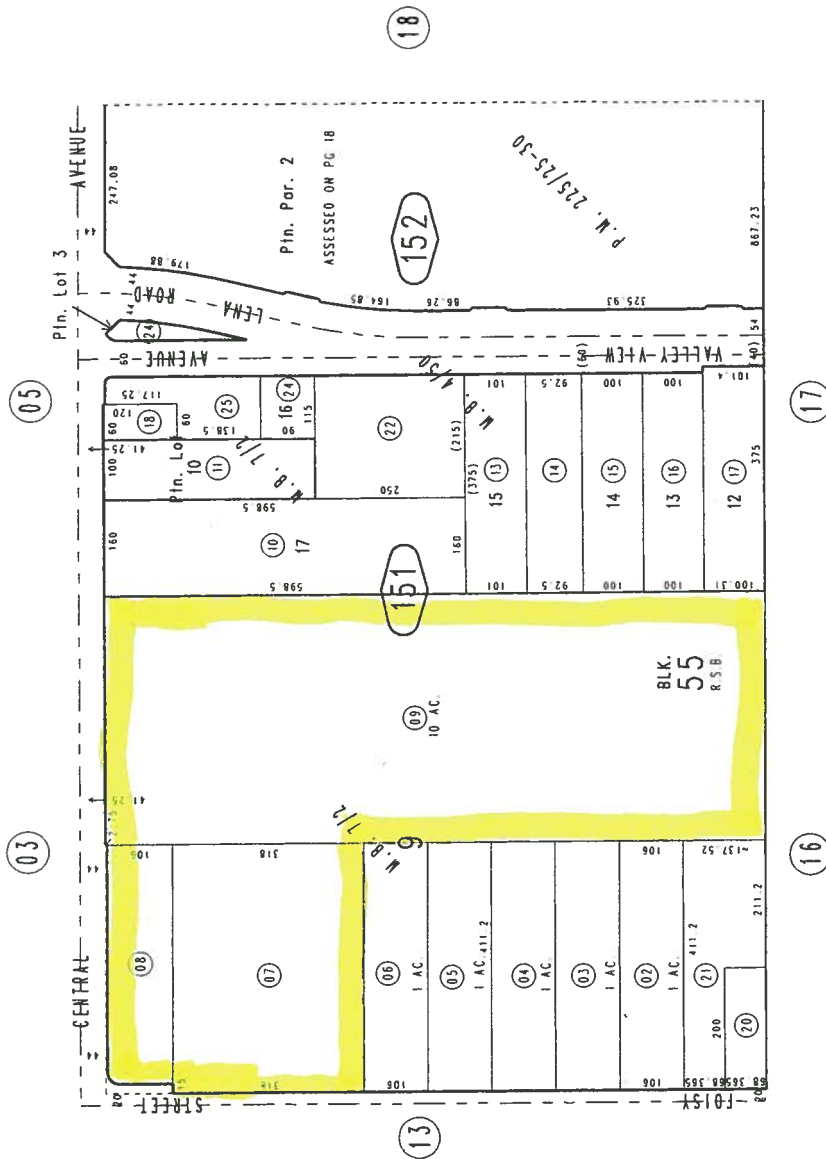
Ptn. Rancho San Bernardino
M.B. 7/2

City of San Bernardino 0280-15
Tax Rate Area
7007



EXHIBIT "A"

PREMISES DESCRIPTION



REVISED
05/02/06 GL
07/28/06 LH
09/28/07 KA
01/07/08 CW

Assessor's Map
Book 0280 Page 15
San Bernardino County

Ptn. N 1/2, Sec. 14
T.1S., R.4W.

Pln. Parcel Map No 17721, P.M. 225/25-30
Tract No 2980, Peter Helds Subdivision, M B 41/50

January 2005

EXHIBIT "A"

PREMISES DESCRIPTION

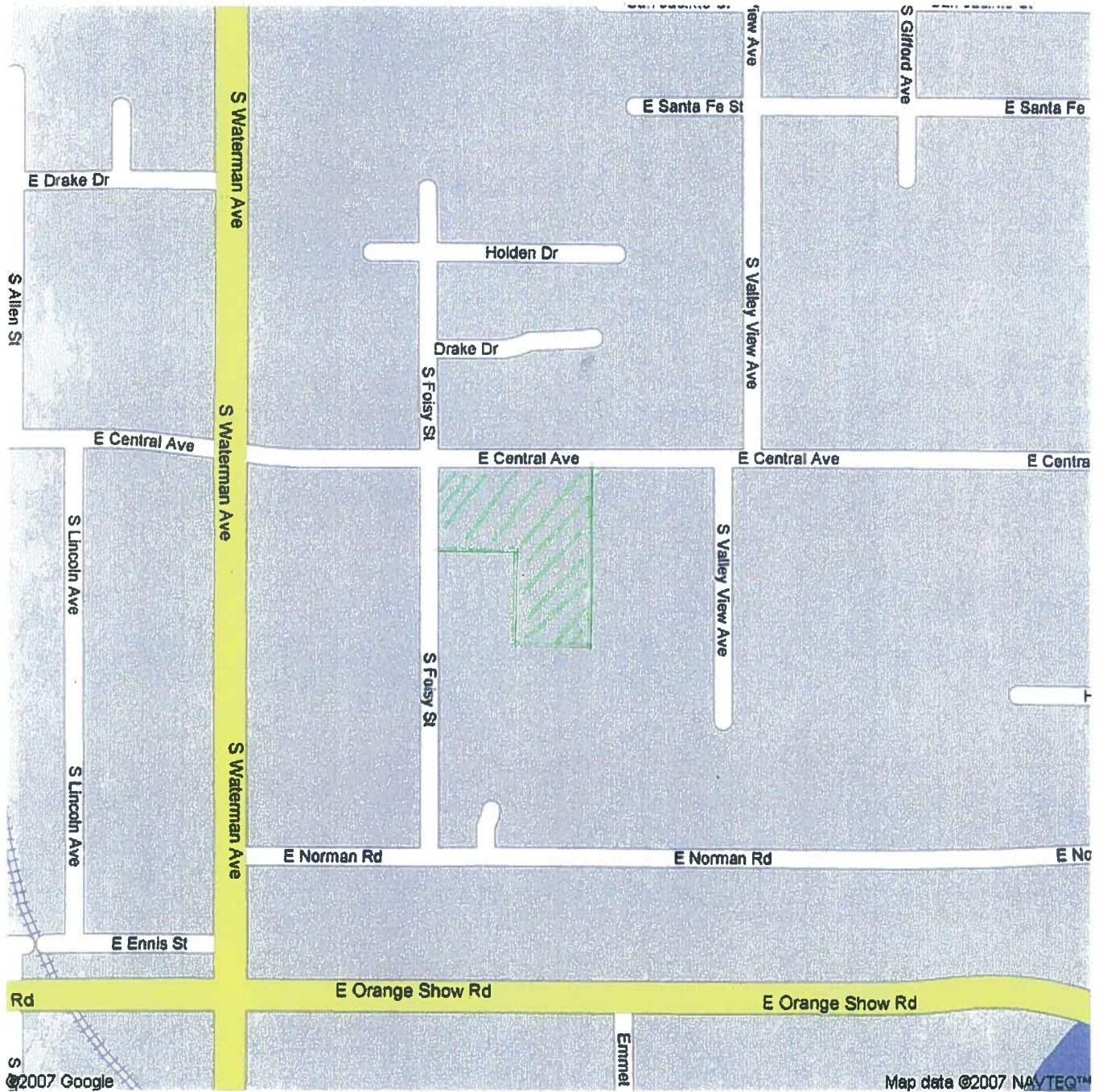
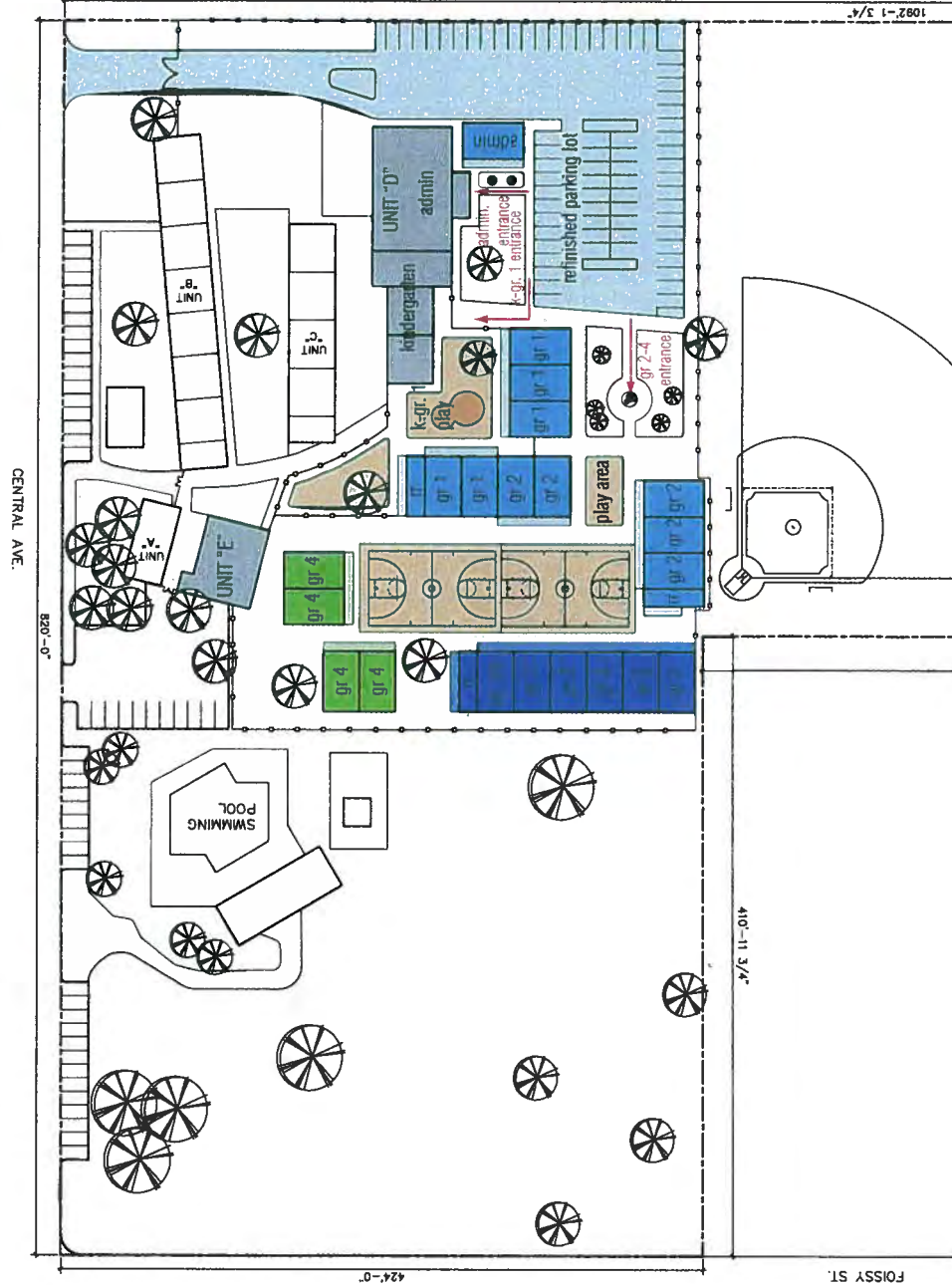


EXHIBIT "B"
PREMISES SPECIFICATIONS

EXHIBIT "B"
PREMISES SPECIFICATIONS

- Phase 1
- Phase 2
- Phase 3
- Existing buildings to be renovated



NORTON SPACE AND AERONAUTICS ACADEMY
OPTION A
Scale: 1" = 80'

LEWIS CENTER FOR EDUCATIONAL RESEARCH
17500 MAIN ROAD
APPLE VALLEY, CALIFORNIA 92307

46 SMITH ALLEY, SUITE 200
SAGEHILL, CALIFORNIA 91108
925-942-4000
925-358-3080 F
www.architectsure4e.com



EXHIBIT "C"

LIST OF FORMER COUNTY OFFICIALS

INSTRUCTIONS: List the full name of the former COUNTY Administrative Official, the title/description of the Official's last position with the COUNTY, the date the Official terminated COUNTY employment, the Official's current employment and/or representative capacity with the TENANT, the date the Official entered TENANT's employment and/or representation.

OFFICIAL'S NAME:

REQUIRED INFORMATION

EXHIBIT "D"

HEAD START FACILITY SPECIFICATIONS

CT = Ceramic Tile C = Carpet VT = Vinyl Flooring P = Paint

<u>Room No.</u>	<u>Floor</u>	<u>Walls</u>	<u>Comments</u>
Open office/Reception	CT	P	<ul style="list-style-type: none"> • Six duplex • One ceiling fan • 9' high ceiling with AP-2 acoustical panels • Panic bars on entrance doors to lock after exit, keyed dead bolt on outside, panic bars with key operated mechanism for open and closed positions • County to provide lobby seating
		P	<ul style="list-style-type: none"> • 9' high ceiling with AP-2 acoustical panels • Three phones, one below counter • 36" wide, 45" high reception counter
Meeting/Training Room	C	P	<ul style="list-style-type: none"> • 9' high ceiling with AP-2 acoustical panels • Nine duplex • Four phones, (1 at 42") • Lockable doors to exterior with panic hardware • Two light switches with dimmers, each controlling one half of the room • One white dry erase board, 4' x 8' with tray • Panic bars on entrance/exit door to lock after exit, keyed dead bolt on outside, panic bars with key operated mechanism for open and closed positions • Lockable door to room
Two Adult Restrooms	CT	CT P	<ul style="list-style-type: none"> • One toilet • One sink • Sanitary napkin dispenser

			<ul style="list-style-type: none"> • One duplex above sink with ground fault interrupter • Lockable doors
Kitchen Storage	VT	P	<ul style="list-style-type: none"> • One duplex • Locking metal door to exterior, panic hardware
Play Equipment Storage	VT	P	<ul style="list-style-type: none"> • One duplex • Locking double doors to outside
Freezer Storage Area	VT	P	<ul style="list-style-type: none"> • 9' high smooth finish painted ceiling • Three duplex • 1-4 wire, single phase system with 220/240 V for freezer compressor & 110/115 V for door heater & freezer door light. A dedicated circuit with a disconnect box • Two duplex with dedicated 20 amp circuit for industrial refrigerator
Teacher Lounge	VT	P	<ul style="list-style-type: none"> • 9' high smooth finish painted ceiling • Four duplex, one dedicated 20 amp circuit for refrigerator with icemaker • One phone at 42" • Lockable door to exterior with panic hardware
Kitchen	CT	P	<ul style="list-style-type: none"> • 9' high smooth finish painted gypsum ceiling • One exhaust fan • One stainless steel three tub sink, one sink with garbage disposal • One stainless steel hand wash sink • Two-220 V outlets for ovens • One duplex on three dedicated circuits, including one duplex above triple sink • 18' counter and cabinet with rounded corners, 36" high cabinet
10 Classrooms	VT C	P	<ul style="list-style-type: none"> • 9' high ceilings with AP-2 acoustical panels • Seven duplex • One phone at 42" • One ceiling fan

			<ul style="list-style-type: none"> • One sink with drinking fountain, counter with cabinet • Counter to be 22" from floor. Adjustable shelves. • Lockable door with panic hardware on exit door(s) to playground
Teacher Work Room	C	P	<ul style="list-style-type: none"> • Six duplex • Three phone • Lockable doors
Children's Restroom	CT	CT	<ul style="list-style-type: none"> • 14 children size toilets, max. height 11" • Two children's size urinal, max. height 11" • 16 children's size sinks, 22" height • Toilet paper dispensers mounted 14" above floor • Mirrors, shatterproof glass, mounted over sinks, 229.5" bottom edge to floor • Privacy panels, sized for children
Communications Room	VT	P	<ul style="list-style-type: none"> • Three duplex, one located 18" below ceiling above door on dedicated 20 amp circuit • Two 4-plex, each on dedicated 20 amp circuit • One phone at 42" • Telephone Company Entrance Cable • 3/4" plywood painted with two coats of fire-retardant white paint. Plywood shall be 4' by 8' high, mounted vertical starting at floor level • Lockable door
Two Supervisor Offices	C	P	<ul style="list-style-type: none"> • 9' high ceilings with AP-1 acoustical panels • Four duplex • Two phones • Lockable door
Isolation Room	VT	P	

Storage	VT	P	<ul style="list-style-type: none"> • • One duplex • Shelving
Hallway	VT	P	<ul style="list-style-type: none"> • Duplex (per code)
Custodial Room	VT	P	<ul style="list-style-type: none"> • Service/mop sink, Fiat #MSB 3624 or equivalent • One exhaust fan • One duplex with GFI • Shelving
Adult Restroom	CT	CT	<ul style="list-style-type: none"> • One toilet (handicap) • One sink (handicap) • One sanitary napkin dispenser • One duplex above sink with GFI' • Lockable door • One wall-mounted diaper changing table • See General Specifications for complete restroom requirements

APPENDIX M

Employee Handbook Teacher Credential List



Lewis Center
for
Educational Research



Creating Global Citizens

Employee Handbook

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LEWIS CENTER FOR EDUCATIONAL RESEARCH ("LCER")

The LCER is a non-profit 501(c)(3) educational foundation. It is governed by a Board of Directors ("LCER Board"), which is comprised of volunteers representing businesses, education, parents and the community. The LCER Board are non-paid and meet quarterly. The President/CEO ("CEO") is a non-voting member of the LCER Board and answers directly to the LCER Board. All employees of the LCER, including the Academy for Academic Excellence ("AAE") and the Norton Science and Language Academy ("NSLA"), work under the direction of the CEO and oversight of the LCER Board.

The LCER Board acts in the oversight capacity of two School Boards. The AAE School Board Committee, which is chosen from members of the LCER Board, usually meets on the third Thursday of each month at 7:00 a.m. at the AAE school site, 17500 Mana Road, Apple Valley, CA 92307. The NSLA School Board Committee, which is also chosen from members of the LCER Board, usually meets on the third Tuesday of each month at 7:30 a.m. at the NSLA school site, 503 East Central Ave., San Bernardino, CA 92408. All Board meeting schedules are posted on the web page. The meetings are open and follow all legal requirements of the Brown Act.

The LCER provides administrative, finance, assessment and evaluation, technological, human resources, facilities, special education and curriculum support through the functions of different departments, directors and other key staff. The LCER Executive Team, comprised of the CEO, and the LCER Directors, meets regularly to ensure effective administration, supervision and implementation at both school sites. The LCER promotes, supports and services the educational needs of students, teachers and community members. The LCER accepts contributions from public or private organizations and individuals, investing these funds safely and productively for maximum returns.

LCER BOARD OF DIRECTORS

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*AAE School Board Committee member

♦NSLA School Board Committee member

Office Hours

**Lewis Center for Educational Research
Business Offices
Located at:
17500 Mana Rd.
Apple Valley, CA 92307**

The Lewis Center and Business Offices are open Monday through Friday, from 7 a.m. to 4 p.m.

**Lewis Center for Educational Research
Academy for Academic Excellence
17500 Mana Road
Apple Valley, CA 92307
760-946-5414**

The Academy for Academic Excellence serves transitional kindergarten through twelfth grades. The school offices are open Monday through Friday, from 7:15 a.m. to 4:00 p.m. while school is in session.

**Lewis Center for Educational Research
Norton Science and Language Academy
503 East Central Avenue
San Bernardino, CA 92408
909-233-9351**

The Norton Science & Language Academy serves transitional kindergarten through eighth grades. The school office is open Monday through Friday, from 7:30 a.m. to 4:30 p.m. while school is in session.

**Lewis Center for Educational Research
Goldstone Apple Valley Radio Telescope
17500 Mana Road
Apple Valley, CA 92307
760-946-5414**

The Goldstone Apple Valley Radio Telescope (GAVRT) gives students the opportunity to experience space exploration and discovery for themselves, in their classrooms, personally interacting with our students, scientists and educators across the globe. Mission Control is located in the A Building of the MRC campus. Office hours are Monday through Friday, from 8:00 a.m. to 4 p.m.

**Lewis Center for Educational Research
Local Outreach Educational Program
17500 Mana Road
Apple Valley, CA 92307
760-946-5414**

The Local Outreach is committed to extending the classroom to the community and beyond by offering field trip programs to Mineral City which is located on site. Mission Control is located in the A Building of the MRC campus. Office hours are Monday through Friday, from 8:00 a.m. to 4 p.m.

GENERAL INFORMATION

WELCOME TO THE LCER:

This Handbook is designed to help employees get acquainted with the Lewis Center for Educational Research (hereinafter referred to as "LCER"). It explains some of our philosophies and beliefs and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the LCER. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the LCER or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the LCER is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. LCER also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the LCER Board has the authority to enter into any employment or other agreement that modifies LCER policy. Any such modification *must* be in writing.

This Handbook is the property of the LCER, and it is intended for personal use and reference by employees of the LCER. Circulation of this Handbook outside of the LCER requires the prior written approval of the Principal.

Employees must sign the acknowledgment form at the end of this Handbook, tear it out, and return it to Human Resources. This will provide the LCER with a record that each employee has received this Handbook.

MISSION STATEMENT:

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

ACADEMY FOR ACADEMIC EXCELLENCE ("AAE"):

The AAE is a public transitional kindergarten through 12th grade school that is chartered by the Apple Valley Unified School District. The AAE uses new teaching techniques and strategies which are tested and refined in a standards-based educational program. The campus is located on 150 acres of Mojave river wildlands and the campus itself is an outdoor laboratory where students can study ecology and wildlife.

The AAE curriculum is based on California State Content Standards which identify what knowledge each child should master in each subject area and performance standards based on assessment tools that provide evidence that the knowledge has been acquired successfully. In addition, the AAE complies with all state mandated requirements for assessment. The AAE relies heavily on the complete commitment of each parent to participate fully in his or her child's education.

In 2005-2006, the AAE was initially accredited by the Western Association of Schools and colleges (WASC). In 2012, the AAE was awarded its second full 6 year accreditation. In 2006-2007, the AAE was recognized as a California Distinguished School and a Certified Charter School.

NORTON SCIENCE AND LANGUAGE ACADEMY ("NSLA"):

The NSLA is a public transitional kindergarten through 8th grade school that is chartered by the San Bernardino County Superintendent of Schools. NSAA is a Dual Immersion Program School where students are taught in Spanish and English across the curriculum on a daily basis.

The NSLA curriculum is based on California State Content Standards which identify what knowledge each child should master in each subject area and performance standards based on assessment tools that provide evidence

that the knowledge has been acquired successfully. Additionally, the school will utilize a dual immersion form of instruction where students are taught in Spanish and English across the curriculum on a daily basis. The NSLA must and does comply with state mandated requirements for assessment. The NSLA relies heavily on the complete commitment of each parent to participate fully in his or her child's education.

In 2012-13, the NSLA was accredited by the Western Association of Schools and colleges (WASC) and was awarded its full 6 year accreditation.

EQUAL EMPLOYMENT OPPORTUNITY:

LCER is an equal opportunity employer. It is the policy of the LCER to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. This policy extends to all aspects of the employment relationship, including recruitment, selection, hiring, reclassification, training, promotion, discipline and release from at-will employment.

AT WILL EMPLOYER:

Except if stated expressly otherwise by employment contract, it is the policy of the LCER that all employees are considered “at-will” employees of the LCER. Accordingly, either the LCER or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, LCER memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the LCER's right to release an employee from their at-will employment with the LCER. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the LCER's right to terminate at-will. No LCER representative, other than the LCER Board or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the LCER that are not consistent with the LCER's policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, LCER memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

EMPLOYMENT REQUIREMENTS:

All employees must be fingerprinted and a clear criminal background must be received from the Department of Justice and Federal Bureau of Investigations prior to employment.

In addition, no employee shall be employed unless he/she has on file with the Human Resource Department a certificate showing that within the last 60 days the person has submitted to a tuberculosis risk assessment and if tuberculosis risk factors were identified, has been examined by a physician, nurse practitioner, or local health department and has been found to be free of infectious tuberculosis. In the event of an examination, the individual must present LCER with a signed statement from the reviewing physician stating they are free of active tuberculosis. If required, the tuberculosis examination shall consist of an approved intra-dermal tuberculin test. An x-ray of the lungs shall only be required if the intra-dermal test is positive. If no risk factors are identified in the risk assessment, and examination is not required.

A person who transfers employment from employment with another school to LCER shall be deemed to meet the requirements if that person can supply the Human Resource Department with a certificate that shows he or she was found to be free of infectious tuberculosis within 60 days of their initial hire with LCER, or the school where they were previously employed verifies that the applicant has a certificate on file showing they are free from infectious tuberculosis

A person who is subject to the requirements of this policy may submit to an examination (intra-dermal tuberculosis test) instead of submitted to the tuberculosis risk assessment. Further, the cost of the initial test upon hire is to be paid by the applicant and is non-reimbursable.

All employees who submit a “No Risk” tuberculosis risk assessment or a negative intra-dermal skin test shall be required to renew their tuberculosis risk assessment or intra-dermal skin test **at least** once every four years and submit the negative results to Human Resources. The tuberculosis risk assessment will be provided by the LCER District Registered Nurse at no cost to the employee. In the event that the tuberculosis examination is **required**, LCER will reimburse the cost, providing the fee is reasonable and the employee submits a receipt.

If an applicant or employee has tuberculosis risk factors found on the risk assessment and tests positive on an intra-dermal tuberculosis test, an x-ray of the lungs will be required to show that the individual is free from active Tuberculosis. Once results of a chest x-ray is submitted to Human Resources stating that the individual is free from active tuberculosis, no further assessments, testing or x-rays will be required, unless the individual is exposed to tuberculosis after the date of the x-ray.

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials. Employee salary is subject to upward and downward revision if the official transcripts and verified experience do not agree with the unofficial information supplied by the employee to the LCER. New employees must forward required official documents for final salary placement to the human resources office within thirty (30) calendar days after acceptance of employment. If Employee is teaching under a credential with renewal conditions, the Employee, not the LCER is responsible for fulfilling those requirements.

JOB PERFORMANCE

All employees of the LCER must possess qualifications, knowledge, skills, abilities and successful experiences in the job duties/responsibilities identified in the position. The LCER follows established policies and procedures which includes, but is not limited to, procedures for creating a position, posting, screening candidates, interviewing, selection, hiring, evaluation and at-will termination.

PERFORMANCE EVALUATIONS:

Employees will be evaluated in writing at least once a year. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or performance problems. Following the completion of these evaluations, a conference between them and their supervisor is scheduled to discuss the evaluation. At the conclusion of this conference, employees will be asked to sign the evaluation signifying that they have read the evaluation content. If employees disagree with the content of the evaluation, they have ten (10) days to write a written response to those areas in question. The written response along with the evaluation will be placed in their personnel file.

The LCER demands a high level of quality performance. Employees’ performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude and attitude towards others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. In the event employees performance evaluations reflects areas needing improvement or areas that are unsatisfactory, they may be placed on an improvement needed program structured to correct these inadequacies. Following a reasonable period, employees will be re-evaluated. If performance is rated as meeting requirements, the improvement plan will be concluded. However, should performance show no improvement, employees may be subject to further corrective measures. These may include supervisor/employee counseling sessions, written notices of unsatisfactory performance, suspensions without pay or release from employment. The LCER may elect to discipline its employees in its sole and unreviewable discretion but such action shall not be construed as altering the nature of employees’ at-will employment relationship with the School.

LCER RESEARCH:

LCER employees are expected to participate in research associated with the organization. This may include surveys, questionnaires and a variety of other activities.

FIRST AID/CPR TRAINING:

All employees are encouraged to attend First Aid and CPR training on a regular scheduled basis. This training is mandatory for certain positions at the LCER. If First Aid and CPR training is required for a position, it is up to the individual employee to keep this current.

COMPENSATION

PAY PERIODS:

Paycheck warrants may be picked up from the Payroll Department on the last weekday of the month for classified employees and on the 1st weekday of the month for certificated employees.

All salaried employees are issued new salary calculations each fiscal year. Salaries are calculated from July 1 through June 30 and are paid over 12 pay cycles per fiscal year. If the employment relationship ends prior to the end of the fiscal year, a final salary reconciliation will be created to re-calculate the difference of all wages earned versus the amount paid to date. At times, the employee will owe the Lewis Center money upon termination for overpaid wages. In addition, if an employee resigns during summer break, post July 1 (after the new fiscal year has begun), the employee will be ineligible for any earnings if no work has been completed.

The LCER encourages employees to have direct deposit. Please see Payroll Administrator for details. Requests for payroll advances may not be authorized.

PAYROLL WITHHOLDINGS:

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If employees do not understand the deductions, ask the Payroll Department to explain them. Employees may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Payroll on or before the 15th of the month if employees want the change on the current payroll. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Payroll and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

SALARY SCHEDULE FOR CERTIFICATED EMPLOYEES:

Certificated teaching staff teaching three (3) or less sections, will be considered PART TIME and will be paid on a per hour basis. They will not be eligible for sick hours.

Certificated teaching staff teaching four (4) sections will be considered PART TIME, yet will be placed on the current salary schedule at an appropriate percentage rate to be determined by Administration. They will be eligible for earning sick hours (figured at the same % rate) and salary advancement.

Certificated teaching staff teaching five (5) or more sections will be considered FULL TIME and will be paid an appropriate percentage rate to be determined by Administration, will earn sick leave and will be eligible for benefits.

Salaried positions requiring a teaching credential: Up to 10 years teaching experience credit from a Regionally Accredited Public or Private school will be given on the certificated pay scale. However, step placement may be negotiated (CEO approval only) for hard to fill positions. Credit for Administrative experience may be considered.

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES:

Salary placement for classified positions will be consistent with the position's minimum requirements for education, experience, and duties to be performed.

The new hire is typically placed at step one in the appropriate salary range. However, step placement may be negotiated (CEO approval only) due to experience, or other qualifications.

Employees will progress to the next step on the salary schedule annually thereafter, provided they meet the salary schedule movement criteria.

SALARY SCHEDULE MOVEMENT:

Only days worked in regular salaried status within a current school year will count towards "step" movement. More than fifty percent (50%) of the current school year must be in paid status to advance on the salary schedule.

Example: Certificated staff working 185 base days need to be in paid status for 93 days. Classified staff working 217 base days need to be in paid status for 109 day. Classified/Certificated staff working 210 base days need to be in paid status for 106 days.

If salary adjustments are made mid-year resulting in five percent (5%) or more increase, employee must have worked more than fifty percent (50%) of base days at the increased salary to be eligible for salary movement the following fiscal year.

Example: Seven percent (7%) salary adjustment is made to a 217 base day position and there are only 60 days remaining in the current school year, then there will be no step adjustment until the following July.

SALARY ADVANCEMENT:

Salary credit for placement and movement will be given once a year.

Course credit for salary placement and movement shall be given for upper division, graduate or post-graduate work taken at four (4) year colleges, universities or graduate schools which are accredited by a Regional Accrediting Commission, or other programs approved by LCER cabinet.

Employees who contemplate salary movement shall notify Human Resources in writing on the "Intent to Return" form provided approximately three months prior to the end of the current school year.

Official transcripts showing course completion by June 30, with a completed grade included, shall be submitted to Human Resources to be considered for a July 1st salary advancement. A letter of verification from the college/university may serve as a transcripts substitute for sixty (60) days from the June 30th due date.

Semester units granted by an accredited college or university will be acceptable for placement on the Salary Schedule. Quarter units shall be converted to semester units by multiplying (x) the total quarter units by .667.

EMPLOYEE WORK CALENDAR:

All classified salaried and certificated salaried (non-teaching) employees are required to submit a work calendar to their supervisor upon initial hire. This calendar may be found on the shared M drive / HR / Work Calendars. On the work calendar, the employee must indicate the total number of scheduled duty days as well as non-duty days. Should an employee need to change the scheduled duty days and non-duty days, the supervisor must pre-approve the change in advance. It is both the responsibility of the employee and the supervisor to keep track of these changes and make sure the changes are reflected on the employee's work calendar.

It is the responsibility of the supervisor to forward a copy of all employee work calendars to the payroll department within three days of the employees hire date, as well as a result of any changes to the calendar. In addition, all supervisors are required to re-submit their employees' calendars to the payroll department at the beginning of each fiscal year, July 1. This is necessary in order for payroll to accurately calculate the employee's salary.

EMPLOYEE ABSENCE REPORT:

Exempt Employees

Exempt employees include, but are not limited to positions such as salaried teachers, administrators, managers, department heads, and some IT staff. Each month, their supervisor or the designated person for their department will keep track of employees' absences on the Absence Report. Employees will be asked to verify and sign the form before it is submitted to the payroll department on the 15th of each month following the month for which they have filled out the Absence Report. If employees have no absences to report during the month, they are still required to sign the form to verify that they were in attendance on the days for which they receive pay. Payroll will maintain a report to track individual employees' benefit time. The Absence Report must be filled out in its entirety. Forms with arrows, lines, dittos, etc used to signify a similarity in entries will not be accepted.

EMPLOYEE TIME/ABSENCE REPORT:

Non Exempt Employees

Non Exempt employees include, but are not limited to classified positions such as facilities employees, office support staff, administrative assistants, instructional assistants, character development officers, food service workers, and some IT staff. Each month employees are required to keep track of their regular hours worked, meal and rest periods, and absences on the Time/Absence Report. Employees must sign the report and turn it in to their supervisor or designated site personnel for their department on the 15th of each month following the month for which they filled out the Time/Absence Report. The Time/Absence Report must be filled out in its entirety. Forms with arrows, lines, dittos, etc used to signify a similarity in entries will not be accepted.

OVERTIME FOR NON-EXEMPT EMPLOYEES:

Non-exempt employees generally are not expected to work overtime hours. If, occasionally, non-exempt employees work requires working more than 40 hours in a workweek, 8 hours per day or requires work during a LCER approved holiday (as outlined in the Fringe Benefits: Holiday Pay section of this handbook), overtime will be paid for all time worked in excess of 8 hours per day or 40 hours per workweek and for all hours worked during the holiday work day.

The overtime rate is one-and-one-half times employees regular hourly rate of pay. Employees are required to report overtime hours on a supplemental time sheet. Employees are prohibited from "volunteering" hours within their regular position.

******Employees supervisor must authorize all overtime before it is worked.***

SUPPLEMENTAL FOR REGULAR, SALARIED NON-EXEMPT EMPLOYEES:

Employees generally are not expected to work supplemental hours above their regular schedule. If, occasionally, employees work requires working more than their regular hours, they are required to report those hours on a supplemental time sheet. Employees are prohibited from "volunteering" hours within their regular position.

*****Employees supervisor must authorize all supplemental before it is worked.**

SUPPLEMENTAL/OVERTIME TIME REPORT:

Non-exempt, employees who are paid on a 12-month pay cycle and have worked extra or overtime hours will keep track of those hours on a Supplemental Time Report to be submitted to their supervisor on the 15th of the month. Supplemental hours will be paid from the 16th of the previous month to the 15th of the current month.

COMPENSATORY TIME OFF ("CTO") & MAKEUP TIME:

The Lewis Center does not offer or permit CTO in lieu of overtime. In addition, the Lewis Center does not offer or permit Makeup Time.

HOURLY TIME REPORT:

Employees on an hourly pay schedule must submit their Time Reports to their supervisor on the 15th of the month. Hourly (part-time, non-salaried) employees will report their hours from the 16th of the previous month to the 15th of the current month. Time reports not received by the 15th of the month in Payroll are not guaranteed to make the payroll deadline. Hourly employees who have elected STRS do not pay into, and are not eligible to receive California State Disability Insurance and Social Security.

WORKING CONDITIONS

ATTENDANCE & ABSENCES:

Employees are expected to be at work on time during their normal work schedule.

Excessive absences and tardiness which result in their being inefficient in their work or which places an unfair burden on their fellow employees are cause for disciplinary action up to and including release from at-will employment.

Employees may be required to provide a doctor's excuse after three (3) consecutive days of absence due to illness or when employees have a demonstrable pattern of sick leave abuse or above average use of sick leave.

For regular salaried employees, be sure to schedule non-duty days in advance with their supervisor. If employees are sick or have an emergency, notify their supervisor before their scheduled starting time **each day employees are absent**. For hourly employees, be sure to schedule days off in advance with their supervisor. If employees are sick or have an emergency, notify their supervisor before their scheduled starting time each day that employees are absent. Absence without notice or permission is cause for release.

If employees are planning to be absent for a prolonged period of time due to personal or medical needs, employees must request a formal leave of absence from their supervisor by filling out a Family and Medical Leave or Personal Leave of Absence form. Please be sure to check with Human Resources for the different types of leaves available to employees.

CALLING IN SICK:

If employees are going to be absent due to illness or injury, be sure to notify their supervisor that and be sure to call in each day employees are out. It is not necessary to call in each day that employees are out during an official "leave of absence," approved by their supervisor and Human Resources.

CALLING FOR A SUBSTITUTE:

AAE:

Teachers, Instructional Assistants, KinderCare Aides, Character Development Officers, Food Services, and some School Office Personnel are required to contact their supervisor and create an absence in the Automated

Sub System (<http://subs.lewiscenter.org>). Employees are asked to give as much advanced notice of an absence as employees can as long as it is not less than 3 hours prior to the start of their shift.

NSLA:

Teachers, Instructional Assistants, Character Development Officers, Food Services, and some School Office Personnel are required to contact their supervisor and create an absence in the Automated Sub System (<http://subs.lewiscenter.org>). Employees are asked to give as much advanced notice of an absence as employees can as long as it is not less than 3 hours prior to the start of their shift. If a Teacher's absence is not filled by the Automated Sub System by the day prior to the absence, Teachers are required to register and obtain a substitute through the San Bernardino County Superintendent of Schools Smart Find Express Information System (<https://sems.sbcusd.k12.ca.us/pinReminderInitAction.do>).

WORKING HOURS:

A regular workweek for a full-time, non-exempt employee shall be 40 hours and the workday will normally be eight hours exclusive of lunch. Starting and ending times for their particular job are given to employees at the time of their assignment. The Lewis Center reserves the right to change employees start and end times with or without notice.

REST BREAKS

The Lewis Center authorizes and permits for all non-exempt employees whose total daily work time is at least three and a half hours (or major fraction thereof) one paid 15-minute rest period occurring as near as possible to the middle of the work period. Anything more than two hours is considered to be a "major fraction" of four hours. Employees who work six to 10 hours per day are granted two such breaks. Employees may not leave the premises during a paid break.

MEAL BREAKS:

A 30-minute meal period is a California Labor Code requirement and therefore not optional for non-exempt employees. Non-exempt employees who are assigned to work **more than** five consecutive hours shall be assigned an unpaid, uninterrupted meal period of at least 30 minutes to a maximum of one hour. When a work period of not more than six hours will complete the day's work, the meal period may be waived (in writing) by mutual consent of the supervisor & the employee. The waiver form can be requested from the HR office. Employees who are assigned to work **more than** ten consecutive hours shall be assigned a second unpaid, uninterrupted meal period of at least 30 minutes to a maximum of one hour.

Employee must be relieved entirely of their duties, employer must relinquish control over their activities, be permitted reasonable opportunities to take the uninterrupted meal break. In addition, employees are free to come and go as they please and are free to leave the premises.

The timing of breaks and meal periods will depend on the work schedule and should be discussed with their supervisor. The first meal break must be provided no later than the end of the employee's fifth hour of work. The second meal break must be provided no later than the end of the employees tenth hour of work.

Employees may not voluntarily choose to work during a provided meal period. No exceptions. If an employee misses a meal period for any reason, he/she is required to report to supervisor and human resources the reason for the missed meal period. Employees are to inform human resources if they are discouraged or impeded from taking a meal or rest break by their supervisor or anyone else.

Employees are required to keep track of the start and end of meal periods on their timesheets. In addition employees may not combine meal periods and break times. Employees will not be allowed to "skip" a meal break and/or rest periods in order to arrive late or leave early on any given workday.

SAFETY:

Safety is an important responsibility in their job. Employees will be trained to perform their job duties in a safe manner, to know the safety rules of the department and to alert their supervisor to any safety hazards or unsafe conditions. Employees must remember that safety is everyone's responsibility. Practice fire and disaster drills will be held periodically and employees will be expected to know their duty in these programs. (Detailed safety

drill information is available in the Safety Plan document. A hard copy is located in each school office and is available on the M drive.)

Safety depends on employees every hour of every day. On their job EMPLOYEES are the world's best safety device.

Here are some important reminders about safety:

- Report emergencies, accidents or fire hazards to their supervisor immediately.
- Keep doorways free from obstructions. Maintain a clear path to all exits.
- Use stepladders or footstools. Never climb on shelving or use chairs, boxes or makeshift stepping devices.
- Maintain clean and safe working conditions in and around their work areas. Employees share responsibility for maintaining and protecting the equipment and property employees use at work.
- Be careful. Carelessness or horseplay can result in accidents and injuries.

EMERGENCIES:

- If an emergency arises, such as a fire or serious accident, locate the nearest phone and dial 911. Be prepared to give the 911 Operator the address of their location. The 911 Operator may not automatically know the location employees are calling from because we have a centralized phone system.
- If employees hear a fire alarm, exit the facility in accordance with the evacuation plan exit route posted in their area. Please see the Evacuation Plan located on the M drive or posted on the wall of each classroom and/or office.
- Employees must fill out an accident report whenever an accident occurs, including minor accidents. Examples of the Student and Employee Accident Report forms can be found on the M:\HR\INCIDENT - ACCIDENT FORMS FOR STUDENTS, STAFF, AND PROPERTY - VEHICLE LOSS.

SMOKING/TOBACCO USE:

For the health and safety of all employees, students and the community at large, the LCER adheres to California State law, which prohibits tobacco use or any product containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, and betel. Employee's use of electronic nicotine delivery services (ENDS), such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, which mimics the use of tobacco products is also prohibited. The policy applies anytime, anywhere by anyone on all LCER & District property, and at all school-sponsored events. School property includes, but is not limited to buildings, grounds and vehicles owned or leased by the school. School-sponsored events include sporting events, school fundraisers and other events held on and off school property.

Should it be determined that an employee has violated this policy, the employee will be subject to disciplinary action, up to and including immediate release from employment for the first offense. Employees who are discharged for a violation of this policy will not be eligible for rehire.

ALCOHOL AND DRUGS:

The Lewis Center for Educational Research is committed to a drug free workplace. To protect their safety and the safety of all our employees, students and clients, we will enforce the following policy:

An employee may not possess, be under the influence of, or use any alcohol, intoxicant, controlled substances and/or illegal drugs on the LCER & District property, and at all school-sponsored events. School property includes, but is not limited to buildings, grounds and vehicles owned or leased by the school. School-sponsored events include, but are not limited to sporting events, school fundraisers and other events held on and off school property. In addition, the following activity is prohibited in the work place and on the LCER's premises and at school sponsored events: the unlawful manufacture, distribution, possession, or use of a controlled substance including the illegal use of prescription drugs. For the purpose of this policy, illegal drugs include marijuana or any other mind and/or behavior-modifying agent.

The prohibitions set out above apply whenever the interests of the LCER may be adversely affected, including any time an employee is on LCER property, conducting or performing LCER business, regardless of location, operating or responsible for the operation, custody or care of LCER property, or for the safety of others.

Should it be determined that an employee has violated this policy, the employee will be subject to disciplinary action, up to and including immediate release from employment for the first offense. Employees who are discharged for a violation of this policy will not be eligible for rehire.

WEAPONS:

Guns, knives or weapons of any kind, including toys or facsimiles of such are prohibited on LCER property or adjacent District property. This includes vehicles in parking lots.

**USE OF COMPUTERS AND ELECTRONIC EQUIPMENT
INFORMATION TECHNOLOGY**

EMPLOYEE INTERNET POSTING:

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, MySpace, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- LCER equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the LCER;
- Employees may not use the LCER logos, trademarks and/or copyrighted material and are not authorized to speak on the LCER's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the LCER, the employee's supervisors, co-workers and competitors;
- Employees must comply with all LCER policies, including, but not limited to, rules against unlawful harassment and retaliation.

The LCER reserves the right to take disciplinary action up to and including termination against any employee whose Internet postings violate this or other School policies.

USE OF E-MAIL, VOICEMAIL and INTERNET ACCESS:

LCER will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
- The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- Employees should not attempt to gain access to another employee's personal E-mail or voicemail messages without the latter's express permission.
- LCER staff will not enter an employee's work E-mail files or voicemail unless there is a business need to do so. LCER retains a copy of all passwords; passwords unknown to the LCER may not be used. System security features, including passwords and delete functions, do not neutralize the LCER's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

USE OF COMPUTERS & ELECTONIC EQUIPMENT:

All computer, electronic and telephonic documents and communications transmitted by, received from or stored in the LCER computer network are the property of the LCER. Additionally, employee's computer files and electronic and telephonic communications are not private and the LCER may inspect or monitor them at any time, at the LCER's discretion.

Employees are not to transmit material on LCER equipment in violation of any state or federal law or government regulation. Employees will not download any online software without the express authorization of the Information Technology (I. T.) department. No LCER computer, computer equipment or software shall be installed/connected to the LCER network or moved without I.T.'s involvement.

No personal or non-LCER owned equipment and/or software may be connected/installed or otherwise used within LCER's computing environment. This includes personal laptops, palm pilots and all software. Because of the risk of theft of computers and computer files, employees are not to store on their computers away from the LCER premises, any sensitive or confidential information that could be used by others to damage the LCER or LCER client's interests.

To help prevent the risk of importing viruses into the LCER computer network, employees are not to import any files or software that is created outside the LCER premises until the document or file is first cleared by the I.T. department.

Important files should not be stored on their computer's local hard drive. Saving to the network drives will ensure that vital documents are backed-up.

If employees are unsure, please ask. The I.T. Department staffs the helpdesk during work hours and is always happy to assist. The helpdesk can be contacted by phone, email at help@lcer.org or on the web at <http://help.lewiscenter.org>. Employees who violate this policy may be disciplined, up to and including release.

LEAVES

LEAVE REQUIREMENTS:

Employees have a variety of leaves available. However, employees are expected to be present at their job each day and to keep absences down to a minimum, in short, to be absent only when necessary.

All leaves must be requested in advance and are subject to the approval of the supervisor. In the event of an emergency or unexpected illness, employees are required to notify their supervisor verbally or in writing. Most of the leaves described herein require a certain amount of advance notice and all require the completion of the appropriate form. An example of the Leave of Absence form can be found on the M Drive. Additionally, employees may be required to submit additional written verification or information before, during or after their leave. Some of the leaves described are paid and some are not.

All employees are prohibited from accepting gainful employment while on leave, except while on non-duty days, without the express approval of the LCER Board. Additionally, any required license or certificate held by the employee at the time the leave was granted must be maintained and valid at the time the employee returns to work.

SICK LEAVE:

Regular, Salaried Employees:

Regular, salaried employees on a 12-month pay cycle will earn a minimum of one day of sick leave for each month in which work at least 11 duty days based on the number of duty days they are scheduled for in a school year. Employees working 180 - 204 duty days per school year earn a maximum of 10 sick days per school year accrued evenly over the 12 pay cycles per school year. Employees working 205 - 216 duty days per school year earn a maximum of 11 sick days per school year accrued evenly over the 12 pay cycles per school year. Employees working 217 - 220 duty days per school year earn a maximum of 12 sick days per school year accrued evenly over the 12 pay cycles per school year. Of the annual accrued sick leave for regular, classified employees, 24 hours or 3 days of sick leave may be used as no questions asked ("NQA") days. Employees that use NQA days must notify their supervisor of their absence, either verbally or in writing, with reasonable advanced notice. NQA days may be used for situations up to and including:

- Diagnosis, care, and treatment of an existing health condition of the employee or a family member,
- Preventative care (physicals, flu shots, etc.) of the employee or family member,
- Victims of domestic violence, sexual assault, or stalking to obtain relief including medical attention and psychological counseling.

For regular, salaried employees that accrue more than 24 hours in a fiscal year, all other sick time usage is subject to the attendance and absence requirements in the Working Conditions section of this handbook.

The definition of family member includes child, parent (including in-laws), spouse or domestic partner, grandparent, grandchild, and sibling.

After three years of service, regular, salaried classified employees will earn one and one-quarter days per month. This time may be used when employees are ill or injured in order to receive pay while being off from work if they notify their supervisor before their work shift.

More than fifty percent (50%) of each of the first three consecutively eligible school years must be in regular, salaried paid status to advance in sick leave accrual.

Regular, salaried employees may accumulate an unlimited number of days of sick leave and are encouraged to do so because earned sick leave will provide them with pay in the event of a long-term or catastrophic illness or injury. The LCER does not pay employees for unused sick leave.

Effective October 1, 2016, in the event regular, salaried certificated employees, who do not pay into state disability, exhaust all accrued sick leave and are in need of additional time off to cover a long term personal illness or injury for themselves to include pregnancy disability, additional non-accumulated time off may be available for a period not to exceed twelve (12) workweeks, subject to prior authorization and leave approval. The amount deducted from the regular, salaried certificated teacher's salary shall be the average daily amount paid a substitute employee employed to fill the position during the time off or, if no substitute is employed, the amount which would have been paid to a substitute. The twelve (12) workweeks shall begin after all accumulated sick leave has been exhausted. This additional non-accumulated time off does not create the right to a leave of absence or rights to reinstatement or benefits as may be entitled under approved federal or state leaves. Please contact Human Resources, for additional information.

In the event regular, salaried employees exhaust all accrued sick leave and additional time off is needed, they may request a personal leave (unpaid) or request a donation of sick leave subject to the approval of their supervisor and Human Resources. Eligibility for receipt of donated time is to be approved by General Administration. Employees may donate a maximum of 5% of their total sick leave days/hours to other distressed/needy members in one school year. The Sick Leave Donation form is located on the M drive, Payroll & Attendance folder.

Part Time, Hourly Employees:

Part time, hourly employees (including coaches, classified substitutes, and guest teachers) who work a minimum of 30 days in the state of California may be eligible to accrue sick leave under AB1522. Sick leave would start accruing on July 1, 2015 for current part time, hourly employees and at the beginning of hire for eligible part time, hourly employees that have been hired subsequent to July 1, 2015, at a rate of one hour accrued for each 30 hours worked. The hour accrued will be credited to the employee's sick leave balance upon completion of each 30th hour of work. The maximum use for sick leave for part time, hourly employees is 24 hours or 3 days per fiscal year regardless of how much sick leave the employee has accrued. Part time, hourly employees may not use accrued sick leave until 90 calendar days after employment. Part time, hourly employees may use sick leave in increments of no less than 15 minutes. The maximum number of hours that may be used for a full sick day depends on the number of hours that were pre-scheduled for that day. Part time, hourly employees that use accrued sick leave must notify their supervisor of their absence, either verbally or in writing, with reasonable advanced notice. Sick leave may be used for situations up to and including:

- Diagnosis, care, and treatment of an existing health condition on the employee or a family member,

- Preventative care (physicals, flu shots, etc.) of the employee or family member,
- Victims of domestic violence, sexual assault, or stalking to obtain relief including medical attention and psychological counseling.

The definition of family member includes child, parent (including in-laws), spouse or domestic partner, grandparent, grandchild, and sibling.

Part time, hourly employees may only accrue and carry over a maximum of 48 hours or 6 days per fiscal year.

In the event that employee separates employment with the LCER, their accrued sick leave must be tracked and reinstated if the employee returns to work within a year of the separation date. The LCER does not pay employees for unused sick leave.

ILLNESS AND WORK:

The LCER expects employees who are sick with a communicable illness not to report to work until the risk of infecting others is past and they are able to satisfactorily perform their job duties. Communicable illnesses are transmitted by the spread of viruses and bacteria in airborne droplets through coughing and sneezing and by touching and hand contact on such shared items as equipment, keyboards, telephones, and pens.

The LCER also expects that employees whose illness may no longer be communicable, but whose physical condition prevents them from satisfactorily performing their job duties, not report to work.

This policy is not intended to conflict with an employee’s rights under the Americans with Disabilities Act (ADA). If their illness does not pose a risk to co-workers, students, parents and clients, and if employees believe they can perform their job duties with or without reasonable accommodation, employees are encouraged to discuss their return to work with their supervisor and Human Resources.

PAID NON-DUTY DAYS:

Full-time, salaried employees who are placed on the Classified Regular, Classified Supervisor/Confidential, or Classified Management Salary Schedules, who regularly work a minimum of 40 hours per week, shall earn paid non-duty days beginning from their date of hire. Paid non-duty days are based on the number of months worked in a year and shall accumulate and be credited according to the following schedule:

- One (1) day per month from the beginning of service.
- One and one-half (1 ½) days per month to begin the fiscal year following completion of 3 years.
- One and three-quarters (1 ¾) days per month to begin the fiscal year following completion of six (6) years of service.
- Two (2) days per month to begin the fiscal year following completion of ten (10) years of service.

More than fifty percent (50%) of the current school year must be in regular, salaried paid status to be eligible for increases in paid non-duty days. If an employee begins work in a position that makes them eligible for paid non-duty days mid fiscal year, they will have to work at least 11 days in their first month of work in order to be eligible for the paid non-duty day for that month.

PERSONAL NECESSITY / KIN CARE:

Employees may use a maximum of 7 days or one half of their annual accrued sick leave entitlement, whichever is greater, in any one fiscal year for Personal Necessity Leave/Kin Care (PNL/Kin Care) reasons.

Example: A teacher that accrues 80 hours of sick leave per year may use up to 40 hours of their sick leave for personal necessity or kin care, as long as they have enough accrued sick leave to cover.

PNL/Kin Care may be used for caring for a parent, child, spouse, or domestic partner. Employees must request PNL/Kin Care time away from work from their supervisor and complete a Leave Verification form. An example of this form can be found on the M Drive/Payroll and Attendance folder. Except in emergency situations,

PNL/Kin Care time off must be requested 24 hours in advance of their shift. PNL/Kin Care time off is not to be taken as additional non-duty days.

BEREAVEMENT:

Following the death of a close relative (refer to the definition below), regular, salaried employees may take paid time off for the purpose of meeting family obligations associated with the recent death. Time off should begin within one week of the death occurring. Employees must notify their supervisor as soon as possible before taking bereavement time.

Employees are provided up to four (4) paid days off and an additional one (1) day for out-of-state travel or necessary travel beyond 400 miles of the LCER at the death of an immediate family member, defined as the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, mother-in-law, or father-in-law of the employee or any relative who has been living in the immediate household of the employee.

Employees may be asked to provide proof of the death of the immediate family member within 30 days of the bereavement period in order to receive compensation.

INDUSTRIAL ACCIDENT OR ILLNESS:

Worker's Compensation - The LCER is responsible for providing medical treatment for an injury or illness as a result of performing their job duties. Employees must immediately report any work-related injury or illness to their supervisor and Human Resources and their supervisor or Human Resources will fill out a Workers' Compensation Employee Incident Packet. Employees could lose their right to benefits if employees do not make the LCER aware of an injury within 30 days. Incidents that should be reported include, but are not limited to, any time 911 is called, any time the employee requests to see a doctor, sprains or knee injuries that are not relieved by rest or ice, deep cuts or scrapes that may require stitches, or head injuries where swelling or bleeding occur.

If employees report an injury they will be given a DWC-1 form within 24 hours. It is their responsibility to fill out the DWC-1 form and return it to Human Resources to signify that employees have sustained a work related injury. If employees do not have a pre-designated physician on file prior to a work related injury, employees must see a workers' compensation preferred provider for the LCER.

In compliance with state and federal laws, the LCER does NOT condone or participate in employment discrimination based on filing, or intent to file, a Workers' Compensation claim.

Paid sick leave is a benefit that covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment, if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment for a maximum of the remainder of the workday for which you were scheduled.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy, or other prescribed appointments will not be paid as time worked. If you have accrued and unused sick leave, the additional absences from work will be paid with the use of sick leave.

EMPLOYEE DESIGNATED PHYSICIAN FOR INDUSTRIAL ACCIDENT:

Employees may choose to designate their personal physician to treat employees in the event of a work-related injury or illness by filling out the Employee Designated Physician form. In addition, their physician must fill out and sign the form agreeing to handle their work-related injury. This form must be completed and stored in the confidential medical file prior to the injury or illness; otherwise, employees will be treated by the LCER's designated Worker's Compensation doctor(s). This form needs to be turned in before employees experience a work related injury. See Human Resources for the appropriate forms.

MILITARY:

Employees will be paid for their absence in accordance with their entitlement under law if employees are ordered to military service. Employees must request this leave upon receipt of their official military orders.

VOLUNTEER CIVIL SERVICE:

Eligible employees are entitled to an unpaid leave of absence if they are emergency rescue personnel who are required to perform emergency duty. Please see Human Resources for eligibility.

WITNESS AND JURY DUTY:

Eligible employees are entitled to leave without loss of pay if summoned as either a juror or witness. Any compensation, excluding reimbursements for meals, mileage, and parking allowances received by employees shall be remitted to the LCER. Proof of appearance is required and must be submitted before this leave will be compensated. Please see Human Resources for eligibility.

VOTING TIME OFF:

If a regular, salaried employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their supervisor at least two (2) days notice.

PERSONAL UNPAID LEAVE OF ABSENCE:

Employees may request a personal unpaid leave from their supervisor for specific conditions of necessity for a maximum of three months. This leave may be extended for an additional three months. While employees are out on a personal unpaid leave they will be responsible for paying the full cost of their benefit premiums. Granting an extension of a personal leave does not contain a position guarantee for reinstatement to the same or equivalent position at the end of the leave.

SCHOOL APPEARANCE AND ACTIVITIES LEAVE:

Regular, salaried employees who are the parent or guardian of a child in grades transitional kindergarten through 12, or attending a licensed day care facility, are allowed up to 40 (unpaid) hours off per calendar year for the purpose of participating in activities of the school or licensed day care facility. Time off for this purpose may be compensated in (if available) Personal Necessity time.

Child's Suspension

Employees who are the parent or guardian of a child who has been suspended from school are allowed (unpaid) time off to appear at the school in connection with that suspension.

FAMILY CARE & MEDICAL LEAVES:

Family Medical Leave Act (FMLA) & California Family Rights Act (CFRA) – The following outlines the basic provisions of the Federal and State laws. Please contact Human Resources, or refer to the Family Care & Medical Leave Policy (which can be found on the M Drive / HR folder or retrieved from Human Resources) for additional information.

The LCER complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), which requires the LCER to permit each eligible employee to take up to 12 workweeks of Family Leave in any 12-month period for the birth/adoption of a child, the employee’s own serious illness or to care for certain family members who have a serious illness, leave for a qualifying exigency, or leave for covered service members (up to 26 weeks).

Pregnancy Disability Leave (“PDL”) - The LCER complies with the California Pregnancy Disability Act (“PDL”), which requires LCER to give each female employee an unpaid leave of absence for up to four (4)

months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Paid Family Leave (“PFL”) - Paid Family Leave (“PFL”) does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. Under PFL, eligible employees can receive partial wage replacement benefits for up to six (6) weeks in any twelve-month period while on leave from work to care for a seriously ill or injured family member or to bond with a minor child. Leave for bonding with a child must occur within one (1) year of the birth of the child or placement of a child in the home for foster care or adoption. An employee who is entitled to family leave under FMLA and the CFRA may apply for PFL benefits concurrent with those leaves.

Organ and Bone Marrow Donor Leave - The LCER complies with Ca SB 272, which requires the LCER to give eligible employees 30 paid days (workdays) of leave to donate organs and 5 paid days (workdays) of leave to donate bone marrow. Employees requesting leave for organ donations must use up to two weeks of accrued paid sick leave. Employees requesting leave for bone marrow donations must use up to five days of sick leave.

Please contact Human Resources, or refer to the Family Care & Medical Leave Policy (which can be found on the M Drive / Compliance folder or retrieved from Human Resources) for additional information.

FRINGE BENEFITS

Some fringe benefits such as paid leaves have already been mentioned while others are indicated below.

HOLIDAY PAY:

Full-time, non-exempt employees, who are placed on the Classified Regular, Classified Supervisor/Confidential, or Classified Management Salary Schedules, who regularly work a minimum of 40 hours per week, will be paid for up to 14 holidays that occur during their assigned work year to include: Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day After Thanksgiving, Christmas Eve, Christmas Day, New Year’s Eve, New Year’s Day, Martin Luther King Day, Lincoln’s Birthday, President’s Day, and Memorial Day.

INSURANCE COVERAGE:

Classified employees hired prior to March 1, 2009, regularly assigned to work 32.5 or more hours per week and Certificated employees teaching five (5) or more sections are eligible for term life, medical, dental and vision care coverage for themselves and their dependents. Classified employees hired on or subsequent to March 1, 2009 will be required to regularly work 40 or more hours per week and Certificated employees teaching five (5) or more sections will be eligible for term life, medical, dental and vision care coverage for themselves and their dependents with the LCER paying all or some of the premium cost, depending upon the plan chosen by the employee.

Employees who are not scheduled to work during summer recess, but end up resigning during that time, will be required to pay the full portion of their health insurance monthly premium for the summer month for which they did not work. See Human Resources for more information on benefit plans.

Classified employees regularly assigned to work less than 32.5 hours per week, if hired prior to March 1, 2009, or less than 40 hours per week, if hired on or subsequent to March 1, 2009 or, Certificated employees teaching less than five (5) sections are eligible for medical only coverage for themselves and their dependants, excluding their spouse or registered domestic partner, at full premium cost with no LCER contribution. In order for employee to elect to have the medical premiums deducted from their payroll checks on a pre-tax basis, the employee would have to regularly earn at least enough to cover the cost of the monthly premium in each month of the fiscal year. Employees who elect not to have the monthly premiums deducted from their check or who do not earn at least enough to cover the monthly premium amounts in each month of the fiscal year must pay their monthly premium by the first of each month. If payments are not received by the 5th of the month, the medical coverage will be cancelled and the employee will have to wait until the next open enrollment to re-enroll.

As health care laws and costs change, the LCER reserves the right to modify, change, or cancel any or all of the insurance plans or funding of these plans at its sole discretion.

FEDERAL AND STATE REQUIRED BENEFITS:

The federal and state governments require the LCER to provide certain benefits to eligible employees:

California State Teachers' Retirement System (CalSTRS) - Certificated teachers' retirement are covered by STRS. The employee and employer contribution rate to STRS is mandated by the State of California. Contributions to this retirement system are made in lieu of Social Security. For retirement eligibility information, see human resources.

California Public Employees Retirement (CalPERS) - Classified employees who work a minimum of 1,000 hours per year or more are covered by CalPERS and Social Security. The employee and employer contribution rate to PERS is mandated by the State of California. For retirement eligibility information, see human resources.

Accumulation Program for Part-time and Limited Service Employees (APPLE) - Employees who work less than 1,000 hours per year become participants in the A.P.P.L.E Retirement System. Employee contributions to the APPLE retirement system are made in lieu of Social Security. For retirement eligibility information, see human resources.

Social Security - Social security is provided for eligible employees. If employees are eligible there will be a deduction from their check for FICA, (Social Security) and Medicare. The LCER matches their contribution to this program.

Disability Insurance - Disability Insurance (DI) is a component of the State Disability Insurance (SDI) Program and provides benefits to eligible workers experiencing a loss of wages when they are unable to perform their regular or customary work due to a non-work-related illness or injury, pregnancy or childbirth. If employees are eligible there will be a deduction from their check for SDI.

Unemployment Insurance - The Unemployment Insurance (UI) program is a program that is funded solely by the Lewis Center, an provided financial assistance to workers who lose their job through no fault of their own and who meet the program's legal requirements each week they certify for benefits. Workers may file for benefits through the California Employment Development Department (EDD).

COBRA – The LCER complies with the federal law that was enacted on April 7, 1986 (Public Law 99272, Title X). Under this law, the LCER offers employees and their families an opportunity for a temporary extension of health coverage (called “continuation coverage”) at group rates in certain instances where coverage under the plan would otherwise end. As an employee of the LCER, if employees are covered by the LCER’s Group Health Plan, employees have a right to choose this continuation coverage if employees lose their group health coverage because of a reduction in their hours of employment or the termination of their employment (for reasons other than gross misconduct on their part). Under the law, employees are required to pay all or part of the premium for their continuation coverage. Please see Human Resources for the continuation coverage period and amounts.

EMPLOYEE RELATIONSHIPS AND RESPONSIBILITIES

PERSONAL APPEARANCE/DRESS CODE:

All employees serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

During school hours, and/or during scheduled work hours, employees are expected to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. All employees shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this procedure, prior approval must be granted by the Principal.
- Blue jeans are not permitted while school is in session, except on Fridays or designated spirit and minimum days, unless your position requires it, with administrative approval. Shorts of a professional nature are permitted for employees who regularly work outside during the warm months and should be modest in length. Slacks, capris and shorts are to be worn on the waist with no portion of an undergarment showing.
- Skirts and dresses should be modest in length.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage, with no portion of an undergarment showing.
- Appropriate shoes must be worn at all times. Employees may wear open-toed shoes provided that their feet remain safely inside their shoes when walking or running. Flip-flop type shoes are not permitted while school is in session.
- Clothing or jewelry with logos that depict and/or promote gangs,, professional sports teams (except during scheduled spirit days), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Body piercings (besides ears) are prohibited and tattoos must be covered at all times during scheduled work hours, while school is in session.
- Hair must be neatly groomed and of a natural born color. It may not be worn or styled in a manner that distracts from the educational process (i.e. mohawk, striped, engraved styles, or anything deemed distracting by school administration).
- Friday and minimum days have been designated as school spirit days. Employees are encouraged to participate by wearing collegiate or school spirit shirts. Blue denim jeans and a college or school t-shirt, polo shirt and/or sweatshirt are acceptable wear. Clothing that relates to any school related organization including: ASB/Student Council, clubs, the US Armed Forces, GAVRT and other LCER organizations are acceptable on Fridays and minimum days.

ID BADGES:

Employees will be issued an ID badge prior to their start date. Employees are required to wear their ID badge every day that employees come to work. The LCER is committed to providing a safe environment for our students and our staff. Every regular employee is issued an ID Badge. In addition, substitutes, volunteers and visitors are required to wear a temporary badge while on campus. If employees have a change in title or employees have lost their badge employees may email Human Resources to order a new one.

STAFF PARKING STICKERS:

All staff members are issued staff parking stickers for the purpose of safety and security on our campus. Please be sure to keep their staff-parking sticker displayed on the left side of their windshield so that it is easily visible to the security officer on duty at the Kiosk as employees arrive to work. A good number of parking spaces are designated as staff parking. If employees have parked in a spot reserved for visitors or students employees may be asked to move their vehicle.

COMMUNICATION:

LCER staff should make an effort to check both their e-mail and voice mail in a timely manner. At the *minimum*, check their email and voice mail when employees arrive in the morning and at least 30 minutes before leaving. For *optimum* customer service, check both email and voice mail first thing upon arriving in the morning, mid day, 30 minutes before leaving for the day, and several times during the day.

It is important to schedule time *at least* twice a day to return telephone and email messages. Often messages are time sensitive and it is important to reply expeditiously.

PERSONAL TELEPHONE CALLS:

The LCER's regular telephone lines (including fax lines) are generally for official business use only. Employees may use phones for occasional personal use, using discretion in both content and length of call. Employees are expected to reimburse the LCER for personal faxes and long distance phone calls.

If their position requires that employees make long distance phone calls employees will be assigned a long distance code number. Employees who place long distance phone calls will receive a monthly statement. After identifying personal calls on the statement, employees shall give the reimbursement money for the personal calls, along with a copy of the statement to the General Administration Assistant in Building M.

CONFIDENTIALITY:

Employees may work with, and may have access to, information that employees must keep confidential. Such information includes client data, student records, personnel records and human resources matters, payroll data, financial data, sales and marketing activity and plans, and proprietary information. Employees will discuss confidential information only with those staff members and employees who have a work-related need to know. Employees will not discuss confidential information with any persons outside the facility. Employees are to protect the security of confidential information. This means employees are to keep confidential information in locked files when employees are not using it. Employees are to protect the security of computer files, which contain confidential information.

MEDIA AND PUBLIC CONTACTS:

From time-to-time persons outside our workplace, especially representatives of the media, may ask employees for comments or information relating to our activities and business. In addition, some employees may have opportunities to speak to groups or organizations on topics related to our activities and business.

This type of contact with the public and with the media is the responsibility of the CEO. Other employees, before speaking to the media or to any other persons outside this organization about our activities and business, must first receive authorization to do so from the CEO. Otherwise, all inquiries from the media should be directed to the CEO.

REFERENCES:

Only the Human Resources Department is authorized to respond to outside requests for information on current and former employees. Employees and former employees must refer all such inquiries to the Human Resources Department. The Human Resources Department will release only the following information: Hire date, release date, job position, title and status of employment (whether full-time, part-time, or temporary). Confirmation of salary will be referred to the Payroll Department and only be given out with their written consent. The Human Resources Department will not provide any information regarding evaluations of an employee's performance. The only exception is if an employee or former employee provides the Human Resources Department with signed authorization to release additional information to specified prospective employers.

REQUESTS FOR INFORMATION:

In addition to the above section on references, employees should never give another employee's home telephone number or any other personal information to anyone requesting such information either on the telephone or in person. The same is true for any member of an AAE's family. Simply refer them to the Human Resources office.

PERSONNEL FILES:

Employees have a right to inspect or receive a copy of the personnel records that the LCER maintains relating to their performance, pay, medical, etc. Certain documents may be excluded or redacted from their personnel file by law, and there are legal limitations on the number of requests that can be made. Any request to inspect or copy personnel records must be made in writing to Human Resources. Employees can obtain a form for making such a written request from Human Resources. Employees may designate a representative to conduct the

inspection of the record or receive a copy of the records. However, any designated representative must be authorized by employees in writing to inspect or receive a copy of the records. The LCER may take reasonable steps to verify the identity of any representative employees have designated in writing to inspect or receive a copy of their personnel records. Disclosure of personnel information to outside sources, other than their designated representative, will be limited. However, the LCER will cooperate with request form authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

The personnel records may be made available to employees either at the place where employees work or at a mutually agreeable location (with no loss of compensation for going to that location to inspect or copy the records). The records will be made available no later than 30 calendar days from the date the LCER receives their written request to inspect or copy their personnel records (unless employees/their representative and LCER mutually agree in writing to a date beyond 30 calendar days but no later than 35 calendar days from receipt of the written request). Payroll records will be made available no later than 21 calendar days from the date the LCER receives their written request.

If employees request a copy of the contents of their file, employees will be charged the actual cost of copying at the rate of 10 cents per page.

CHANGE IN NAME, ADDRESS & PHONE:

Changes in their name, address, or telephone number must be promptly reported to their supervisor and Human Resources. Employees can change their information through Human Resources by completing a Change of Employee Information form that may be found on the M Drive/Human Resources.

CHANGE IN DEPENDENTS:

The addition of dependents must be reported within 30 days following their marriage or the dependent's birth or adoption. This is one of the most commonly overlooked changes. It is imperative that employees report these changes to make sure all their records are up-to-date.

SOLICITATIONS:

The LCER permits solicitations of employees as long as the solicitations are brief and done in good taste. This means employees may sell items such as approved school sponsored events, for example, Girl Scout cookies, products from catalogs, and other fund raising candy or products by having the item(s) displayed on counters, and in the staff room. Catalog ordering and money transactions should occur during their break times. In addition, employees may solicit funds for employee retirements, births, weddings, and special occasions. Employees are strictly prohibited from soliciting, for any reason, students, parents, and visitors of the LCER.

BULLETIN BOARDS:

Bulletin Boards are generally for LCER announcements only. Notices from employees are permitted, but must be pre-approved by their supervisor. In no case will political, religious, or other material expressing personal views or beliefs be permitted.

OUTSIDE EMPLOYMENT:

Employees who are on a leave of absence, of any type, may NOT accept outside employment. Employee understands that, while employed at the LCER, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with the LCER. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the LCER. Upon obtaining prior written approval of the CEO, the employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. LCER shall in no way be responsible for any expenses attendant to the performance of such outside activities nor shall LCER be responsible or liable in any way for the outside activities of the employee.

PERSONAL CONDUCT AND CODE OF CONDUCT:

Public Relations: Employees of the LCER are the most valuable assets to our public relations program. As such, employees should always be courteous and helpful to the public and fellow employees. The Lewis Center for Educational Research is dedicated to serving clients and the public with the highest ethical standards. Gaining and keeping the trust and goodwill of our clients and the public is our highest goal. Each employee of this organization is an ambassador to our clients and to the public. It is important that in performing their duties and in representing this organization, employees always do so honestly, fairly, legally and ethically. This means employees will put the clients' and public's interests before their own. Employees will deal with co-workers, clients and members of the public cheerfully and with respect.

Employees must not misuse or place themselves in a position where it may appear that they are misusing their position for personal gain or that their efforts may be affected by outside conflicting interests. Employees who fail to abide by these established rules and regulations will be subject to corrective disciplinary action up to and including release from at-will employment.

PROHIBITED PRACTICES:

Certain practices are prohibited by employees and may be cause for immediate release. Without impacting the at-will nature of the employment relationship, the LCER may discipline and/or release employees for engaging in prohibited practices as outlined below at its sole and un-reviewable discretion. Prohibited practices include but are not limited to:

- Excessive absences or tardiness and/or absence or tardiness without notice
- Smoking on LCER grounds or any school district property
- Possession of, use of, or public display of illegal narcotics or alcoholic beverages or being under the influence while on duty
- Gambling on school property
- Borrowing LCER property for personal use without written authorization from their supervisor
- Taking obsolete or discarded LCER property that has been determined to have no value without written permission from their supervisor
- Falsifying records
- Unauthorized use or entry into data bases, electronic mail, etc.
- Conviction of a felony or a crime involving moral conduct
- Compromising confidential information in any manner

DISCIPLINARY ACTION:

We hope employees need never concern their selves with this section, however, we feel it is important that employees know some of the causes for disciplinary action up to and including release from at-will employment. The following conduct is prohibited and will not be tolerated by the LCER. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and the LCER operations also may be prohibited. Further, the specification of this list of conduct in no way alters employees' at-will employment relationships with the School.

- Incompetence
- Poor performance
- Insubordination
- Willful violation of Education Code, Board policies, and/or LCER Policies and Procedures
- Immoral conduct
- Conduct unbecoming
- Engaging in political activities during their work shift
- Absence without permission
- Excessive absences or tardiness
- Pattern of being absent from work on scheduled duty days, which fall immediately before and/or after a weekend, a holiday and/or scheduled time off
- Misappropriation of company funds

CONFLICTS OF INTEREST:

The LCER expects the primary interest of its employees is the best interest of the clients we serve. A conflict of interest occurs when the interests of an employee or an outside party actually or potentially affect the interests of the LCER and the interests of our clients. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the LCER Board, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the LCER may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Outside employment: An employee may not be involved in outside employment or business interests if the employee benefits because of his or her affiliation with the LCER.

Gifts and Gratuities: Employees have the responsibility to serve all clients and their families equally. Employees are not to solicit gifts or gratuities from clients and their families as an inducement to provide services. Employees are not to accept offered gratuities in excess of \$50.00 in value; for instance, appreciation cards and candy are acceptable.

Personal Beliefs: The LCER recognizes that our employees may hold a wide range of personal beliefs and values. These may create a conflict of interest when they prevent employees from fulfilling their job responsibilities, or when employees express their personal beliefs in ways that upset or distract co-workers, customers or clients, or when employees attempt to convince others of their personal beliefs during work hours. LCER employees are expected to be mindful of this and avoid creating any such conflicts.

UNLAWFUL HARASSMENT:

The LCER Board desires to provide the Lewis Center for Educational Research's ("LCER") employees' with a working environment that is free of unlawful harassment. In order to achieve this, the LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. The LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. The LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in the LCER.

Sexual Harassment: In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by the LCER. The LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning Lewis Center Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when:

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by the LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding the LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
- Publicizing and disseminating the LCER's unlawful harassment policy to staff.
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

UNLAWFUL DISCRIMINATION:

The LCER Board prohibits unlawful discrimination against and or harassment of LCER employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, sex, gender or sexual

orientation, or any other protected class at any LCER site and or activity. The LCER Board also prohibits retaliation against any LCER employee or job applicant who complains, testifies or in any way participates in the LCER's complaint procedures instituted pursuant to this policy.

Any LCER employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal. Any LCER employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, LCER administrator or CEO as soon as practical after the incident. Failure of a LCER employee to report discrimination or harassment may result in disciplinary action.

COMPLAINTS AND CONCERNS:

In order to promote communication that is fair and constructive, the following procedures for resolving complaints are provided for all employees or other third parties to seek resolution of complaints. This policy is intended to supplement the open door policy that all employees and others have free access to administrators or supervisors or to informally express their work-related concerns or if resolution is not obtained, to formally address such matters. Every effort should be made to resolve a complaint at the earliest possible stage.

Complainants or witnesses participating in the complaint process will be advised that retaliation by any person as a result of participation in the complaint process will not be tolerated. Employees have the right to make good-faith complaints without retaliation.

1. Complaints concerning Lewis Center for Educational Research ("LCER") personnel shall be made directly by the complainant to the person against whom the complaint is lodged unless circumstances prevent such interaction. If the complaint is not resolved at this level, the complainant may submit the complaint in writing via the LCER Complaint Form to the appropriate administrator/supervisor.
2. All written complaints regarding LCER personnel shall be initially filed with the complainant's administrator/supervisor. If the complaint regards an immediate supervisor, then the written complaint shall be filed with the appropriate administrator who oversees the immediate supervisor and/or Human Resources ("HR"). If the written complaint concerns the President/CEO ("CEO"), it shall be initially filed with the LCER Board.
3. Any individual wishing to file a written complaint with an administrator may do so as soon as possible after the event(s) that gives rise to the work-related concerns. The written complaint should set forth in detail the basis for the complaint. A complaint form may be provided to the complainant to assist in the filing of the complaint. When necessary, administrative support staff shall assist in the preparation of the written complaint so as to meet the requirement of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without help.
4. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.
5. The appropriate administrator/supervisor is responsible for investigating complaints and will attempt to resolve the complaint to the satisfaction of the person(s) involved. After the investigation has been finalized, the administrator/supervisor will so advise, in writing, the findings to the CEO and HR. The administrator's findings of the complaint shall contain a copy of the signed original complaint and a brief but specific summary of the complaint to include but not limited to factual background, the investigatory process, allegations and summary of findings and recommended action taken.
6. The CEO may confirm the administrator's decision, request further review by administration, or open an additional investigation. After the CEO reviews the investigation findings, the administrator will forward the findings to the necessary parties to include the complainant. The decision of the CEO shall be final.

SEPARATIONS

STAFF REDUCTIONS:

Reductions in funding and work may occur despite our efforts to maintain a stabilized work force. Any reductions in the work force may be based on the needs of the service.

Alternative cost reduction measures may be taken before resorting to staff reduction. Some alternatives might include pay reduction, early retirement, reduced hours, and reassignment. Persons occupying positions that are eliminated or reduced in assigned hours would be notified in writing by Human Resources and given at least 30 days notice. This notice would include any options available to employees, such as a demotion to a classification with a lower salary range, and/or a reduction in assigned work time.

RESIGNATION:

Although the LCER requests a 30 day notice when feasible, employees must give at least a two-week notice and submit their resignation in writing in order to leave the LCER in good standing. The resignation letter should be submitted to their supervisor or Human Resources. All LCER property such as keys, equipment, electronics, curriculum materials, company credit cards, etc. must be returned on the last workday specified in employees resignation.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the LCER's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the LCER. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the LCER.

I understand that other than the LCER Board, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the LCER Board has the authority to make any such agreement and then only in writing signed by the LCER Board President.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

Please sign/date, detach, and return to the School.

NSAA Certificated Staff Credentials 2016-2017 Teaching Staff

Last Name	First	Credential	EL Authorized
Alvarado	Antonia	Clear Multiple Subject	BCLAD
Aran	Olga	Clear Multiple Subject	BCLAD/CLAD
Avila	Lilia	Clear Multiple Subject	BCLAD
Aviles (Andrade)	Ileana	Clear Multiple Subject	BCLAD
Borghi	Robert	Clear Multiple Subject	CLAD
Bradberry	Steven	Preliminary Education Specialist	CLAD
Caceres	Marisa	Education Specialist Level I	CLAD
Carreon	Maria	Clear Multiple Subject	BCLAD
Chavira	Dominic	Preliminary Single Subject - PE	ELA1
Cruzado	Silvia	Preliminary Multi subject	BASP
Garibay	Erika	Clear Multiple Subject	BCLAD
Gonzalez	Gonzalo	Preliminary Multi subject	CLAD
Feliciano	Gloria	Clear Multiple Subject	ELA1
Fregoso	Yvette	Clear Multiple Subject	BCLAD
Gabriel	Esmeralda	Clear Multiple Subject	Emer. BCLAD
Lopez	Veronica	Preliminary Multiple Subjects	Emer. BCLAD
Loreto	Olga	Preliminary Multiple Subjects	BASP
Maldonado	Alberto	Clear Multiple Subject	BASP
Manes	Karla	Clear Multi Subject	BCLAD
Manzanero	Rosalva	Clear Multiple Subject	BCLAD
Mejia	Daisy	Clear Multiple Subject	BCLAD
Mesinas-Martinez	Stephany	Clear Multiple Subject	BCLAD
Monterosso	Ana	Preliminary Multiple Subjects	BASP
Moreno Cornejo	Yesenia	Clear Multiple Subject	BCLAD
Quintero	Angelica	Clear Multiple Subject	BASP
Ramos	Angelica	Clear Multiple Subject	BCLAD
Ramos	Sylvia J	Clear Multiple Subject	BCLAD
Remigio	Rodolfo	Clear Multiple Subject	BCLAD
Rodriguez	Crystal	Clear Multiple Subject	BASP
Sepulveda	Micaela	Clear Multiple Subject	BASP
Villagrana (Velazco)	Silvia	Clear Multiple Subject	BCLAD
Walworth	Cari	Clear Ed Specialist Mild/Moderate	CLAD
Zavala (Cortes)	Erika	Clear Multiple Subject	BCLAD
OPEN		Requires Multiple Subject	Requires BCLAD
OPEN		Requires Multiple Subject	Requires BCLAD

Admin and non - Teaching

Last Name	First	Credential	EL Authorized
Chavez	Nancy	Preliminary Speech & Language Pathology	Not Required
Congo	G. Marcelo	Clear PPS/ School Psychology	Not Required
Foster	Myrna	Clear Administrative Services Credential	Not Required
Girard	Guadalupe	Clear Administrative Services Credential	Not Required
Mahmud	Sharmeen	Clear PPS - Counseling	Not Required
Mason	Erin	Clear Multiple Subject/Admin Services Cred.	BCLAD
Preciado	Toni	Clear Admin Services	Not Required
Vazquez-Banerjee	Anna	Clear Multiple Subject	BCLAD

APPENDIX N

Health and Safety Policies

Lewis Center for Educational Research

BP 3513.3: BUSINESS AND NONINSTRUCTIONAL OPERATIONS TOBACCO-FREE SCHOOLS

Adopted: June 5, 2003

Revised:

The Foundation Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

The Board prohibits the use of tobacco products at any time in LCER-owned or leased buildings, on LCER property and in LCER vehicles.

This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within the boundaries of any playground.

Lewis Center for Educational Research

AR 3513.3 BUSINESS AND NONINSTRUCTIONAL OPERATIONS TOBACCO-FREE SCHOOLS NOTIFICATION & ENFORCEMENT

Adopted: June 5, 2003

Revised:

Notifications

Information about the LCER's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students and the community.

Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property.

Enforcement/Discipline

Any employee or student who violates the LCER's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates the LCER's policy on tobacco-free schools shall be informed of the LCER's policy and asked to refrain from smoking. If the person fails to comply with this request, the CEO or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from school premises
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering LCER property for a specified period of time

Lewis Center for Educational Research

**BP 3514: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
SAFETY**

Adopted: June 5, 2003

Revised:

The Foundation Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff and community members. The Board shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner.

The CEO or designee shall establish regulations to prevent and/or reduce environmental hazards in accordance with law and state guidelines. Strategies shall include but not necessarily be limited to:

1. Considering air quality in the siting and architectural design of new or remodeled facilities and in the selection of building materials and furnishings, and taking steps to reduce indoor air contaminants in maintenance operations
2. Ensuring the use of effective least toxic pest management practices at all LCER schools
3. Minimizing the exposure to lead in paint, soil or drinking water, especially in areas accessible to very young children
4. Inspecting and testing facilities for asbestos-containing materials and protecting persons during encapsulation and removal of any asbestos

Lewis Center for Educational Research

**AR 3514: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
ENVIRONMENTAL SAFETY, AIR QUALITY**

Adopted: June 5, 2003

Revised:

Air Quality

The CEO or designee shall ensure that the following measures are taken in order to reduce indoor air contaminants:

1. Heating, ventilating and air conditioning systems shall be operated, inspected and maintained in accordance with 8 CCR 5142-5143. School buildings shall be inspected annually to ensure they have adequate ventilation systems, which are properly maintained so as to preclude the buildup of mold, mildew, and other air contaminants. Filters shall be changed frequently.
2. Indoor painting of school buildings shall be limited to those times when school is not in session.
3. Low-emission cleaning products shall be used whenever possible, and custodial duties that require polluting products shall be performed after classes are dismissed.
4. Paints, adhesives and solvents shall be used and stored in well-ventilated areas; these items shall be purchased in small quantities to avoid storage exposure.
5. Exterior wall and foundation cracks and openings shall be sealed as soon as possible, to control exposure to radon.
6. Water-damaged ceiling tiles, carpet, and other building materials shall be removed as soon as practicable.
7. Plain water or soap and water shall be used as cleaning agents; aerosols, including air fresheners, shall be avoided.
8. Pest control measures shall involve the use of integrated pest management procedures (IPM).

Lead Exposure Reduction

The following steps shall be taken to minimize potential exposure to lead:

1. Painted surfaces shall be kept intact whenever possible. To minimize lead dust during maintenance operations, a tarp or plastic shall be placed under paint removal operations to collect old paint debris, paint shall be dampened before removing it with a scraper, nearby surfaces shall be cleaned with a wet mop or cloth after the job is completed, a High Efficiency Particulate Air (HEPA) attachment may be used on power sanders, and clean-up may be conducted with HEPA vacuums to remove lead dust. An open flame shall not be used to remove old paint.

2. Soil with high lead content may be covered with grass, other plantings, concrete or asphalt. Children's access to bare soil shall be limited.
3. When drinking water is found to have unacceptable levels of lead, water outlets shall be flushed daily for at least 30 seconds prior to use. The CEO or designee also may reduce lead concentrations in the source water, install a corrosion control device at the school's point of entry, or provide bottled water as appropriate.
4. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment dust within the construction area.
5. The CEO or designee may provide parents/guardians and students with information about the prevention of lead poisoning.
6. Remedial action to abate existing lead hazards shall be taken only by personnel qualified in accordance with law.

Asbestos Testing and Abatement

Maintenance staff shall be trained in the location, identification, proper cleaning and ongoing maintenance of asbestos-containing materials and in the removal and decontamination of small amounts of such materials when needed to repair pipes or perform similar duties. Extensive asbestos abatement work shall be completed by state-certified asbestos abatement contractors in compliance with state and federal standards.

The LCER's complete, updated management plan for material containing asbestos in school buildings shall be available for inspection in district and school offices during normal business hours. Parent, teacher and employee organizations shall annually be informed of the availability of this plan.

Other Environmental Safety Precautions

Principals or their designees shall enforce school rules designed to:

1. Prevent the accumulation of flammable, noxious or otherwise dangerous materials unless adequate safeguards are provided
2. Keep all school facilities free of debris
3. Keep walkways at all times open to pedestrian traffic and clear of obstructions

Lewis Center for Educational Research

**BP 3514.1 BUSINESS AND NONINSTRUCTIONAL OPERATIONS
HAZARDOUS CHEMICALS**

Adopted: June 5, 2003

Revised:

The Foundation Board recognizes that potentially hazardous substances are used in the daily operations of our schools. The CEO or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

Insofar as possible, the CEO or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

Hazard Communication Program

The CEO or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

Lewis Center for Educational Research

AR 3514.1: BUSINESS AND NONINSTRUCTIONAL OPERATIONS HAZARDOUS SUBSTANCES

Adopted: June 5, 2003

Revised:

The disposal of chemicals may be accomplished in accordance with removal and disposal systems established by the County Office of Education.

Hazard Communication Program

In order to control the handling of hazardous substances and provide information to employees in accordance with California's Hazard Communication Regulation (8 CCR 5194), the CEO or designee shall ensure that the hazard communication program outlined below is carried out. The written hazard communication program shall be available upon request to all employees and their designated representatives.

The following materials are exempted from the Hazard Communication Program and this regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics used by employees.

1. Container Labeling

Except for consumer products, pesticides, alcoholic beverages or food, drug and additive products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by the LCER unless labeled by the supplier with the following information:

- a. Identity of the hazardous substance(s).
- b. Hazard warning statements.
- c. Name and address of the chemical manufacturer or importer.

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.

2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the CEO or designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the CEO or designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.

The CEO or designee shall maintain copies of MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

3. Employee Information and Training

Employees shall receive inservice training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall provide:

- a. An overview of the requirements of California's Hazard Communication Regulation (8 CCR 5194), including employee rights described therein.
- b. The location, availability and content of the district's written hazard communication program.
- c. Information as to any operations in the employees' work area where hazardous substances are present.
- d. The physical and health effects of the hazardous substances in the work area.
- e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area.
- f. Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls.
- g. Steps the LCER has taken to lessen or prevent exposure to these substances.
- h. Emergency and first aid procedures to follow if exposed to the hazardous substance(s).
- i. Instruction on how to read labels and review MSDS for appropriate information.

4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the school, employees may consult the MSDS sheets.

5. Hazardous Non-routine Tasks

Should employees be required to perform hazardous non-routine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used. They shall also receive information about emergency procedures and the measures the district has taken to lessen the hazards, including ventilation, respirators, and the presence of another employee.

6. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent or designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

Lewis Center for Educational Research

AR 3514.2: BUSINESS AND NONINSTRUCTIONAL OPERATIONS INTEGRATED PEST MANAGEMENT

Adopted: June 5, 2003

Revised:

The CEO or designee shall develop and implement an integrated pest management program that incorporates effective least toxic pest management practices.

Integrated pest management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls.

Procedures

In the control and/or management of pests at the facilities, the CEO or designee shall:

1. Carefully monitor and identify the pest and the site of infestation. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property or the environment.
2. Consider a full range of possible alternatives. Such alternatives include not taking any action or controlling the pest by physical, mechanical, chemical, cultural or biological means.
3. Select non-chemical pest management methods over chemical methods, whenever they are effective to provide the desired control. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.
4. Use the least toxic material when it is determined that a chemical method of pest management must be used. The least toxic material shall be chosen and applied in accordance with law.
5. Limit pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff, and they shall be stored and disposed of in accordance with state regulations and label directions registered with the Environmental Protection Agency.
6. Ensure that persons applying pesticides follow label precautions and are trained in the principles and practices of integrated pest management.

Notification

The CEO or designee shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year. The notification shall include at least the following:

1. The Internet address used to access information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to Food and Agricultural Code 13184.
2. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it.
3. An opportunity for interested persons to register to receive notification of individual pesticide application at the school site. The CEO or designee shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application.
4. Other information deemed necessary by the CEO or designee.

If a pesticide product not included in the annual notification is subsequently intended for use at the school site, the CEO or designee shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application.

Posting of Warning Signs

The CEO or designee shall post a warning sign at each area of the school site where pesticides will be applied, at least 24 hours prior to the application and until 72 hours after the application. The warning sign shall display the following:

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the Environmental Protection Agency's product registration number.
3. Intended areas and dates of application.
4. Reason for the pesticide application.

Notification During Emergency Conditions

Whenever the CEO or designee deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons, or the school site, he/she shall make every effort to provide the required notifications prior to the application of a pesticide. In such a case, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application.

Records

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording of the amount of the pesticide used.

Note: The parental notification and record keeping requirements for schools shall not apply to self-contained bait or trap, to gel or paste deployed as a crack and crevice

treatment, pesticides exempted from regulation by the United States Environmental Protection Agency pursuant to FIFRA or to anti-microbial pesticides, including sanitizers and disinfectants.

LCER employees are not to bring any pesticide, insecticide or herbicide chemicals to school. If employees have a pest or plant problem that requires chemical treatment they are to contact their site administrator who will contact the CEO or designee, who will decide on the plan of action and notify the site administrator that spraying will take place and what chemicals will be used. The site administrator will then initiate the IPM plan of notification, posting and use.

Lewis Center for Educational Research

**BP 3515: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
SECURITY**

Adopted: June 5, 2003

Revised:

The Foundation Board is committed to maintaining the security of the school and school grounds. The CEO or designee shall establish procedures to:

1. Minimize fire hazards.
2. Reduce the probability of faulty equipment.
3. Guard against the chance of electrical shock.
4. Maintain records and funds in a safe place.
5. Protect against vandalism and burglary.
6. Assign responsibility for use of school building keys.
7. Maintain locked buildings during non-business hours.
8. Secure outdoor areas and reduce the number of entrances which give access to the schools, such as by means of fencing or landscaping.

Lewis Center for Educational Research

**AR 3515: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
SECURITY INCIDENTS & KEY CONTROL**

Adopted: June 5, 2003

Revised:

Security

Incidents of illegal entry, theft of school property, vandalism, and damage to school property from other causes shall be reported by phone to the CEO or designee as soon after discovery as possible. A written report of the incident shall be made within 24 hours.

Keys

All keys used in a school shall be the responsibility of the principal. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

Each principal shall set up a record keeping system so as to know at all times the location of all keys. The master key shall not be loaned.

Employees who have keys shall be responsible for the security of the room, gate or building involved. They shall lock all doors and windows and turn off all lights, air conditioning, heat, appliances etc. when leaving the room or building.

The duplication of school keys is prohibited. The person issued a key shall be responsible for its safekeeping. If a key is lost, the person responsible shall report the loss to the principal immediately and shall pay for a duplicate key. Duplicate keys may be obtained only through Administration.

Keys shall be used only by authorized employees and shall never be loaned to students.

Lewis Center for Educational Research

**AR 3515.1: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
CRIME DATA REPORTING**

Adopted: June 5, 2003

Revised:

The principal or designee at each school shall complete a California Safe Schools Assessment (CSSA) incident form for each incident of school crime, including hate-motivated incidents and hate crimes. The information on the form includes, but is not limited to, identification of the crime or hate-motivated incident, victim characteristics, suspect characteristics if known at the time of the incident, and the actual or estimated dollar loss to the LCER resulting from a criminal act directed against LCER property.

The principal or designee shall use the crime and hate-motivated incident classifications and the reporting guidelines to determine if an incident is reportable.

Each month, the principal shall report the data to the CEO or designee.

Lewis Center for Educational Research

**BP 3516: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

Adopted: June 5, 2003

Revised:

In order to save lives and protect property, all LCER staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

The CEO or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The CEO or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes.

The principal or designee shall augment the LCER plan with working plans and procedures specific to each school. He/she shall present a copy of these site plans and procedures to the CEO.

LCER and site plans shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threat or actual detonation
4. Attack or disturbance by individuals or groups

The CEO or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The CEO or designee shall use state-approved Standard Emergency Management System guidelines when updating LCER emergency and disaster preparedness plans.

The CEO or designee shall consult with city and/or county agencies so that LCER and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and the LCER.

The CEO or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.

Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The CEO or designee shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The CEO or designee shall provide for CPR inservice training to be offered at least once a year for LCER staff.

Lewis Center for Educational Research

**AR 3516: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
EMERGENCIES AND DISASTER PREPAREDNESS PLAN
PROCEDURES**

Adopted: June 5, 2003

Revised: September 10, 2007

The LCER disaster preparedness plan shall be available to staff, students and the public in the office of the CEO and in the office of each school location. Individual school site disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with their site plan.

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The principal or designee shall receive authorization from the CEO or designee before releasing students.
2. Individual students shall not leave a school site without receiving permission from the principal or designee.
3. Staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The principal or designee shall record the release of all students.

Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. Staff shall not leave the campus without permission of CEO or designee.

During an emergency, staff shall fulfill the following roles:

1. The principal or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans.

* In the event that the Town of Apple Valley is using our facility as the EOC (Emergency Operations Center) and their directions supercede those of the principal, we will follow those directions.

The principal or designee shall:

- a. Direct evacuation of buildings
 - b. Arrange for transfer of students when their safety is threatened
 - c. Inform the CEO or designee of all emergency actions taken as soon as possible
 - d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
 - e. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.
2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
- a. Direct evacuation of students in their charge in accordance with the principal's instruction
 - b. Give the DROP command as necessary
 - c. Take attendance, stay with the students and provide supervision
 - d. Report missing students to the principal or designee
 - e. Send students in need of first aid to a person trained in first aid
3. Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:
- a. Survey and report damage to the principal
 - b. Direct rescue operations as required
 - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
 - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
 - e. Disburse supplies and equipment as needed
4. The school secretary and secretarial staff shall:
- a. Report a fire or disaster to the appropriate authorities
 - b. Answer telephones and monitor radio emergency broadcasts
 - c. Provide for the safety of essential school records and documents
 - d. Assist the principal as needed

Lewis Center for Educational Research

AR 3516.3: BUSINESS AND NONINSTRUCTIONAL OPERATIONS EARTHQUAKE EMERGENCY PROCEDURE SYSTEM

Adopted: June 5, 2003

Revised: September 10, 2007

The CEO or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to, the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A DROP procedure in which students and staff members:
 - a. Drop to their knees
 - b. Take cover under a table or desk
 - c. Protect their head with their arms
 - d. Face away from the windows
3. Protective measures to be taken before, during and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system

School disaster plans shall outline roles, responsibilities and procedures for students and staff.

DROP procedures may be expanded to ensure that students get under stationary desks or tables where available, or otherwise get next to an inside wall or under an inside doorway. Students should stay in the drop position until the emergency is over or until further instructions are given.

Earthquake Education

DROP procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Students also shall be taught to take the following safety precautions during an earthquake if adults are not present to give specific directions:

1. If you are in the open, stay there.
2. Move away from buildings, trees and exposed wires.
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Teachers shall have students perform the DROP procedure.
2. As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.
3. Teachers shall have students leave the building in an orderly manner when the earthquake is over.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken by teachers or other persons in authority and students who are on school grounds:

1. The teacher shall direct students to walk away from buildings, trees, poles or exposed wires.
2. The teacher shall have students perform the DROP procedure, covering as much skin surface as possible, closing eyes and covering ears.
3. Teachers and students shall stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

1. In outside assembly areas, teachers shall provide assistance to any injured students, take roll and report missing students to the principal or designee.
2. The principal shall request assistance as needed from the county or city civil defense office or fire and police departments. He/she shall consider the possibility of aftershocks and shall determine the advisability of closing the school, with the advice of the county or city officials, as appropriate. He/she shall also contact the CEO or designee for further instructions.
3. The principal shall post guards at a safe distance from all building entrances to see that no one reenters until the buildings are declared safe. Monitors may be custodians, teachers or students.
4. Following the earthquake, the principal and custodian shall inspect all buildings for water and gas leaks, electrical breakages and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
5. Teachers or students shall not light any stoves or burners after the earthquake until the area is declared safe.
6. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the CEO or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

Lewis Center for Educational Research

**BP 3530: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
INSURANCE MANAGEMENT**

Adopted: June 5, 2003

Revised:

General Insurance

The Foundation Board shall maintain an adequate insurance program to protect the LCER against loss which may occur due to the many normal and usual hazards which a public school system faces and to carry additional insurance, when needed, to protect the LCER against specific and unusual hazards which may be incurred, from time to time, in the various operations of the district.

The insurance program shall include, but not be limited to:

1. Fire and Damage Insurance (building and equipment).
2. Fire and Property Damage Insurance.
3. Workers Compensation Insurance.
4. Fidelity Bond Insurance.
5. Liability Insurance.

Where possible, insurance shall be placed through:

1. Full time insurance agents who are qualified for the specific insurance program.
2. Full time agents who qualify for other requirements which may be established by the LCER to meet specific situations or needs.
3. A joint powers agency.

The Board reserves the right to remove an agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

Bonding

The Board recognizes that prudent trusteeship of the resources of the LCER dictate that employees responsible for the safekeeping of LCER moneys and property be bonded.

Any employee involved in handling student body funds shall be bonded.

The LCER shall be indemnified against loss of money and property by bonding of employees holding positions which have extensive access to property and money.

Such bonds shall be subsumed under a blanket bond. The Board shall bear the cost of bonding each employee required to be bonded by this policy.

Lewis Center for Educational Research

BP 3541.1 BUSINESS AND NONINSTRUCTIONAL OPERATIONS TRANSPORTATION REQUIREMENTS

Adopted: June 5, 2003

Revised:

The CEO or designee shall maintain procedures to regulate the use of the vehicles for approved school-related activities. Activity trips occurring outside of school hours shall be subject to the rules and policies regulating educational field trips.

Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Board, such costs may be charged to the LCER.

When LCER transportation is not available, the CEO or designee may authorize the transportation of students by private automobile for approved field trips and off-campus activities in accordance with administrative regulations. The vehicle must be driven by an adult who has registered with the LCER for such purposes and has received approval from the CEO or designee. All drivers shall be provided safety and emergency information. All student passengers shall provide permission slips signed by their parents/guardians.

Drivers shall be required to obtain clearance from the CA Department of Justice.

Drivers shall be required to possess a valid California driver's license and liability insurance coverage in the minimum amounts of Public Liability: Bodily Injury \$100,000 to \$300,000 per accident; Property Damage \$25,000 per accident; and Medical Payments \$2,000 per person.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. LCER personnel who frequently transport students in their private vehicles are urged to carry liability insurance of \$300,000 or more per occurrence.

A seat belt must be provided for each passenger.

Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

The number of passengers, including the driver, shall not exceed the capacity for which the vehicle was designed and should not in any case exceed ten.

Reimbursement for the use of private transportation may be made from LCER funds with the approval of the CEO or designee.

Lewis Center for Educational Research

AR 3541.1: BUSINESS AND NONINSTRUCTIONAL OPERATIONS TRANSPORTATION_PERSONAL VEHICLE

Adopted: June 5, 2003

Revised: September 10, 2007

Each driver using a private vehicle to transport students on school-sponsored trips or off-campus activities must file and keep current in the Compliance office the following information:

- Current fingerprint clearance
- Current DMV driver report
- Proof of Insurance with \$100,000/\$300,000 liability
- Volunteer Driver Acknowledgement form
- Off-site event form
- School Driver Certification Form (E 3541.1)

The principal/administrator assigning a designated driver for approved transportation shall verify the driver's status with the business office.

Consent forms from parents/guardians must be on file prior to any trip.

Use of personal vehicles where hazardous road conditions exist is prohibited. These hazardous road conditions are those declared by California Highway Patrol, or other city, county, state or federal agencies authorized to monitor road conditions.

Lewis Center for Educational Research

**E 3541.1: BUSINESS AND NONINSTRUCTIONAL OPERATIONS
TRANSPORTATION_SCHOOL DRIVER CERTIFICATION FORM**

Adopted: June 5, 2003

Revised:

DRIVER (circle one) Employee Parent Volunteer

Name _____ Date of Birth _____

Address _____

Driver's License No. _____ Expiration Date _____

Telephone No. _() _____

VEHICLE

Name of Owner _____ Year _____

Address _____ Make _____

License Plate No. _____ Registration Expires _____

Seating Capacity _____ No. Seat Belts _____

INSURANCE INFORMATION

Insurance Company _____

Policy No. _____ Expiration Date _____

Liability Limits of Policy _____

(The minimum acceptable liability limit for privately-owned vehicles is \$100,000 per occurrence. If you transport students often, it is recommended that your coverage be \$300,000 per occurrence.)

Name of Agent _____

Telephone No. _() _____

I certify that the information given above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

Name Date

Driver Instruction Form

When using your vehicle to transport students on field trips or other school activity trips, please:

1. Be sure that you have a valid driver's license and current liability insurance of at least \$100,000 per occurrence.
2. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
3. Carry only the number of passengers for which your vehicle was designed. If you have a truck or pickup, carry only as many as can safely sit in the passenger compartment.
4. Require each passenger to use a safety belt.

(The minimum acceptable liability limit for privately-owned vehicles is covering in the minimum amounts of Public Liability: Bodily Injury \$100,000 to \$300,000 per accident; Property Damage \$25,000 per accident; and Medical Payments \$2,000 per person.

Name of Agent _____

Telephone No. () _____

I certify that the information given above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

Name Date

2016/2017 Health Insurance Plans

40328A 100%

Health, Dental, & Vision

Employee Monthly Contribution

Single	\$264.23
2-Party	\$502.37
Family	\$708.89

Deductible	\$0/Ind/\$0 Family
Max OOP	\$1000 Ind/\$3000 Fam
Office/Urgent Care	\$20 co-pay
Emergency room	\$100 co-pay

Prescription Drugs

(90-Day Supply)	
Generic	\$9 co-pay
Preferred Brand	\$35 co-pay
\$0 deductible	
Max OOP \$2500 Ind/\$3500 Fam	

40328B 80/20%

Health, Dental, & Vision

Employee Monthly Contribution

Single	\$191.23
2-Party	\$357.37
Family	\$501.89

Deductible	\$200 Ind/\$500 Family
Max OOP	\$1000 Ind/\$3000 Fam
Office/Urgent Care	\$20 co-pay
Emergency room	\$100 co-pay

Prescription Drugs

(90-Day Supply)	
Generic	\$9 co-pay
Preferred Brand	\$35 co-pay
\$0 deductible	
Max OOP \$2500 Ind/\$3500 Fam	

40328C 80/20% Base Plan

Health, Dental, & Vision

Employee Monthly Contribution

Single	\$82.21
2-Party	\$213.37
Family	\$300.89

Deductible	\$500/Ind/\$1000 Family
Max OOP	\$2000 Ind/\$4000 Fam
Office/Urgent Care	\$30 co-pay
Emergency room	\$100 co-pay

Prescription Drugs

(90-Day Supply)	
Generic	\$10 co-pay
Preferred Brand	\$35 co-pay
\$200 deductible on Preferred Brands	
Max OOP \$2500 Ind/\$3500 Fam	

40328D 70/30% Minimum Value Plan

Health, Dental, & Vision

Employee Monthly Contribution

Single	\$0.00
--------	---------------

Deductible	\$5000 Ind
Max OOP	\$6350 Ind
Office/Urgent Care	\$60 (1st 3 visits)*
Emergency room	\$100 co-pay
(*then full price until medical deductible is met)	

Prescription Drugs

(90-Day Supply)	
Generic	\$9 co-pay
Preferred Brand	\$35 co-pay

Pharmacy Deductible is included in Medical Deductible

40328E 80/20%

Health, Dental, & Vision

Employee Monthly Contribution

Single	\$46.23
2-Party	\$74.37
Family	\$105.89

Deductible	\$2000 Ind/\$4000 Fam
Max OOP	\$4000 Ind/\$8000 Fam
Office/Urgent Care	\$30 co-pay
Emergency room	\$100 co-pay

Prescription Drugs

(90-Day Supply)	
Generic	\$15 co-pay
Preferred Brand	\$50 co-pay
\$200 deductible on Preferred Brands	
Max OOP \$2500 Ind/\$3500 Fam	

Kaiser HMO Health (w/Chiropractic)

(Dental & Vision not thru Kaiser)

Employee Monthly Contribution

Single	\$93.21
2-Party	\$263.37
Family	\$374.89

Deductible	\$0
Max Liability	\$1500 Ind/\$3000 Fam
Office/Urgent Care	\$30 co-pay
Emergency room	\$100 co-pay

Prescription Drugs

(100-Day Supply)	
Generic	\$10 co-pay
Preferred Brand	\$30 co-pay
\$0 deductible	

2016/2017 Health Insurance Plans

Included with each of these health plans are:

Blue Cross Contact Info (www.anthem.com) 800 825-5541

Kaiser Permanente (www.kp.com) 800 464-4000

Dental through Delta Dental (www.deltadentalins.com) 866 499-3001

Vision through VSP (www.vsp.com) 800 877-7195

Prescription benefits through Navitus Health (www.navitus.com) 866 333-2757

Basic Life Insurance (\$50,000)

MD Live 24/7/365 (www.mdlive.com/sisc) 888 632-2738

Employee Assistance Program (www.anthemEAP.com) 800 999-7222

If an employee wishes to delete dependents from health and only insure them for dental & vision, the employees would pay the contribution rate as outlined above for employee (and any fully covered dependants), and would pay the following to insure dependents on dental & vision:

Dental / Vision Only for Dependents

Employee Contribution

One dependent **\$25.00**

2 or more dependents **\$55.00**

APPENDIX O

Sexual and Unlawful Harassment Policies

Lewis Center for Educational Research

**BP 4119 PERSONNEL
UNLAWFUL HARASSMENT**

Adopted: June 5, 2003

Revised: June 11, 2012

The Foundation Board desires to provide the Lewis Center for Educational Research's ("LCER") employees' with a working environment that is free of unlawful harassment. In order to achieve this, the Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. The LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. The LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in the LCER.

Sexual Harassment: In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by the LCER. The LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those

with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning Lewis Center Personnel.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by the LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

1. Providing periodic training to all staff regarding the LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
2. Publicizing and disseminating the LCER's unlawful harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

Lewis Center for Educational Research

AR 4119.11 (a)

PERSONNEL

UNLAWFUL HARASSMENT DESCRIPTION & NOTIFICATIONS

Adopted: June 5, 2003

Revised: June 11, 2012

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Sexual Harassment:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when:
 - Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment.
 - Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her.
 - The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
 - Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the LCER.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, when the conduct occurs under the conditions described in items #1-#4 above, include but are not limited to:

Physical Assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Notifications:

A copy of this policy shall:

- Be displayed in a prominent location in the main administrative building or other area of the school.
- Be provided to all members of the administrative staff and to employees at the time of hire, and be made available for employees to review via that LCER's intranet.
- Appear in any school or LCER publication that sets forth the LCER's comprehensive rules, regulations, procedures and standards of conduct, such as Employee Handbook.

At time of hire, all employees shall receive a copy of information sheets prepared by the California Department of Fair Employment and Housing and a copy of LCER's Unlawful Harassment Policy and the LCER's complaint procedures.

**Lewis Center for Educational Research
Academy for Academic Excellence**

**AR 4119.11 (b): PERSONNEL
STUDENT SEXUAL HARASSMENT DESCRIPTION & NOTIFICATIONS**

Adopted: June 5, 2003

Revised:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the LCER and which may constitute sexual harassment, when the conduct occurs under the conditions described in items #1-#4 above, include but are not limited to:

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational tools
10. Displaying sexually suggestive objects

Notifications

A copy of the LCER's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administration building of each school
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session as applicable
4. Appear in any school or LCER publication that sets forth the school's or LCER's comprehensive rules, regulations, procedures and standards of conduct
5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The CEO or designee or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who saw the harassment take place
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The CEO or designee or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the CEO or designee or designee also may discuss the complaint with the following persons:
 - a. The CEO
 - b. The parent/guardian of the student who complained
 - c. The parent/guardian of the person accused of harassing someone
 - d. A teacher or staff member whose knowledge of the students involved may help in determining the facts
 - e. Child protective agencies responsible for investigating child abuse reports
 - f. Legal counsel for the LCER.
4. When the student who complained and the person accused of harassment so agree, the CEO or designee or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who

complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. The CEO or designee or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the LCER's uniform complaint procedures. If the student wishes to file a formal complaint, the CEO or designee or designee shall assist the student in doing this and shall provide information to the student about due process afforded through the LCER's Uniform Complaint Procedures.

When a student files a formal complaint alleging sexual harassment, the complaint shall be referred to the Office of Civil Rights (OCR). Referral to the OCR shall not preclude the school or LCER from continuing to investigate the complaint.

6. In reaching a decision about the complaint, the CEO or designee or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of past instances of harassment by the accused person
- e. Evidence of past harassment complaints that were found to be untrue

7. To judge the severity of the harassment, the CEO or designee or designee may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency and duration of the misconduct
- c. The number of persons involved
- d. The age and sex of the person accused of harassment
- e. The subject(s) of harassment
- f. The place and situation where the incident occurred
- g. Other incidents at the school, including incidents of harassment that were not related to sex
- I. Any other relevant factors

8. The CEO or designee or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student and/or parent/guardian who complained and the person accused.

The report of findings shall, to the extent possible, protect the privacy of students and personnel who provided information to the CEO or designee or designee in the course of the investigation.

9. The CEO or designee or designee shall give the CEO a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

10. Within two weeks after submitting the report of findings, the CEO or designee or designee shall determine whether or not the student who complained has been further harassed. The CEO or designee or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Enforcement

The CEO or designee or designee shall take appropriate actions to reinforce the LCER's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff inservice and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action. In addition, the CEO or designee or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

APPENDIX P

Audit
Budget
LCFF
Tax Return
Letter of Determination

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

AUDIT REPORT

**For the Fiscal Year Ended
June 30, 2015**



THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
For the Fiscal Year Ended June 30, 2015
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Financial Section



INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

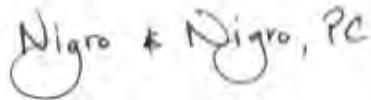
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc., as of June 30, 2015, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements. The supplementary information on pages 19 to 24 and the schedule of expenditures of federal awards on page 25 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 18 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2015 on our consideration of the Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control over financial reporting and compliance.



Murrieta, California
December 15, 2015

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Statement of Financial Position
June 30, 2015

ASSETS	
Cash	\$ 2,655,582
Accounts receivable	2,167,079
Laptop leases receivable	592,945
Less: allowance for uncollectible leases	(29,647)
Laptop inventory	127,459
Prepaid expenses	78,840
Unamortized debt issuance costs	442,944
Capital assets:	
Non-depreciable assets	4,728,150
Depreciable assets	19,508,958
Accumulated depreciation	<u>(6,593,320)</u>
Total Assets	<u>\$ 23,678,990</u>
LIABILITIES AND NET ASSETS	
Liabilities	
Accounts payable	\$ 555,524
Accrued payroll and payroll expenses	640,497
Unearned revenues	90,441
Due to student groups	20,071
Long term liabilities:	
Portion due within one year	1,099,138
Portion due after one year	<u>7,221,536</u>
Total liabilities	<u>9,627,207</u>
Net assets	
Unrestricted	13,610,806
Temporarily restricted	365,283
Permanently restricted	75,694
Total net assets	<u>14,051,783</u>
Total Liabilities and Net Assets	<u>\$ 23,678,990</u>

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

Statement of Activities

For the Fiscal Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal special education	\$ -	\$ 212,299	\$ -	\$ 212,299
National School Lunch Program	-	301,433	-	301,433
Federal charter school facilities incentive grant	-	67,347	-	67,347
Other federal revenues	-	238,058	-	238,058
LCHF state aid apportionment	10,557,784	-	-	10,557,784
Education Protection Account	2,868,541	-	-	2,868,541
Charter In-lieu property tax payments	892,630	-	-	892,630
Lottery	267,210	61,484	-	328,694
Special education	-	1,066,513	-	1,066,513
STRS on behalf payment	-	312,287	-	312,287
State charter facilities grant	-	452,310	-	452,310
Other state revenues	209,694	-	-	209,694
Donations	65,714	115,687	-	181,401
In-kind donations	-	504,870	-	504,870
Student activities	116,737	-	-	116,737
Class fees	72,494	-	-	72,494
Food services	62,781	23,810	-	86,591
Other local revenues	175,968	428,553	150	604,671
Interest earned	36,114	134	80	36,328
Net assets released from restrictions:				
Other federal restricted funds	305,405	(305,405)	-	-
Lottery	61,484	(61,484)	-	-
Other state revenues	914,847	(914,847)	-	-
Special education	1,278,812	(1,278,812)	-	-
Food service	325,243	(325,243)	-	-
Restricted cash donations	1,000	-	(1,000)	-
Restricted in-kind donations	704,870	(704,870)	-	-
Other local programs	468,583	(468,583)	-	-
Total Revenues, Gains, and Other Support	<u>19,385,911</u>	<u>(274,459)</u>	<u>(770)</u>	<u>19,110,682</u>
EXPENSES				
Program Services:				
Academy For Academic Excellence	11,012,911	-	-	11,012,911
Norton Space and Aeronautics Academy	5,782,755	-	-	5,782,755
Lewis Center For Educational Research	514,933	-	-	514,933
Supporting Services:				
Management and general	1,171,335	-	-	1,171,335
Total Expenses	<u>18,481,934</u>	<u>-</u>	<u>-</u>	<u>18,481,934</u>
Change in net assets from operations	903,977	(274,459)	(770)	628,748
Unrealized gain (loss) on interest rate swap	<u>(184,024)</u>	<u>-</u>	<u>-</u>	<u>(184,024)</u>
Change in net assets	719,953	(274,459)	(770)	444,724
Net Assets, July 1, 2014	<u>12,890,853</u>	<u>639,742</u>	<u>76,464</u>	<u>13,607,059</u>
Net Assets, June 30, 2015	<u>\$ 13,610,806</u>	<u>\$ 365,283</u>	<u>\$ 75,694</u>	<u>\$ 14,051,783</u>

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

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

Statement of Cash Flows

For the Fiscal Year Ended June 30, 2015

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	444,724
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:		
Depreciation		514,448
Amortization		16,224
Unrealized loss on interest rate swap		184,025
(Increase) decrease in operating assets:		
Accounts receivable		1,407,717
Laptop lease receivable		(113,573)
Inventory		(127,459)
Prepaid expense		(11,638)
Increase (decrease) in operating liabilities:		
Accounts payable and other liabilities		413,850
Accrued payroll and payroll expenses		(108,629)
Unearned revenues		49,852
Due to student groups		8,412
Net cash provided (used) by operating activities		<u>2,677,953</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of equipment, furniture, and building improvements		<u>(4,019,585)</u>
Net cash provided (used) by investing activities		<u>(4,019,585)</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from lease purchase		1,183,700
Proceeds from capital leases and retirement program		738,159
Payments on outstanding loans		<u>(548,181)</u>
Net cash provided (used) by financing activities		<u>1,373,678</u>
Net increase (decrease) in cash		32,046
Cash, July 1, 2014		<u>2,623,536</u>
Cash, June 30, 2015	\$	<u><u>2,655,582</u></u>

SUPPLEMENTAL DISCLOSURE

Interest paid	\$	<u><u>273,128</u></u>
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THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.

Statement of Functional Expenses

For the Fiscal Year Ended June 30, 2015

	Program Services			Total Program Services	Supporting Services	Total Expenditures
	Academy For Academic Excellence	Norton Space and Aeronautics Academy	Lewis Center For Educational Research		Management And General	
Certificated Salaries	\$ 4,889,232	\$ 2,298,836	\$ 96,780	\$ 7,284,848	\$ 12,880	\$ 7,297,728
Classified Salaries	1,762,223	978,485	58,684	2,799,392	330,498	3,129,890
Benefits	2,113,712	987,589	29,989	3,131,290	127,513	3,258,803
Total Salaries and Benefits	<u>8,765,167</u>	<u>4,264,910</u>	<u>185,453</u>	<u>13,215,530</u>	<u>470,891</u>	<u>13,686,421</u>
Books & Supplies	600,838	527,077	58,610	1,186,525	-	1,186,525
Services, Other Operating Expenses	1,501,404	987,413	146,599	2,635,416	169,772	2,805,188
Debt Service	145,502	3,355	124,271	273,128	-	273,128
Depreciation	-	-	-	-	514,448	514,448
Amortization	-	-	-	-	16,224	16,224
Totals	<u>\$ 11,012,911</u>	<u>\$ 5,782,755</u>	<u>\$ 514,933</u>	<u>\$ 17,310,599</u>	<u>\$ 1,171,335</u>	<u>\$ 18,481,934</u>

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

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

Notes to Financial Statements

June 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”), a nonprofit organization, was organized in the State of California. The Foundation was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The Foundation operates two charter schools pursuant to California Education Code 47600. One school operates under a charter with Apple Valley Unified School District in Apple Valley, California. The other school operates under a charter with San Bernardino County Board of Education. The Foundation provides classroom-based instruction.

B. Promises to Give

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

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years’ experience and management’s analysis of specific promises made. As of June 30, 2015 the Foundation determined that there were no uncollectible accounts.

C. Accounting Policies

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

D. Basis of Accounting

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

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

E. Basis of Presentation

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

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

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

Notes to Financial Statements

June 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Basis of Presentation (continued)

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

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

At June 30, 2015, the Foundation had unrestricted net assets of \$13,610,806 temporarily restricted net assets of \$365,283, and permanently restricted net assets of \$75,694.

F. Contributions

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

G. Estimates

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

H. Income Taxes

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

G. Cash

Cash consists of funds held in financial institutions. The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation's cash balances were deposited in three financial institutions. As of June 30, 2015 the Foundation did not hold any cash as investments.

Cash balances are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). As of June 30, 2015, \$2,361,946 of the Foundation's bank balance was exposed to custodial credit risk.

H. Inventories and Prepaid Items

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

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

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

Notes to Financial Statements

June 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Custodial Credit Risk

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

J. Laptop Lease Payments Receivable

The Foundation, through one of its schools, the Academy for Academic Excellence, has begun a program to enable students in certain grade levels to obtain laptop computers. The Foundation leases the computers from the manufacturer and then offers to lease them to the student's parents under the same terms and for the same price. The lease payments receivable are carried on the books as Current Lease Payments Receivable for payments due within one year, and Lease Payments Receivable for the portion due after one year. The Foundation has reduced the total receivable by 5% of the balance due to account for estimated uncollectible amounts.

K. Unearned Revenues

Unearned revenues are recognized as revenue for the laptop interest to the extent that qualified expense has been incurred.

L. Fair Value Measurements

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

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

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

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

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

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

Notes to Financial Statements

June 30, 2015

NOTE 2 – CASH

In conjunction with a prior year financing agreement with the Foundation's primary depository, Union Bank has been engaged to hold funds in trust relating to construction and payment of obligation debt and interest. The accounts involved are listed below as Cash and Equivalents Held by Trustee Bank. All of the funds in the accounts are invested in Blackrock Liquidity Fund T Fund Dollar MMKT Shares. Each share is valued at \$1 and there is no gain or loss on the transactions.

Cash	
Union Bank	\$ 1,986,288
Desert Community Bank	98,143
Pacific Alliance Bank	49,500
Total Cash in Banks	<u>2,133,931</u>
Cash Held by Trustee Bank	
Union Bank Corporate Trust Department	<u>521,651</u>
Total Cash and Cash Equivalents	<u>\$ 2,655,582</u>

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2015, consisted of the following:

Federal Government:	
Title II	\$ 223
School lunch and breakfast program	48,344
Other	22,449
State Government:	
LCFF	1,594,756
Special education	112,433
Lottery	159,453
Other state	17,080
Local:	
Property tax	65,171
Other local	147,170
Total	<u>\$ 2,167,079</u>
Laptop leases receivable	<u>\$ 592,945</u>

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

Notes to Financial Statements

June 30, 2015

NOTE 4 - INVENTORY

Inventory consists of laptops held for sale to students in the subsequent year through a lease-to-purchase contract. Laptops held for sale at June 30, 2015, are reported at \$127,459.

NOTE 5 - CAPITAL ASSETS AND DEPRECIATION

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that as a whole create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation expense for 2014-15 was \$514,448. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

	Estimated Useful Life in Years
Furniture, Equipment and Leasehold Improvements	3-25
Cassini Documentary	5
Mojave River Campus	10-39

A schedule of changes in capital assets for the year ended June 30, 2015, is shown below:

	Balance, July 1, 2014	Additions	Retirements	Balance, June 30, 2015
Capital assets not being depreciated:				
Land	\$ 798,729	\$ -	\$ -	\$ 798,729
Construction in progress	497,235	3,509,917	77,731	3,929,421
Total capital assets not being depreciated	<u>1,295,964</u>	<u>3,509,917</u>	<u>77,731</u>	<u>4,728,150</u>
Capital assets being depreciated:				
Buildings & improvements	13,557,275	-	-	13,557,275
Furniture & equipment	2,001,041	-	-	2,001,041
Leasehold improvements	3,169,970	587,399	-	3,757,369
Cassini documentary	193,273	-	-	193,273
Total capital assets being depreciated	<u>18,921,559</u>	<u>587,399</u>	<u>-</u>	<u>19,508,958</u>
Accumulated depreciation for:				
Buildings & improvements	(3,442,395)	(350,965)	-	(3,793,360)
Furniture & equipment	(1,614,159)	(24,376)	-	(1,638,535)
Leasehold improvements	(829,045)	(139,107)	-	(968,152)
Cassini documentary	(193,273)	-	-	(193,273)
Total accumulated depreciation	<u>(6,078,872)</u>	<u>(514,448)</u>	<u>-</u>	<u>(6,593,320)</u>
Total capital assets being depreciated, net	<u>12,842,687</u>	<u>72,951</u>	<u>-</u>	<u>12,915,638</u>
Total capital assets, net	<u>\$ 14,138,651</u>	<u>\$ 3,582,868</u>	<u>\$ 77,731</u>	<u>\$ 17,643,788</u>

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Notes to Financial Statements
June 30, 2015

NOTE 6 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2015, is shown below:

	Balance, July 1, 2014	Additions	Deductions	Balance, June 30, 2015	Amount Due Within One Year
Bonds Payable	\$ 5,515,000	\$ -	\$ 135,000	\$ 5,380,000	\$ 140,000
Capital Leases	546,404	738,159	413,181	871,382	447,846
Voluntary Retirement Program	398,323	-	-	398,323	70,292
Interest Rate Swap	303,245	184,024	-	487,269	-
Lease Purchase - Tetra Financial Group	-	1,183,700	-	1,183,700	441,000
Total Long-Term Liabilities	<u>\$ 6,762,972</u>	<u>\$ 2,105,883</u>	<u>\$ 548,181</u>	<u>\$ 8,320,674</u>	<u>\$ 1,099,138</u>

A. Bonds

On September 19, 2012, the Foundation entered into an agreement with the California Municipal Finance Authority, whereby the Authority issued partially tax-exempt bonds in the total amount of \$5,640,000, and the Foundation borrowed the same amount from the Authority. Payments on the obligation of the Foundation are in the same amount and due dates as the amount due and due dates as the bonds issued by the Authority.

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

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

Fiscal Year	Amount
2015-16	\$ 140,000
2016-17	120,000
2017-18	125,000
2018-19	130,000
2019-20	135,000
2020-25	770,000
2025-30	925,000
2030-35	1,110,000
2035-40	1,325,000
2040-42	600,000
Total	<u>\$ 5,380,000</u>

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

Notes to Financial Statements

June 30, 2015

NOTE 6 – LONG-TERM LIABILITIES (continued)

B. Capital Leases

The Foundation has entered into various agreements with Apple Inc. for MacBooks. The leases were entered into in thirteen phases and call for payments to be made over a three year period. Imputed interest on the leases is between 4.5% - 5.2% per annum. Phases I through IV have been paid in full as of June 30, 2015.

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

Fiscal Year	Phase V Amount	Phase VI Amount	Phase VII Amount	Phase VIII Amount	Phase IX Amount	Phase X Amount	Phase XI Amount	Phase XII Amount	Phase XIII Amount	Total Amount
2015-2016	\$ 2,116	\$ 18,759	\$ 101,935	\$ 22,056	\$ 23,760	\$ 33,168	\$ 100,776	\$ 19,368	\$ 125,908	\$ 447,846
2016-2017	-	-	-	3,696	11,903	22,480	100,776	19,368	125,908	284,131
2017-2018	-	-	-	-	-	-	16,808	3,219	119,378	139,405
Totals	\$ 2,116	\$ 18,759	\$ 101,935	\$ 25,752	\$ 35,663	\$ 55,648	\$ 218,360	\$ 41,955	\$ 371,194	\$ 871,382

C. Sale Leaseback Arrangement

The Foundation entered into an agreement with Tetra Financial Group in January 2015, wherein it sold certain assets of the organization for a nominal price to Tetra which has become partial security for advances from Tetra to complete capital expenditures on Foundation property at 17500 Mana Road, Apple Valley, California. The construction included expansion of parking and student drop-off/pickup areas, acquisition and installation of modular classrooms, and other on and off site improvements. The construction was for the purpose of consolidating the Academy for Academic Excellence facilities into one campus. The construction was not complete at June 30, 2015. Cost of the uncompleted construction is included in work in progress section of fixed assets. Advances from Tetra are included in long-term debt less the portion due to Tetra within one year which is included in current liabilities. The outstanding balance as of June 30, 2015, was \$1,183,700. The following is a schedule of future payments according to the agreement:

Fiscal Year	Amount
2015-16	\$ 441,000
2016-17	588,000
2018-19	154,700
Total	\$ 1,183,700

D. Line of Credit

The Foundation entered into an agreement with Union Bank for a note which represents a line of credit. The maximum amount of funds available under the line of credit is \$2,000,000. As of June 30, 2015, there is no outstanding balance. This line of credit replaced the Foundation's previous line of credit with Desert Community Bank.

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

Notes to Financial Statements

June 30, 2015

NOTE 6 - LONG-TERM LIABILITIES (continued)

E. Voluntary Retirement Program

The Foundation approved a voluntary retirement program during 2013-14 fiscal year for eligible employees. Eight employees, who met the eligibility requirements, elected early retirement. The agreement requires the Foundation to make five payments over the course of five years through annual installments to the retirees that participate in the plan. The outstanding balance as of June 30, 2015, was \$398,323. The following is a schedule of future payments under the program:

<u>Fiscal Year</u>	<u>Amount</u>
2015-16	\$ 70,292
2016-17	93,723
2018-19	117,154
2019-20	117,154
Total	<u>\$ 398,323</u>

F. Interest Rate Swap Agreement

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

The change in the liability under the interest rate swap agreement is recorded as an unrealized gain (loss) within the statement of activities. The fair value of the interest rate swap agreement, which is measured on a recurring basis, for the year ended June 30, 2015 was \$487,269.

NOTE 7 - NET ASSET CLASSIFICATIONS

Temporarily restricted net assets consisted of the following at June 30, 2015:

Proposition 39 Energy Savings	\$ 152,237
Restricted for Capital Campaign Donations	196,645
Restricted for Scholarships	<u>16,401</u>
Total Temporary Restricted Net Assets	<u>\$ 365,283</u>

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

Notes to Financial Statements

June 30, 2015

NOTE 7 - NET ASSET CLASSIFICATIONS (continued)

Permanently restricted net assets are those net assets not available for expenditure, but the Foundation may spend the interest thereon. Permanently restricted net assets as of June 30, 2015 were as follows:

HIDAS Endowment	\$	64,265
Davis Aeronautics		<u>11,429</u>
Total Permanent Restricted Net Assets	\$	<u><u>75,694</u></u>

NOTE 8 - DONATIONS

Donations consist of cash and non-cash donations. The following were recorded as public supported donations during the fiscal year:

Cash Contributions	\$	181,401
FMV of Donated Facilities		<u>504,870</u>
Total Public Support Donations	\$	<u><u>686,271</u></u>

NOTE 9 - FUNCTIONAL ALLOCATION OF EXPENSES

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

NOTE 10 - EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), classified employees are members of the Public Employees' Retirement System (PERS), and part-time, temporary, and seasonal employees are covered by an alternative retirement program (APL).

Plan Description and Provisions

Public Employees' Retirement System (PERS)

Plan Description

The Foundation contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the comprehensive annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

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

Notes to Financial Statements

June 30, 2015

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

Public Employees' Retirement System (PERS) (continued)

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the Foundation is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2014-15 was 11.771%. The contribution requirements of the plan members are established by State statute.

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

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2014-15	\$ 368,775	100%
2013-14	\$ 346,260	100%
2012-13	\$ 313,865	100%

State Teachers' Retirement System (STRS)

Plan Description

The Foundation contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the comprehensive annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605, or at www.calstrs.com.

Funding Policy

Active plan members are required to contribute 8.15% of their salary. The required employer contribution rate for fiscal year 2014-15 was 8.88% of annual payroll. The contribution requirements of the plan members are established by State statute. The Foundation's contributions to STRS for the last three fiscal years were as follows:

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2014-15	\$ 594,394	100%
2013-14	\$ 531,215	100%
2012-13	\$ 459,313	100%

On-Behalf Payments

The Foundation was the recipient of on-behalf payments made by the State of California to STRS for the benefit of certificated teachers' retirement plans. These payments consist of state General Fund contributions of approximately \$312,287 in 2014-15 and are based on 5.679% of total 2012-13 covered payroll.

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

Notes to Financial Statements

June 30, 2015

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

Alternative Retirement Program (APL)

Plan Description

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

Funding Policy

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

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. Litigation

The Foundation is involved in certain legal matters that arose out of the normal course of business. The Foundation has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2015.

B. State and Federal Allowances, Awards, and Grants

The Foundation has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

C. Construction Commitments

At June 30, 2015, the Foundation had open construction commitments of \$1,464,796 for modernization and expansion projects at the Academy for Academic Excellence campus.

NOTE 12 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2015, have been evaluated through December 15, 2015, the date at which the Foundation's audited financial statements were available to be issued.

Sale Leaseback Arrangement – Amended Agreement

On November 30, 2015, the Foundation amended the original lease agreement with Tetra Financial Group disclosed at Note 6.C. The amount financed increased from \$1,275,000 to \$2,125,003 and base monthly rental payments increased from \$28,177.50 to \$52,933.84, which will take effect in January 2016.

Supplementary Information

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

Organizational Structure

June 30, 2015

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the Foundation) is a California nonprofit public benefit corporation under Internal Revenue Code Section 501(c)(3), whose purpose is to promote and support the educational needs of the students, teachers, and community members. The promotion and support is accomplished through several areas, including providing tours of the center for students and sponsoring various educational programs. Beginning in July 1997, the Foundation also became the umbrella organization for the Academy of Academic Excellence (Charter No. 0127). The Academy is a charter school sponsored by Apple Valley Unified School District. On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Space and Aeronautics Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. One grade level is being added each school year. As of June 30, 2015, the School included 7th grade. After the next school year, fiscal year 2014-15, the School will offer 8th grade, but enrollment will freeze at grades K-8 until resources to expand become available. Once resources become available, the School will consider grades 9-12 alternatives.

BOARD OF DIRECTORS

Member	Office	Term Expires
H.O. "Bud" Biggs	Chairman of the Board	December, 2015
Scott Johnson	Vice Chairman	December, 2017
Russell Stringham	Treasurer	December, 2017
Andrew Jaramillo	Secretary	December, 2017
David Bains	Director	December, 2016
Duberly Beck	Director	December, 2016
R. Everett “Buck” Goodspeed	Director	December, 2017
Robert Lovingood	Director	December, 2017
Kirtland Mahlum	Director	December, 2015
Jose Palafox	Director	December, 2017
D. Kevin Porter	Director	December, 2015
Tom Rosenbaum	Director	December, 2017
Donna Siegel	Director	December, 2017
Marcia Vargas	Director	December, 2016
Regina Weatherspoon-Bell	Director	December, 2016
Rick Wolf	Director, AVUSD Appointee	December, 2015

ADMINISTRATORS

Gordon Sohlt,
President/CEO

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Statement of Financial Position – Combined Charter Schools
June 30, 2015

	Academy for Academic Excellence	Norton Space and Aeronautics Academy	Lewis Center For Educational Research
ASSETS			
Cash	\$ 244,939	\$ 479,242	\$ 1,931,401
Accounts receivable	-	-	2,167,079
Laptop leases receivable	-	-	592,945
Less: allowance for uncollectible leases	-	-	(29,647)
Laptop inventories	-	-	127,459
Prepaid expenses	-	-	78,840
Unamortized debt issuance costs	-	-	442,944
Capital assets:			
Non-depreciable assets	-	-	4,728,150
Depreciable assets	-	-	19,508,958
Accumulated depreciation	-	-	(6,593,320)
Total Assets	\$ 244,939	\$ 479,242	\$ 22,954,809
LIABILITIES AND NET ASSETS			
Liabilities			
Accounts payable	\$ 230,850	\$ 31,837	\$ 292,837
Accrued payroll and payroll expenses	-	-	640,497
Unearned revenues	-	-	90,441
Due to student groups	-	-	20,071
Long term liabilities:			
Portion due within one year	-	-	1,099,138
Portion due after one year	-	-	7,221,536
Total liabilities	230,850	31,837	9,364,520
Net assets			
Unrestricted	14,089	447,405	13,149,312
Temporarily restricted	-	-	365,283
Permanently restricted	-	-	75,694
Total net assets	14,089	447,405	13,590,289
Total Liabilities and Net Assets	\$ 244,939	\$ 479,242	\$ 22,954,809

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Statement of Activities – Combined Charter Schools
For the Fiscal Year Ended June 30, 2015

	* Academy for Academic Excellence	* Norton Space and Aeronautics Academy	* Lewis Center For Educational Research
REVENUES, GAINS, AND OTHER SUPPORT			
Federal special education	\$ 149,031	\$ 63,268	\$ -
National School Lunch Program	82,176	219,257	-
Federal charter school facilities incentive grant	-	67,347	-
Other federal revenues	73,787	164,271	-
LCFF state aid apportionment	6,321,357	4,236,427	-
Education Protection Account	1,945,195	923,346	-
Charter In-lieu property tax payments	892,630	-	-
Lottery	224,986	103,708	-
Special Education	695,009	371,504	-
STRS on behalf payment	230,217	82,070	-
State charter facilities grant	-	452,310	-
Other state revenues	134,953	74,741	-
Donations	46,570	57	134,774
In-kind donations	404,870	-	100,000
Student activities	116,727	10	-
Class fees	49,722	8,261	14,511
Food services	59,963	26,628	-
Other local revenues	90,628	22,832	491,211
Interest earned	-	-	36,328
Transfers	(206,368)	(730,000)	936,368
Total Revenues, Gains, and Other Support	11,311,453	6,086,037	1,713,192
EXPENSES			
Certificated Salaries	4,894,127	2,302,957	100,644
Classified Salaries	1,924,398	1,133,837	71,655
Benefits	2,176,130	1,047,319	35,354
Books and Supplies	600,838	527,077	58,610
Services, Other Operating Expenses	1,560,697	1,044,215	200,276
Debt Service	145,502	3,355	124,271
Depreciation and Amortization	-	-	530,672
Total Expenses	11,301,692	6,058,760	1,121,482
Change in Net Assets from Operations	9,761	27,277	591,710
Unrealized gain (loss) on interest rate swap	-	-	(184,024)
Change in Net Assets	9,761	27,277	407,686
Net Assets, July 1, 2014	4,328	420,128	13,182,603
Net Assets, June 30, 2015	\$ 14,089	\$ 447,405	\$ 13,590,289

* These amounts do not agree with the Statement of Functional Expenses because the amounts on this page include allocated overhead costs.

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Statement of Cash Flows – Combined Charter Schools
For the Fiscal Year Ended June 30, 2015

	Academy for Academic Excellence	Norton Space and Aeronautics Academy	Lewis Center For Educational Research
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$ 9,761	\$ 27,277	\$ 407,686
Depreciation	-	-	514,448
Amortization	-	-	16,224
Unrealized loss on interest rate swap	-	-	184,025
(Increase) decrease in operating assets:			
Accounts receivable	-	-	1,407,717
Laptop lease receivable	-	-	(113,573)
Inventory	-	-	(127,459)
Prepaid expense	-	-	(11,638)
Increase (decrease) in operating liabilities:			
Accrued payroll and payroll expenses	-	-	(108,629)
Accounts payable	209,270	(5,566)	210,146
Unearned revenues	-	-	49,852
Due to student groups	-	-	8,412
Net cash provided (used) by operating activities	<u>219,031</u>	<u>21,711</u>	<u>2,437,211</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of equipment, furniture and building improvements	-	-	(4,019,585)
Net cash provided (used) by investing activities	<u>-</u>	<u>-</u>	<u>(4,019,585)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Proceeds from lease purchase	-	-	1,183,700
Proceeds from capital leases and retirement program	-	-	738,159
Payments on outstanding loans	-	-	(548,181)
Net cash provided (used) by financing activities	<u>-</u>	<u>-</u>	<u>1,373,678</u>
Increase (decrease) in cash	219,031	21,711	(208,696)
Cash, July 1, 2014	<u>25,908</u>	<u>457,531</u>	<u>2,140,097</u>
Cash, June 30, 2015	<u>\$ 244,939</u>	<u>\$ 479,242</u>	<u>\$ 1,931,401</u>

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2015

ACADEMY FOR ACADEMIC EXCELLENCE

	Second Period Report	Annual Report
	Certificate No. 814F9634	Certificate No. D2933025
Regular ADA:		
Transitional Kindergarten through Third	381.28	381.48
Fourth through Sixth	328.85	329.38
Seventh through Eighth	226.22	226.02
Ninth through Twelfth	393.51	390.48
Total Regular ADA	<u>1,329.86</u>	<u>1,327.36</u>

NORTON SPACE AND AERONAUTICS ACADEMY

	Second Period Report	Annual Report
	Certificate No. FEBE3C8C	Certificate No. BAA48B04
Regular ADA:		
Transitional Kindergarten through Third	407.65	406.24
Fourth through Sixth	226.76	225.73
Seventh through Eighth	40.89	40.68
Total Regular ADA	<u>675.30</u>	<u>672.65</u>

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

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

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2015

ACADEMY FOR ACADEMIC EXCELLENCE

Grade Level	1986-1987 Minutes		2014-2015 Actual Minutes	Number of Days Traditional Calendar	Status
	Previously Required	Reduced*			
Kindergarten	36,000	34,971	60,400	180	Complied
Grade 1	50,400	48,960	60,400	180	Complied
Grade 2	50,400	48,960	57,440	180	Complied
Grade 3	50,400	48,960	57,440	180	Complied
Grade 4	54,000	52,457	57,440	180	Complied
Grade 5	54,000	52,457	55,672	180	Complied
Grade 6	54,000	52,457	66,672	180	Complied
Grade 7	54,000	52,457	66,672	180	Complied
Grade 8	54,000	52,457	66,672	180	Complied
Grade 9	64,800	62,949	66,672	180	Complied
Grade 10	64,800	62,949	66,672	180	Complied
Grade 11	64,800	62,949	66,672	180	Complied
Grade 12	64,800	62,949	66,672	180	Complied

NORTON SPACE AND AERONAUTICS ACADEMY

Grade Level	1986-1987 Minutes		2014-2015 Actual Minutes	Number of Days Traditional Calendar	Status
	Previously Required	Reduced*			
Kindergarten	36,000	34,971	51,600	180	Complied
Grade 1	50,400	48,960	54,120	180	Complied
Grade 2	50,400	48,960	54,120	180	Complied
Grade 3	50,400	48,960	54,120	180	Complied
Grade 4	54,000	52,457	63,300	180	Complied
Grade 5	54,000	52,457	63,300	180	Complied
Grade 6	54,000	52,457	63,300	180	Complied
Grade 7	54,000	52,457	63,300	180	Complied

* Amounts reduced as permitted by Education Code Section 46201.2 (a).

The Schools have received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of Education Code Sections 46200 through 46206.

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2015*

*There were no differences between the Annual Financial and Budget Report (SACS)
and the Audited Financial Statements.*

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2015

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
U.S. Department of Agriculture:				
Passed through California Dept. of Education (CDE):				
Child Nutrition Cluster:				
National School Lunch Program	10.555	13523	\$ 281,610	
School Breakfast Program	10.553	13525	19,823	
Total Child Nutrition Cluster				\$ 301,433
Total U.S. Department of Agriculture				301,433
National Aeronautics and Space Administration (NASA):				
Passed through Southwest Research Institute				
NASA Juno Project	43.NNM06AA75C	N/A		62,423
Total NASA				62,423
U.S. Department of Education:				
Passed through California Dept. of Education (CDE):				
No Child Left Behind Act (NCLB):				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329		162,394
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341		7,721
Title III, Limited English Proficient Student Program	84.365	14346		5,520
Charter School Facilities Incentive Grant	84.282D	14531		67,347
Individuals with Disabilities Education Act (IDEA):				
IDEA Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379		212,299
Total U.S. Department of Education				455,281
Total Expenditures of Federal Awards				\$ 819,137

The schedule of expenditures of Federal awards includes the Federal grant activity of the Foundation and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States of America Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

Other Independent Auditors' Reports



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. as of and for the year ended June 30, 2015, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

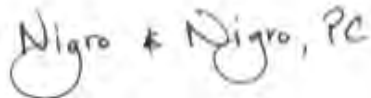
As part of obtaining reasonable assurance about whether The High Desert “Partnership in Academic Excellence” Foundation, Inc.’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matters that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and questioned costs as Finding 2015-1.

The High Desert “Partnership in Academic Excellence” Foundation, Inc.’s Response to Finding

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

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California
December 15, 2015



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

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

Report on State Compliance

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state government programs as noted on the following page for the fiscal year ended June 30, 2015.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s State programs based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to below occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

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

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

Unmodified Opinion on Compliance with State Programs

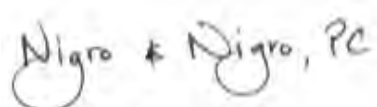
In our opinion, The High Desert “Partnership in Academic Excellence” Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2015.

Other Matter

The results of our auditing procedures disclosed an instance of noncompliance with the compliance requirements referred to above, which is required to be reported in accordance with *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and which is described in the accompanying schedule of findings and questioned costs as Finding 2015-1.

Foundation's Response to Finding

The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The High Desert “Partnership in Academic Excellence” Foundation, Inc.'s response was not subjected to the auditing procedures in the audit of compliance and, accordingly, we express no opinion on the response.



Murrieta, California
December 15, 2015



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY OMB CIRCULAR A-133**

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

Report on Compliance for Each Major Federal Program

We have audited The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs for the year ended June 30, 2015. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, The High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

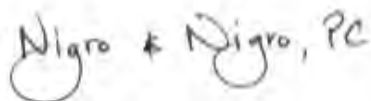
Report on Internal Control Over Compliance

Management of The High Desert "Partnership in Academic Excellence" Foundation, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
December 15, 2015

Findings and Questioned Costs

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2015

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

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

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>
Identification of major programs:	
<u>CFDA Numbers</u>	<u>Name of Program/Cluster</u>
10.553, 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 300,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2015

SECTION II - FINANCIAL STATEMENT FINDINGS

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

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

There were no financial statement findings in 2014-15.

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2015

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings required to be reported by Circular A-133, Section .510(a) (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

There were no federal award findings or questioned costs in 2014-15.

THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION, INC.
Schedule of Audit Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2015

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings pertaining to noncompliance with State program rules and regulations.

Finding 2015-1: CALPADS Unduplicated Pupil Count (40000)

Criteria: Supplemental and concentration grant amounts are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

- Unduplicated count of pupils who (1) are English Learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b) (2) and 42238.02(b) (1)).
- Divided by total enrollment in the LEA (EC sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day.

Condition: During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as having an English Language Acquisition Status of “English Learner” (EL) on Census Day, we noted 3 students who were classified as EL, but did not have evidence to support the designation.

Questioned Cost: \$1,377. This amount was determined by calculating the difference between the Academy’s original total LCFF revenues and the LCFF revenues adjusted for the decrease in the unduplicated pupil counts as a result of the error.

Cause: The CALPADS reports were not updated in a timely manner to correct student changes in the 2014-15 year.

Effect: The unduplicated pupil counts in the CALPADS 1.17 and 1.18 reports should be adjusted for the following changes:

School Site	CALPADS Reported	Adjusted based on EL eligibility	Adjusted Total
Norton Space and Aeronautics Academy	527	-	527
Academy for Academic Excellence	279	(3)	276
Totals	806	(3)	803

There were no changes to the reported enrollment of 1,371.

Recommendation: We recommend that the Academy implement a review procedure of the CALPADS information prior to its submission to the California Department of Education to ensure that EL students are properly classified.

Foundation Response: The Academy agrees with the recommendation as to the implementation of a review procedure prior to submission of CELDT scores to the California Department of Education. In two of the three exceptions noted, the students were classified based on the best information available as of the census date.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2015

There were no findings or questioned costs in 2013-14.



Board of Directors

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

In planning and performing our audit of the basic financial statements of High Desert "Partnership in Academic Excellence" Foundation, Inc. for the year ending June 30, 2015, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the basic financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are an opportunity for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated December 15, 2015, on the financial statements of High Desert "Partnership in Academic Excellence" Foundation, Inc.

ATTENDANCE

Observation: During our testing of attendance at Norton Space and Aeronautics Academy, we noted that certain teachers are not signing rosters appropriately and completely on a weekly basis as required by the Code of Education. We noted four samples that did not have any signatures, five that did not have dates and four were post-dated. We found that no ADA was misstated as a result.

Recommendation: We recommend that teachers sign attendance rosters in a timely manner, on a weekly basis, and that signatures are accompanied by dates for a complete record of review.

STUDENT ACTIVITIES

Observation: During our testing of student activities, we found the following exceptions to bring to the attention of management:

- Three receipts were not accompanied by adequate supporting documentation, such as prenumbered receipts
- One receipt did not reconcile to supporting documentation and have a clear audit trail to the bank
- Two disbursements were not preapproved by the required authorizers before expenses were incurred

Recommendation: We recommend that all cash collected be accompanied by contemporaneous receipts indicating cash received. These receipts should provide evidence of cash collected and subsequently deposited in the bank. Disbursements should be preapproved in advance of purchases in order to mitigate the risk of unauthorized purchases and provide added budgetary control.

CASH RECEIPTS

Observation: During our test of cash receipts, we noted six exceptions wherein five receipts lacked documentation providing evidence of cash at the point of collection and one receipt which was deposited over two weeks after collection. Without documentation substantiating cash received at the point of collection, there is no clear audit trail to verify that all cash was deposited intact to the bank.

Recommendation: We recommend that all cash receipts be accompanied by contemporaneous cash receipts documentation, such as prenumbered receipts, to provide evidence of cash received at the point of collection. Also, we recommend all deposits be taken to the bank within two weeks of collection to mitigate opportunity and risk for theft.

FINANCIAL CLOSING PROCESS

Observation: Through inquiry and testing of the charter's financial closing process, we noted that the accounting records were not closed and finalized prior to our audit visit. There is no deadline for closing the books and the system is not locked out in a timely manner once records are closed. Without closing the books in a timely manner and locking out the prior period, account balances could be misstated and changes to balances could be made.

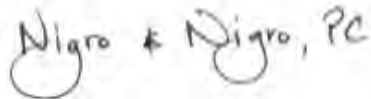
Recommendation: Financial accounting records should be closed in a timely manner prior to the financial audit. The prior period should be locked to any changes to prevent prior period alterations of financial information.

JOURNAL ENTRIES

Observation: We noted the following during our test of journal entries: budgetary entries are recorded in the general ledger, there is lack of sequential numbering of entries by the accounting system, and there is lack of review for the entries of the financial manager. Budgetary entries posted to the general ledger could cause accounts to be misstated if not properly closed. Lack of sequential numbering makes it more difficult to ascertain and verify a complete listing of journal entries from the accounting system. Lack of secondary review of entries could result in misstated or inaccurate entries posted.

Recommendation: We recommend that all budgetary entries be posted only to the budgetary schedules and not to the general ledger. Also, we recommend that journal entries are numbered sequentially to make it possible to verify a complete listing. Lastly, we recommend a secondary review of entries by another staff or by the board.

We will review the status of the current year comments during our next audit engagement.



Murrieta, California
December 15, 2015

**Charter Schools
Budget Submission Check List**

**Norton Space and Aeronautics Academy
36103630115808**

On or before July 1 Budget Report to Authorizing District (*Coordinate due date with District*)

Electronic - Required

Charter 2016-17 Budget/Interim Reporting Worksheet (all Budget tabs completed):

- Budget - Certification
- Budget - ADA Projections
- Budget- Assumptions
- Budget - Unrestricted MYP
- Budget - Restricted MYP
- Budget - Summary MYP
- Budget - Debt (sheet has a field to report if No Debt)
- Budget - Cash Flow Year 1
- Budget - Cash Flow Year 2

- LCFF calculator (using the most recent FCMAT release*)
- LCAP

Hard Copy - Minimum Requirement (authorizing District may require additional documents):

- Budget - Certification ***Signed***

* Be sure to use the most recent version of the calculator at:
<http://fcmat.org/local-control-funding-formula-resources/>

Charter School Name: Norton Space and Aeronautics Academy
CDS #: 36103630115808
Charter Approving Entity: San Bernardino County Office of Education
County: San Bernardino
Charter #: 903

To the entity that approved the charter school:
2016-17 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report
has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: 6/21/2016
Charter School Official
(Original signature required)

Printed Name: James M. Quinn Title: Director of Finance

To the County Superintendent of Schools:
2016-17 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to
Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

2016-17 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report has been received
by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33(1).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

James M. Quinn
Name

Director of Finance
Title

760-946-5414 ext 172
Telephone

jquinn@lcer.org
E-mail address

Charter School Attendance

Name: Norton Space and Aeronautics Academy
 Charter #: 903

Fiscal Year 2016-17 Budget
 Projected ADA

Line	2015-16		2016-17		2017-18		2018-19	
	Actual ADA P-2	Funded ADA #	Projected ADA P-2	Funded ADA #	Projected ADA P-2	Funded ADA #	Projected ADA P-2	Funded ADA #
Sponsoring School District: San Bernardino County Office of Education Non Classroom Funding Determination Rate* 100%								
TKK-3:								
A-1	406.76		433.20		433.20		433.20	
A-2								
A-3								
A-4								
A-5								
A-6								
A-7								
A-8								
A-9	406.76	406.76	433.20	433.20	433.20	433.20	433.20	433.20
A-10								
B-1			19.00		19.00		19.00	
ADA Totals (A-1 thru A-7 excluding classroom based ADA) ADA Totals (A-1 thru A-7 including only classroom based ADA) Total ADA for Grade Range ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TKK-3 Column, First Year ADA Only)								
A-1	228.17		225.15		225.15		225.15	
A-2								
A-3								
A-4								
A-5								
A-6								
A-7								
A-8								
A-9	228.17	228.17	225.15	225.15	225.15	225.15	225.15	225.15
A-10								
ADA Totals (A-1 thru A-7 excluding classroom based ADA) ADA Totals (A-1 thru A-7 including only classroom based ADA) Total ADA for Grade Range								
Grades 7-8:								
A-1	69.77		102.60		102.60		102.60	
A-2								
A-3								
A-4								
A-5								
A-6								
A-7								
A-8								
A-9	69.77	69.77	102.60	102.60	102.60	102.60	102.60	102.60
A-10								
ADA Totals (A-1 thru A-7 excluding classroom based ADA) ADA Totals (A-1 thru A-7 including only classroom based ADA) Total ADA for Grade Range								

CHARTER NAME: Norton Space and Aeronautics Academy
 CDS # 36103630115808
 CHARTER # 903

Fiscal Year 2016-17 Budget

ASSUMPTIONS:

	2016-17	2017-18	Change	2018-19	Change
Local Control Funding (LCFF) - BASC/FCMAT Calculator:					
COLA (on Base)	0.00%	1.11%	1.11%	2.42%	1.31%
Gap Funding Rate	54.84%	73.96%	19.12%	41.22%	-32.74%
LCFF pre COE, Choice Supp (as per FCMAT Calculator)	\$ 6,920,437	\$ 7,284,086	5.25%	\$ 7,409,739	1.73%
LCAP: Public Hearing Date (mm/dd/yyyy) (If applicable)					
Board Approval Date (mm/dd/yyyy)	8/13/2016				
Lottery Allocation Amount/Per ADA:					
Unrestricted	140	140		140	0.00%
Restricted	41	41		41	0.00%
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	760.95	760.95	0.00	760.95	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	760.95	760.95	0.00	760.95	0.00
Total Classroom Based ADA	0.00	0.00	0.00	0.00	0.00
Total Funded P-2 Attendance	760.95	760.95	0.00	760.95	0.00
Estimated Enrollment PY CBEDS Certified Enrollment	744	801	0	801	0
ADA to Enrollment Ratio 2015-16	0.947177419	95.00%	95.00%	95.00%	
Enrollment Growth Over Prior Year		7.66%	0.00%	0.00%	
Certificated Salaries and Benefits:					
Number of Teachers (FTE)	31.00	31.00	0.00	31.00	0.00
Classroom Staffing Ratio - Students per FTE	25.84	25.84	0.00	25.84	0.00
Teachers Increased/(Decreased) for projected Enrollment change	1.00	0.00	(1.00)	0.00	0.00
Average Teacher Cost (Salary and Benefits)	\$52,677	\$53,994	2.50%	\$55,344	2.50%
Step and Column Increase (Total Annual Cost)	2.50%	2.50%	0.00%	2.50%	0.00%
Health and Welfare Cost per Employee	\$9,330	\$9,610	3.00%	\$9,898	3.00%
Retirement Cost per Employee	\$6,627	\$7,791	17.57%	\$9,010	15.64%
Facilities:					
- Rent	\$144,000	\$144,000	0.00%	\$144,000	0.00%
- Electricity	\$55,000	\$56,100	2.00%	\$57,222	2.00%
- Heating (GAS)					
- Other					
Administrative Service Agreements:					
1% Oversight Fees to Sponsor	\$69,204	\$72,841	5.25%	\$74,097	1.73%
Administrative Service Contract					
Other Contracted Costs					
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent Change	Projected Budget 2017-18	Percent Change	Projected Budget 2018-19	Percent Change
REVENUES							
LCFF SOURCES							
LCFF	4,630,655	6,061,913	30.91%	6,464,566	6.64%	6,999,989	8.28%
EPA	1,185,952	858,524	-27.61%	819,500	-4.55%	409,750	-50.00%
STATE AID - PRIOR YEAR							
IN LIEU PROPERTY TAXES							
FEDERAL	0	0		0		0	
STATE							
LOTTERY - UNRESTRICTED	79,362	111,269	40.20%	111,269	0.00%	111,269	0.00%
LOTTERY - PROP 20 - RESTRICTED							
OTHER STATE REVENUE	469,918	226,238	-51.86%	0		0	
LOCAL							
INTEREST							
AB6802 LOCAL SPECIAL EDUC TRF							
OTHER LOCAL REVENUES	15,988	0		0		0	
REVENUE TOTALS	\$6,381,875	\$7,257,945	13.73%	\$7,355,355	1.89%	\$7,521,009	1.70%
EXPENDITURES							
Certificated Salaries	2,360,499	2,782,137	17.86%	2,893,422	4.00%	3,009,159	4.00%
Classified Salaries	1,122,868	1,109,412	-1.20%	1,153,788	4.00%	1,199,940	4.00%
Benefits	1,024,954	1,140,575	11.28%	1,186,198	4.00%	1,233,646	4.00%
Books & Supplies	306,335	511,754	67.06%	521,989	2.00%	532,429	2.00%
Contracts & Services	833,772	786,428	-4.48%	812,356	2.00%	828,603	2.00%
Capital Outlay	317,583	170,376	-46.35%	100,000	-41.31%	37,500	-62.50%
Other Outgo							
Debt Service (see Debt Form)							
Total Expenditures	\$5,966,012	\$6,510,681	9.13%	\$6,567,754	2.41%	\$6,841,277	2.60%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$415,863	\$747,264	79.69%	\$727,601	-2.63%	\$679,731	-6.58%
OTHER SOURCES & USES							
Other Sources/Contributions to Restricted Programs		10,133					
Other Uses		757,397		727,601	-3.93%	679,731	-6.58%
Net Sources & Uses	\$0	(\$747,264)		(\$727,601)	-2.53%	(\$679,731)	-6.58%
NET INCREASE (DECREASE) IN FUND BALANCE	\$415,863	(\$0)	-100.00%	\$0	-184.61%	\$0	3.27%
FUND BALANCE, RESERVES							
Beginning Balance at Adopted Budget							
Adjustments for Unaudited Actuals		415,863		415,862	0.00%	415,863	0.00%
Beginning Balance at Unaudited Actuals							
Adjustments for Audit and/or Restatements							
Beginning Fund Balance as per Audit Report							
Ending Balance	\$415,863	\$415,862	0.00%	\$415,863	0.00%	\$415,863	0.00%

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent of Change	Projected Budget 2017-18	Percent of Change	Projected Budget 2018-19	Percent of Change
Components of Ending Fund Balance (Budget):							
a							
Nonspendable							
Revolving Cash							
Stores							
Prepaid Expenditures							
All Others							
Restricted							
Committed - Stabilization Arrangements							
Committed - Other							
Assignments							
Unassigned/Unappropriated							
Reserve for Economic Uncertainties							
Unassigned / Unappropriated Amount							
Economic Uncertainty and Unappropriated							
Reserve Percentage (9789-9790) Unres. & Res Exp)							
		\$415,862	0.00%	\$415,863	0.00%	\$415,863	0.00%
		4.96%		4.89%		4.80%	
9711							
9712							
9713							
9719							
9740							
9750							
9760							
9780							
9789							
9790		\$415,863	6.07%				

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent of Change	Projected Budget 2017-18	Percent of Change	Projected Budget 2018-19	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Exits							
2							
3							
4							
5							
6							
7							
8							
9		\$0		\$0		\$0	
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE							
Lottery Unrestricted Allocation per ADA		140		140		140	
Lottery Unrestricted Estimated Award		\$111,269	40.20%	\$111,269	0.00%	\$111,269	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE							
1 One Time Only Funding	357,394	162,843	-54.44%				
2 Educator Effectiveness Grant	49,129						
3 Other	63,395	63,395	0.00%				
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$469,918	\$226,238	-51.86%	\$0		\$0	
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED							
1 Other	15,988						
2							
3							
4							
5							
6							
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$15,988	\$0		\$0		\$0	

Fiscal Year 2016-17 Budget
 Restricted MYP

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent Change	Projected Budget 2017-18	Percent Change	Projected Budget 2018-19	Percent Change
REVENUES							
LCFF REVENUE LIMIT SOURCES							
LCFF							
EPA							
STATE AID - PRIOR YEAR							
IN LIEU PROPERTY TAXES							
FEDERAL							
STATE	\$536,034	552,348	3.04%	552,348	0.00%	552,348	0.00%
LOTTERY - URESTRICTED							
LOTTERY - PROP 20 - RESTRICTED	5,519	32,586		32,586		32,586	0.00%
OTHER STATE REVENUE	\$18,657	20,000	7.20%	20,000	0.00%	20,000	0.00%
LOCAL							
INTEREST							
AB602 LOCAL SPECIAL EDUC TRF	348,560	466,462	33.83%	466,462	0.00%	466,462	0.00%
OTHER LOCAL REVENUES	\$9,010	8,000	-11.21%	8,000	0.00%	8,000	0.00%
REVENUE TOTALS	\$917,782	\$1,079,396	17.61%	\$1,079,396	0.00%	\$1,079,396	0.00%
EXPENDITURES							
Certificated Salaries	326,980	315,598	-3.48%	328,222	4.00%	341,351	4.00%
Classified Salaries	157,995	235,013	48.76%	244,413	4.00%	254,190	4.00%
Benefits	133,363	184,151	23.09%	170,717	4.00%	177,545	4.00%
Books & Supplies	201,284	229,253	13.91%	233,638	2.00%	238,515	2.00%
Contracts & Services	66,013	125,249	89.74%	127,754	2.00%	130,310	2.00%
Capital Outlay	2						
Other Outgo							
Debt Service (see Debt Form)							
Total Expenditures	\$885,607	\$1,069,264	20.74%	\$1,104,944	3.34%	\$1,141,910	3.35%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$32,175	\$10,133	-68.51%	(\$25,548)	-352.14%	(\$62,514)	144.69%
OTHER SOURCES & USES							
Other Sources/Contributions to Restricted Programs				25,548		62,514	144.69%
Other Uses		10,133					
Net Sources & Uses	\$0	(\$10,133)		\$25,548	-352.13%	\$62,514	144.69%
NET INCREASE (DECREASE) IN FUND BALANCE	\$32,175	(\$0)	-100.00%	\$0	-120.33%	\$0	97.64%
FUND BALANCE, RESERVES							
Beginning Balance at Adopted Budget							
Adjustments for Unaudited Actuals							
Beg Fund Balance at Unaudited Actuals	32,175			32,175	0.00%	32,175	0.00%
Adjustments for Audit and/or Restatements							
Beginning Fund Balance as per Audit Report							
Ending Balance	\$32,175	\$32,175	0.00%	\$32,175	0.00%	\$32,175	0.00%

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent of Change	Projected Budget 2017-18	Percent of Change	Projected Budget 2018-19	Percent of Change
Components of Ending Fund Balance (Budget):							
a. Nonspendable							
Revolving Cash							
Stores							
Prepaid Expenditures							
All Others							
b. Restricted		\$32,175	0.00%	\$32,175	0.00%	\$32,175	0.00%
Committed - Stabilization Arrangements							
Committed - Other							
c. Assignments							
d. Unassigned/Unappropriated							
Reserve for Economic Uncertainties							
Undesignated / Unappropriated Amount							
e. Economic Uncertainty and Unappropriated Reserve Percentage (9789-97907) Unres & Res Exp)							

DESCRIPTION		Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent of Change	Projected Budget 2017-18	Percent of Change	Projected Budget 2018-19	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:								
LIST FEDERAL RESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)								
1	Title I	173,604	165,193	-4.84%	165,193	0.00%	165,193	0.00%
2	Title II	5,711	2,749	-51.86%	2,749	0.00%	2,749	0.00%
3	Title III	35,948	24,609	-31.54%	24,609	0.00%	24,609	0.00%
4	Facilities Grant	82,313	89,797	9.09%	89,797	0.00%	89,797	0.00%
5	Food Services	238,458	270,000	13.23%	270,000	0.00%	270,000	0.00%
6								
7								
8								
9								
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE		\$536,034	\$552,348	3.04%	\$552,348	0.00%	\$552,348	0.00%
Lottery Prop 20 Restricted Allocation per ADA								
Lottery Estimated Prop 20 Restricted Award								
			41		41		41	
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE			\$32,586		\$32,586	0.00%	\$32,586	0.00%
LIST RESTRICTED STATE FUNDS BUDGETED IN OTHER STATE								
1								
2								
3	Food Services	18,657	20,000	7.20%	20,000	0.00%	20,000	0.00%
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18		\$18,657	\$20,000	7.20%	\$20,000	0.00%	\$20,000	0.00%
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE		\$18,657	\$20,000	7.20%	\$20,000	0.00%	\$20,000	0.00%
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED								
1	Food Services	9,010	8,000	-11.21%	8,000	0.00%	8,000	0.00%
2								
3								
4								
5								
6								
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE		\$9,010	\$8,000	-11.21%	\$8,000	0.00%	\$8,000	0.00%

Fiscal Year 2016-17 Budget
 Summary MYP

DESCRIPTION	Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent Change	Projected Budget 2017-18	Percent Change	Projected Budget 2018-19	Percent Change
REVENUES							
LCFF/REVENUE LIMIT SOURCES							
LCFF	4,630,655	6,061,913	30.91%	6,464,586	6.64%	6,999,989	8.28%
EPA	1,185,952	858,524	-27.61%	819,500	-4.55%	409,750	-50.00%
STATE AID - PRIOR YEAR	0	0	0	0	0	0	0
IN LIEU PROPERTY TAXES	0	0	0	0	0	0	0
FEDERAL							
STATE	536,034	552,348	3.04%	552,348	0.00%	552,348	0.00%
LOTTERY - UNRESTRICTED							
LOTTERY - PROP 20 - RESTRICTED	79,362	111,269	40.20%	111,269	0.00%	111,269	0.00%
OTHER STATE REVENUE	5,519	32,586	490.40%	32,586	0.00%	32,586	0.00%
LOCAL							
INTEREST	488,575	246,238	-49.60%	20,000	-91.88%	20,000	0.00%
AB602 LOCAL SPECIAL EDUC TRF	0	0	0	0	0	0	0
OTHER LOCAL REVENUES	348,560	466,462	33.83%	466,462	0.00%	466,462	0.00%
REVENUE TOTALS	24,998	8,000	-68.00%	8,000	0.00%	8,000	0.00%
	\$7,299,656	\$8,337,341	14.22%	\$8,474,752	1.55%	\$8,600,405	1.48%
EXPENDITURES							
Certificated Salaries	2,687,479	3,097,735	15.27%	3,221,644	4.00%	3,350,510	4.00%
Classified Salaries	1,280,853	1,344,424	4.96%	1,398,201	4.00%	1,454,129	4.00%
Benefits	1,158,317	1,304,726	12.64%	1,356,915	4.00%	1,411,192	4.00%
Books & Supplies	507,959	741,007	45.98%	755,827	2.00%	770,944	2.00%
Contracts & Services	899,784	921,677	2.43%	940,111	2.00%	958,913	2.00%
Capital Outlay	317,585	170,376	-46.35%	100,000	-41.31%	37,500	-62.50%
Other Outlay	0	0	0	0	0	0	0
Debt Service (see Debt Form)	0	0	0	0	0	0	0
Total Expenditures	\$6,851,618	\$7,579,945	10.63%	\$7,772,698	2.54%	\$7,983,187	2.71%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$448,038	\$757,396	69.05%	\$702,054	-7.31%	\$617,218	-12.08%
OTHER SOURCES & USES							
Other Sources/Contributions to Restricted Programs	0	10,133		25,548	152.13%	62,514	144.69%
Other Uses	0	767,530		727,601	-5.20%	679,731	-6.58%
Net Sources & Uses	\$0	(\$757,397)		(\$702,053)	-7.31%	(\$617,217)	-12.08%
NET INCREASE (DECREASE) IN FUND BALANCE	\$448,038	(\$1)	-100.00%	\$1	-155.20%	\$1	19.21%
FUND BALANCE, RESERVES							
Beginning Balance at Adopted Budget	0	448,038		448,037	0.00%	448,038	0.00%
Adjustments for Unaudited Actuals	0	0		0	0	0	0
Beg Fund Balance at Unaudited Actuals	0	0		0	0	0	0
Adjustments for Audit and/or Restatements	0	0		0	0	0	0
Beginning Fund Balance as per Audit Report	0	0		0	0	0	0
Ending Balance	\$448,038	\$448,037	0.00%	\$448,038	0.00%	\$448,038	0.00%

DESCRIPTION		Estimated Actuals 2015-16	Adopted Budget 2016-17	Percent of Change	Projected Budget 2017-18	Percent of Change	Projected Budget 2018-19	Percent of Change
Components of Ending Fund Balance (Budget):								
a.	Nonspendable							
	Revolving Cash	9711	0		0		0	
	Stores	9712	0		0		0	
	Prepaid Expenditures	9713	0		0		0	
	All Others	9719	0		0		0	
b.	Restricted	9740	32,175	0.00%	32,175	0.00%	32,175	0.00%
c.	Committed - Stabilization Arrangements	9750	0		0		0	
	Committed - Other	9760	0		0		0	
d.	Assignments	9780	0		0		0	
e.	Unassigned/Unappropriated							
	Reserve for Economic Uncertainties	9789	0		0		0	
	Economic Uncertainty and Unappropriated Undesignated / Unappropriated Amount	9790	\$415,862	-7.18%	\$415,863	0.00%	\$415,863	0.00%
	Reserve Percentage (9789+9790/18 Unres. & Res Exp)		4.98%		4.89%		4.80%	
		6.54%						

DEBT - Multiyear Commitments

Fiscal Year 2016-17 Budget

Norton Space and Aeronautics Academy

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years. Under Comment Section provide a brief statement identifying the funding source for repayment of each obligation.

NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2016 Principal Balance	2016-17 Payment		2017-18 Payment		2018-19 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Leases									
1									
2									
3									
Other									
Other Commitments:									
Comments:									

Norton Space and Aeronautics Academy
2016-17 Budget Cash Flow

DATE PREPARED: _____

Beginning Cash Balance	July		August		September		October		November		December		January	
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud
448,348			119,782		0		375,634		338,990		298,347		745,908	
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
LCFF	303,086	5.00%	303,086	5.00%	545,572	8.00%	545,572	8.00%	545,572	8.00%	545,572	8.00%	545,572	8.00%
EPA					214,031	25.00%					214,031	25.00%		
STATE AID - PRIOR YEAR														
IN LIEU PROPERTY TAXES					138,067	25.00%					138,067	25.00%		
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED					81,500	25.00%					81,500	25.00%		
LOTTERY - PROP 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
INTEREST					46,646	10.00%					46,646	10.00%		
AB902 LOCAL SPECIAL EDUC TRF					800	10.00%					800	10.00%		
OTHER LOCAL REVENUES														
TOTAL REVENUES	303,086	3.64%	303,086	3.64%	1,007,268	12.08%	593,018	7.11%	593,018	7.11%	1,079,224	12.94%	593,018	7.11%
EXPENDITURES														
CERTIFICATED SALARIES	1000-1999	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145
CLASSIFIED SALARIES	2000-2999	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035
EMPLOYEE BENEFITS	3000-3999	106,727	8.33%	106,727	8.33%	106,727	8.33%	106,727	8.33%	106,727	8.33%	106,727	8.33%	106,727
BOOKS & SUPPLIES	4000-4999	81,751	8.33%	81,751	8.33%	81,751	8.33%	81,751	8.33%	81,751	8.33%	81,751	8.33%	81,751
SERVICES/OPERATING EXP	5000-5999	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806
CAPITAL OUTLAY	6000-6999	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198
OTHER OUTGO	7100-7299													
DEBT SERVICE	7400-7999													
TOTAL EXPENDITURES		631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662
OTHER SOURCEUSES														
OTHER SOURCES	8900													
OTHER USES	7600													
TOTAL OTHER SOURCEUSES														
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE	9210													
PREPAID EXPENDITURES	9330													
ACCOUNTS PAYABLE	9510													
LINE OF CREDIT PAYMENTS	9840													
DEFERRED REVENUE	9850													
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES		(328,566)		(119,781)	375,634		(38,644)		(38,644)		447,582		(338,644)	
ENDING CASH BALANCE		119,782		0	375,634		338,990		286,347		745,908		407,285	

DATE PREPARED: _____

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance	407,285		68,621		180,219		141,575		102,931		478,985	448,347		
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
LCFF	545,572	9.00%	545,572	9.00%	545,572	9.00%	545,572	9.00%	545,572	9.00%		6,081,913	6,081,913	-
EPA			214,631	25.00%					214,631	25.00%		856,324	856,324	-
STATE AID - PRIOR YEAR														
IN LIEU PROPERTY TAXES			138,087	25.00%					138,087	25.00%		552,348	552,348	-
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED	27,817	25.00%									27,817	111,269	111,269	0
LOTTERY - PROP 20 RESTRICTED	8,147	25.00%									8,147	32,586	32,586	(0)
OTHER STATE REVENUE	61,560	25.00%							61,560	25.00%		246,238	246,238	-
LOCAL														
INTEREST														
AB802 LOCAL SPECIAL ED/NC TRF	46,646	10.00%	46,646	10.00%	46,646	10.00%	46,646	10.00%	46,646	10.00%		466,462	466,462	-
OTHER LOCAL REVENUES	800	10.00%	800	10.00%	800	10.00%	800	10.00%	800	10.00%		8,000	8,000	-
TOTAL REVENUES	593,018	7.11%	1,043,260	12.51%	593,018	7.11%	593,018	7.11%	1,007,298	12.08%	35,984	8,337,341	8,337,341	(0)
EXPENDITURES														
CERTIFICATED SALARIES	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145	8.33%	258,145	8.33%		3,067,735	3,067,735	-
CLASSIFIED SALARIES	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035	8.33%	112,035	8.33%		1,344,424	1,344,424	-
EMPLOYEE BENEFITS	108,727	8.33%	108,727	8.33%	108,727	8.33%	108,727	8.33%	108,727	8.33%		1,304,726	1,304,726	-
BOOKS & SUPPLIES	61,751	8.33%	61,751	8.33%	61,751	8.33%	61,751	8.33%	61,751	8.33%		741,007	741,007	-
SERVICES/OPERATING EXP	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806	8.33%	76,806	8.33%		921,677	921,677	-
CAPITAL OUTLAY	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198	8.33%	14,198	8.33%		170,376	170,376	-
OTHER OUTGO														
DEBT SERVICE														
TOTAL EXPENDITURES	631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662	8.33%	631,662	8.33%		7,579,945	7,579,945	-
OTHER SOURCES/USES														
OTHER SOURCES	300,000	39.09%	300,000	39.09%							(198,652)	10,133	10,133	-
OTHER USES	(300,000)	39.09%	(300,000)	39.09%							(132,470)	767,530	767,530	-
TOTAL OTHER SOURCES/USES											(68,182)	(757,397)	(757,397)	-
PRIOR YEAR TRANSACTIONS													Remaining Balance	
ACCOUNTS RECEIVABLE														
PREPAID EXPENDITURES														
ACCOUNTS PAYABLE														
LINE OF CREDIT PAYMENTS														
DEFERRED REVENUE														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(338,644)		111,598		(38,644)		(38,644)		375,634		(30,219)	(1)		
ENDING CASH BALANCE	68,621		180,219		141,575		102,931		478,565		448,347			

DATE PREPARED: _____

Beginning Cash Balance	July		August		September		October		November		December		January	
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud
July 1 Cash =	449,347				0		111,030		92,564		183,988			
REVENUE														
LFF/REVENUE LIMIT SOURCES														
LFFF	323,229	5.00%	323,229	5.00%	581,813	9.00%	581,813	9.00%	581,813	9.00%	204,875	25.00%	581,813	9.00%
EPA														
STATE AID - PRIOR YEAR														
IN LIEU PROPERTY TAXES														
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED														
LOTTERY - PROF 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
INTEREST														
ABNO2 LOCAL SPECIAL EDUC TRF														
OTHER LOCAL REVENUES														
TOTAL REVENUES	323,229	5.01%	323,229	5.01%	977,221	11.53%	629,259	7.43%	1,049,149	12.38%	629,259	7.43%		
EXPENDITURES														
CERTIFICATED SALARIES	1000-1099	268,470	8.33%	268,470	8.33%	268,470	8.33%	268,470	8.33%	268,470	8.33%	268,470	8.33%	
CLASSIFIED SALARIES	2000-2999	118,517	8.33%	118,517	8.33%	118,517	8.33%	118,517	8.33%	118,517	8.33%	118,517	8.33%	
EMPLOYEE BENEFITS	3000-3999	113,078	8.33%	113,078	8.33%	113,078	8.33%	113,078	8.33%	113,078	8.33%	113,078	8.33%	
BOOKS & SUPPLIES	4000-4999	62,086	8.33%	62,086	8.33%	62,086	8.33%	62,086	8.33%	62,086	8.33%	62,086	8.33%	
SERVICES/OPERATING EXP	5000-5999	78,343	8.33%	78,343	8.33%	78,343	8.33%	78,343	8.33%	78,343	8.33%	78,343	8.33%	
CAPITAL OUTLAY	6000-6999	8,333	8.33%	8,333	8.33%	8,333	8.33%	8,333	8.33%	8,333	8.33%	8,333	8.33%	
OTHER OUTGO	7100-7299													
DEBT SERVICE	7400-7499													
TOTAL EXPENDITURES		647,725	8.33%	647,725	8.33%	647,725	8.33%	647,725	8.33%	647,725	8.33%	647,725	8.33%	
OTHER SOURCES/USES														
OTHER SOURCES	8900	200,644	765.36%	200,000	27.49%						300,000	41.23%		
OTHER USES	7600													
TOTAL OTHER SOURCES/USES		200,644	-28.58%	(200,000)	-28.49%						(300,000)	-42.73%		
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE	9210													
PREPAID EXPENDITURES	9330													
ACCOUNTS PAYABLE	9510													
LINE OF CREDIT PAYMENTS	9640													
DEFERRED REVENUE	9650													
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES		(324,496)		(123,652)	129,496	(10,466)	(18,466)	101,424		(18,466)				
ENDING CASH BALANCE		123,652	0	129,496	111,030	92,564	183,988	175,522						

Norton Space and Aeronautics Academy
2017-18 Budget Cash Flow

DATE PREPARED:

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Actual	Total	Projected Budget	Difference
Beginning Cash Balance	475,522		157,057		186,553		168,087		149,821		179,117	448,348		
REVENUE														
LCFF REVENUE LIMIT SOURCES														
LCFF	581,813	9.00%	581,813	9.00%	581,813	9.00%	581,813	9.00%	581,813	9.00%		6,464,586	6,464,586	
EPA			204,675	25.00%					204,675	25.00%		819,500	819,500	
STATE AID - PRIOR YEAR														
IN LIEU PROPERTY TAXES			138,087	25.00%					138,087	25.00%		552,348	552,348	
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED											55,835	111,270	111,269	(9)
LOTTERY - PROP 20 RESTRICTED											16,263	32,586	32,586	0
OTHER STATE REVENUE			5,000	25.00%					5,000	25.00%		20,000	20,000	
LOCAL														
INTEREST														
AB802 LOCAL SPECIAL EDUC TRF	46,646	10.00%	46,646	10.00%	46,646	10.00%	46,646	10.00%	46,646	10.00%		466,462	466,462	
OTHER LOCAL REVENUES	800	10.00%	800	10.00%	800	10.00%	800	10.00%	800	10.00%		6,000	6,000	
TOTAL REVENUES	629,259	7.43%	977,221	11.53%	629,259	7.43%	629,259	7.43%	977,221	11.53%	71,928	8,474,752	8,474,752	(9)
EXPENDITURES														
CERTIFICATED SALARIES	268,470	8.33%	268,470	8.33%	268,470	8.33%	268,470	8.33%	268,470	8.33%		3,221,644	3,221,644	
2000-2999	116,517	8.33%	116,517	8.33%	116,517	8.33%	116,517	8.33%	116,517	8.33%		1,398,201	1,398,201	
CLASSIFIED SALARIES	113,078	8.33%	113,078	8.33%	113,078	8.33%	113,078	8.33%	113,078	8.33%		1,356,915	1,356,915	
EMPLOYEE BENEFITS	62,988	8.33%	62,988	8.33%	62,988	8.33%	62,988	8.33%	62,988	8.33%		755,827	755,827	
3000-3999	78,343	8.33%	78,343	8.33%	78,343	8.33%	78,343	8.33%	78,343	8.33%		940,111	940,111	
BOOKS & SUPPLIES	6,333	8.33%	6,333	8.33%	6,333	8.33%	6,333	8.33%	6,333	8.33%		100,000	100,000	
4000-4999														
SERVICES/OPERATING EXP														
5000-5999														
CAPITAL OUTLAY														
6000-6599														
OTHER OUTGO														
7100-7299														
DEBT SERVICE														
7400-7499														
TOTAL EXPENDITURES	847,725	8.33%	847,725	8.33%	847,725	8.33%	847,725	8.33%	847,725	8.33%		7,772,968	7,772,968	
OTHER SOURCES/USES														
OTHER SOURCES											(175,099)	25,548	25,548	
OTHER USES											(372,399)	727,801	727,801	
TOTAL OTHER SOURCES/USES											197,303	(702,653)	(702,653)	
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
9210														
PREPAID EXPENDITURES														
9330														
ACCOUNTS PAYABLE														
9510														
LINE OF CREDIT PAYMENTS														
9640														
DEFERRED REVENUE														
9850														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(18,466)		29,498		(18,466)		(18,466)		29,498		269,231	1		
ENDING CASH BALANCE	157,057		186,553		168,087		149,821		179,117		448,348			

LCFF Calculator Universal Assumptions
Norton Space and Aeronautics Academy (115808) - For use with 2016-17 budget submission

LEA: **Norton Space and Aeronautics Academy**
 Charter

215808 Is eight digit code or 7 digit school code (from the CDS code)

Yes Did the CDS code exist in 2012-13? (for calculation of EPA only)

2013-14 First LCFF certification year (clear prior years on the Calculator tab)

Projection Title: **For use with 2016-17 budget submission**

Projection Date: **09/26/16**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Annual COLA <i>(predefined as calculated by the Department of Finance, DOF)</i>		1.57%	0.85%	1.07%	0.00%	1.11%	2.42%	2.07%	
LCFF Gap Closed Percentage <i>(predefined as calculated by the Department of Finance, DOF)</i>		12.00169574%	30.16016166%	51.20%	54.84%	73.96%	412.7%	75.16%	
LCFF Gap Closed Percentage - May Revise <i>(predefined as calculated by the Department of Finance, DOF)</i>		11.75%	28.06%	53.08%	49.06%	45.34%	6.15%	34.21%	
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT calculation only)</i>		\$ 12,923.15							
EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.12293943%	26.76692016%	25.9474%	25.0000%	23.0000%	11.0000%	0.0000%	0.0000%

PER ADA FUNDING LEVELS (calculated at TARGET)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Base Grants									
Grades TK-3	\$ 6,952	\$ 7,011	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,162	\$ 7,335	\$ 7,531	\$ 7,531
Grades 4-6	\$ 7,056	\$ 7,116	\$ 7,189	\$ 7,189	\$ 7,189	\$ 7,269	\$ 7,445	\$ 7,644	\$ 7,644
Grades 7-8	\$ 7,266	\$ 7,328	\$ 7,403	\$ 7,403	\$ 7,403	\$ 7,485	\$ 7,666	\$ 7,871	\$ 7,871
Grades 9-12	\$ 8,419	\$ 8,491	\$ 8,578	\$ 8,578	\$ 8,578	\$ 8,673	\$ 8,883	\$ 9,120	\$ 9,120
Grade Span Adjustment									
Grades TK-3	\$ 724	\$ 729	\$ 737	\$ 737	\$ 737	\$ 745	\$ 763	\$ 783	\$ 783
Grades 9-12	\$ 219	\$ 221	\$ 223	\$ 223	\$ 223	\$ 225	\$ 231	\$ 237	\$ 237
Supplemental Grant									
Grades TK-3	\$ 1,535	\$ 1,548	\$ 1,564	\$ 1,564	\$ 1,564	\$ 1,581	\$ 1,620	\$ 1,663	\$ 1,663
Grades 4-6	\$ 1,431	\$ 1,423	\$ 1,431	\$ 1,431	\$ 1,438	\$ 1,454	\$ 1,489	\$ 1,529	\$ 1,529
Grades 7-8	\$ 1,453	\$ 1,466	\$ 1,481	\$ 1,481	\$ 1,481	\$ 1,497	\$ 1,533	\$ 1,574	\$ 1,574
Grades 9-12	\$ 1,728	\$ 1,742	\$ 1,760	\$ 1,760	\$ 1,760	\$ 1,780	\$ 1,823	\$ 1,871	\$ 1,871
Concentration Grant (>55% population)									
Grades TK-3	\$ 3,838	\$ 3,870	\$ 3,910	\$ 3,910	\$ 3,910	\$ 3,954	\$ 4,049	\$ 4,157	\$ 4,157
Grades 4-6	\$ 3,528	\$ 3,558	\$ 3,595	\$ 3,595	\$ 3,595	\$ 3,635	\$ 3,723	\$ 3,822	\$ 3,822
Grades 7-8	\$ 3,633	\$ 3,664	\$ 3,702	\$ 3,702	\$ 3,702	\$ 3,743	\$ 3,833	\$ 3,936	\$ 3,936
Grades 9-12	\$ 4,319	\$ 4,356	\$ 4,401	\$ 4,401	\$ 4,401	\$ 4,449	\$ 4,557	\$ 4,679	\$ 4,679

STATE FUNDING INCORPORATED INTO LCFF

Norton Space and Aeronautics Academy (115808) - For use with 2016-17 budget submission

9/26/16

Line	CDE Exhibit		Annual Certific.	Adjustments	12-13 RL DATA
2012-13 CHARTER SCHOOL DATA					
Charter School per ADA calculations					
2012-13 Elements					
B-1	Charter School LCFF Transition Calculation	2012-13 General Purpose Funding	\$ 2,837,538		\$ 2,837,538
B-2	Charter School LCFF Transition Calculation	2012-13 Funded ADA	\$ 553.31		553.31
2012-13 Calculated Floor Rates					
B-3	Charter School LCFF Transition Calculation	Base Floor Rate per ADA (B-1 / B-2)	\$ 5,128.30	\$ -	\$ 5,128.30
B-7	Charter School LCFF Transition Calculation	Categorical Program Entitlement Rate per ADA	\$ 939.68		\$ 939.68
B-9	Charter School LCFF Transition Calculation	Base Floor Rate per ADA - New Charter	\$ -		\$ -
Other Calculated Rates per ADA					
B-11	Charter School LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)	\$ -		\$ -
N/A	N/A	Minimum State Funding per ADA (B-1 / B-2)	\$ 5,128.30	\$ -	\$ 5,128.30
Historical information for Charter Schools in existence in 2012-13					
B-5 EHS	Charter Block Grant (COE,	Adjusted Total			
B-3 COE	EHS & SBC)	In Lieu of Property Taxes	-		-
E-5	Charter Block Grant (Unified)	Adjusted Total In Lieu of Property Taxes	-		-
State Aid for Charter General Purpose Block Grant					2,837,538
BASIC AID DISTRICTS FAIR SHARE			8.92%		
CDE Schedule Re-Certified June 2013 2011-12 Fair Share taken in 2012-13 \$ -					
2013-14 Exhibit: 2012-13 Cat Program Entitle. Subsumed into LCFF 2012-13 Fair Share (2013-14 only) \$ -					
A-50			Adjusted 2012-13 Fair Share (2014-15 through full statewide implementation) [E.C. 42238.03(a)(2)(B)] -		
A-51			-		
A-48	Community Day School Additional Funding for Mandatory Expelled Pupils		-		
A-49	Class Size Reduction Grades K - 3		231,336		
A-53	Charter School Categorical Block Grant		227,598		
A-54	Charter School In-Lieu of Economic Impact Aid		222,066		
A-55	New Charter Supplemental Categorical Block Grant		70,270		
A-8	Pupil Transportation (Manual Adjustment)				
A-9	Small District/COE Bus Replacement (Manual Adjustment)				
A-37	Targeted Instructional Improvement Block Grant (Manual Adjustment)				
OTHER MANUAL ADJUSTMENTS TO PRE-FILL AMOUNTS					
Total Categorical Program Funding incorporated into LCFF			751,270		
Total Categorical Program Funding before Section 12.42 reduction					
Categorical funding per ADA incorporated into ERT					
TOTAL STATE AID			District	Charter	
			-	3,588,808	
TOTAL ENTITLEMENT (RL/BG + CATEGORICALS LESS FAIR SHARE)			-	3,588,808	
TOTAL ENTITLEMENT PER ADA			6,486		

Charter School Data Elements required to calculate the LCFF

Norton Space and Aeronautics Academy (115808) - For use with 2016-17 budget submission 9/26/16

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
COLA	1.57%	0.85%	1.02%	0.00%	1.11%	2.42%	2.67%	0.00%
GAP Funding rate	12.00%	30.16%	52.20%	54.84%	73.96%	41.22%	75.16%	0.00%
In-Lieu of Property Tax	-	3,057	-	-	-	-	-	-
Statewide 90th percentile rate	12,921	---	---	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	678	714	744	801	801	801	801	801
Unduplicated Pupil Count	476	527	585	625	625	625	625	625
1-yr percentage	71.04%	73.81%	78.63%	78.00%	78.00%	78.00%	78.00%	78.00%
2-yr percentage		73.81%	75.46%	76.88%	78.20%	78.00%	78.00%	78.00%
3-yr percentage			Alternate	Alternate	Alternate	Alternate	Alternate	Alternate
3-yr rolling percentage			78.00%	78.00%	78.00%	78.00%	78.00%	78.00%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Percentage (%)	71.04%	73.81%	78.64%	78.00%	78.00%	78.00%	78.00%	78.00%
Unduplicated Pupil Percentage: Supplemental Grant	71.04%	73.81%	75.46%	76.88%	78.20%	78.00%	78.00%	78.00%
Unduplicated Pupil Percentage: Concentration Grant	71.04%	73.81%	75.46%	76.88%	78.00%	78.00%	78.00%	78.00%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note Charter School ADA is always funded on Current Year

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grades TK-3	418.12	407.59	406.76	433.20	433.20	433.20	433.20	433.20
Grades 4-6	193.53	226.70	228.17	225.15	225.15	225.15	225.15	225.15
Grades 7-8	23.86	40.97	69.77	102.60	102.60	102.60	102.60	102.60
Grades 9-12	-	-	-	-	-	-	-	-
SUBTOTAL ADA	635.51	675.26	704.70	760.95	760.95	760.95	760.95	760.95

RATIO: ADA to Enrollment

	0.95	0.95	0.95	0.95	0.95	0.95	0.95	0.95
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LOCAL CONTROL FUNDING FORMULA**2013-14****CALCULATE LCFF TARGET**

					COLA	1.570%
Unduplicated as % of Enrollment			71.04%	71.04%		2013-14
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	418.12	6,952	724	1,091	616	3,922,894
Grades 4-6	193.53	7,056		1,003	566	1,669,082
Grades 7-8	23.86	7,266		1,032	583	211,903
Grades 9-12	-	8,419	219	1,227	693	-
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	635.51	4,445,685	302,719	674,653	380,822	5,803,879
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						5,803,879

ECONOMIC RECOVERY TARGET PAYMENT

1/8

-

CALCULATE LCFF FLOOR

	12-13	13-14	
	Rate	ADA	
Current year Funded ADA times Base per ADA	5,128.30	635.51	3,259,084
Current year Funded ADA times Other RL per ADA	-	635.51	-
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			231,336
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA	939.68	635.51	597,176
Less Fair Share Reduction			-
Non-CDE certified New Charter: District PY rate * CY ADA			-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA			-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			4,087,596

CALCULATE LCFF PHASE-IN ENTITLEMENT

	2013/14
LOCAL CONTROL FUNDING FORMULA TARGET	5,803,879
LOCAL CONTROL FUNDING FORMULA FLOOR	4,087,596
Applied Funding Formula: Floor or Target	FLOOR
LCFF Need (LCFF Target less LCFF Floor, if positive)	1,716,283
Current Year Gap Funding	12.00% 205,983
ECONOMIC RECOVERY PAYMENT	-
LCFF Entitlement before Minimum State Aid provision	4,293,579

LOCAL CONTROL FUNDING FORMULA**2013-14****CALCULATE STATE AID**

Transition Entitlement				4,293,579
Local Revenue (including RDA)				-
Gross State Aid				<u>4,293,579</u>

CALCULATE MINIMUM STATE AID

	2012/13	12-13 Rate	13-14 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	2,837,538	5,128.30	635.51	3,259,084
2012-13 NSS Allowance (deficited)	-			-
Less Current Year Property Taxes/In Lieu	-			-
Subtotal State Aid for Historical RL/Charter General BG	2,837,538			<u>3,259,084</u>
Categorical funding from 2012-13	231,336			231,336
Charter Categorical Block Grant adjusted for ADA	519,934			<u>597,176</u>
Minimum State Aid Guarantee	<u>3,588,808</u>			<u>4,087,596</u>

CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)

Local Control Funding Formula Floor plus Funded Gap	
Minimum State Aid plus Property Taxes including RDA	
Offset	
Minimum State Aid Prior to Offset	
Total Minimum State Aid with Offset	

TOTAL STATE AID	<u>4,293,579</u>
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Additional State Aid (Additional SA)

LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)			4,293,579
CHANGE OVER PRIOR YEAR	19.64%	704,771	
LCFF Entitlement PER ADA		6,486	6,756
PER ADA CHANGE OVER PRIOR YEAR	4.16%	270	

LCFF SOURCES INCLUDING EXCESS TAXES

	2012-13		Increase	2013-14
State Aid	3,588,808	19.64%	704,771	4,293,579
Property Taxes net of in-lieu	-	0.00%	-	-
Charter in-Lieu Taxes	-	0.00%	-	-
LCFF pre COE, Choice, Supp	3,588,808	19.64%	704,771	4,293,579

Norton Space and Aeronautics						v17.1b
LOCAL CONTROL FUNDING						2014-15
CALCULATE LCFF TARGET						
				COLA		0.850%
Unduplicated as % of Enrollment	2 yr average		73.81%	73.81%	2014-15	
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	407.59	7,011	729	1,143	728	3,917,154
Grades 4-6	226.70	7,116		1,050	669	2,003,059
Grades 7-8	40.97	7,328		1,082	689	372,784
Grades 9-12	-	8,491	221	1,286	819	-
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	675.26	4,771,038	297,133	748,164	476,661	6,292,996
Targeted Instructional Improvement						-
Home-to-School Transportation						-
Small School District Bus Repayment						-
LOCAL CONTROL FUNDING FLOOR						6,292,996
ECONOMIC RECOVERY TARGET						1/4
CALCULATE LCFF FLOOR						
				12-13 Rate	14-15 ADA	
Current year Funded ADA time				5,128.30	675.26	3,462,934
Current year Funded ADA time				-	675.26	-
Necessary Small School Allowance						-
2012-13 Categoricals						231,336
2012-13 Categorical Program				939.68	675.26	634,528
Less Fair Share Reduction						-
Non-CDE certified New Charter						-
Beginning in 2014-15, prior year				\$ 324.12	675.26	218,865
LOCAL CONTROL FUNDING FLOOR						4,547,663
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2014/15
LOCAL CONTROL FUNDING FLOOR						6,292,996
LOCAL CONTROL FUNDING FLOOR						4,547,663
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						1,745,333
Current Year Gap Funding					30.16%	526,395
ECONOMIC RECOVERY PAYMENT						-
LCFF Entitlement before Minimum						5,074,058

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2014-15	
CALCULATE STATE AID			
Transition Entitlement			5,074,058
Local Revenue (including RDA)			(3,057)
Gross State Aid			<u>5,071,001</u>
CALCULATE MINIMUM STATE AID			
	12-13 Rate	14-15 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	675.26	3,462,934
2012-13 NSS Allowance (defi			-
Less Current Year Property Tax			(3,057)
Subtotal State Aid for Histori			<u>3,459,877</u>
Categorical funding from 201			231,336
Charter Categorical Block Gra			<u>634,528</u>
Minimum State Aid Guarante			<u>4,325,741</u>
CHARTER SCHOOL MINIMUM			
Local Control Funding Formu			5,074,058
Minimum State Aid plus Prop			<u>4,328,798</u>
Offset			-
Minimum State Aid Prior to C			<u>4,325,741</u>
Total Minimim State Aid with			<u>4,325,741</u>
TOTAL STATE AID			<u>5,071,001</u>
Additional State Aid (Additic			-
LCFF Phase-In Entitlement (b			5,074,058
CHANGE OVER PRIOR YEAR	18.18%	780,479	
LCFF Entitlement PER ADA			7,514
PER ADA CHANGE OVER PRIOR	11.22%	758	
LCFF SOURCES INCLUDING EX			
		Increase	2014-15
State Aid	18.11%	<u>777,422</u>	<u>5,071,001</u>
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	3,057	3,057
LCFF pre COE, Choice, Supp	18.18%	780,479	5,074,058

LOCAL CONTROL FUNDING

2015-16

CALCULATE LCFF TARGET

					COLA	1.020%
Unduplicated as % of Enrollm		3 yr average		75.46%	75.46%	2015-16
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	406.76	7,083	737	1,180	800	3,986,321
Grades 4-6	228.17	7,189		1,085	735	2,055,674
Grades 7-8	69.77	7,403		1,117	757	647,297
Grades 9-12	-	8,578	223	1,328	900	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	704.70	5,037,902	299,782	805,563	546,045	6,689,292
Targeted Instructional Improv						-
Home-to-School Transportati						-
Small School District Bus Repl						-
LOCAL CONTROL FUNDING FC						6,689,292

ECONOMIC RECOVERY TARGET

3/8 -

CALCULATE LCFF FLOOR

		12-13	15-16	
		Rate	ADA	
Current year Funded ADA tim		5,128.30	704.70	3,613,911
Current year Funded ADA tim		-	704.70	-
Necessary Small School Allow				-
2012-13 Categoricals				231,336
2012-13 Categorical Program		939.68	704.70	662,192
Less Fair Share Reduction				-
Non-CDE certified New Chart		-	-	-
Beginning in 2014-15, prior y		\$ 1,103.66	704.70	777,749
LOCAL CONTROL FUNDING FC				5,285,188

CALCULATE LCFF PHASE-IN ENTITLEMENT

		2015/16
LOCAL CONTROL FUNDING FC		6,689,292
LOCAL CONTROL FUNDING FC		5,285,188
Applied Funding Formula: Flo		FLOOR
LCFF Need (LCFF Target less LCFF		1,404,104
Current Year Gap Funding	52.20%	732,942
ECONOMIC RECOVERY PAYM		-
LCFF Entitlement before Min		6,018,131

LOCAL CONTROL FUNDING**2015-16****CALCULATE STATE AID**

Transition Entitlement			6,018,131
Local Revenue (including RDA)			-
Gross State Aid			<u>6,018,131</u>

CALCULATE MINIMUM STATE

	12-13 Rate	15-16 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	704.70	3,613,911
2012-13 NSS Allowance (deficit)			-
Less Current Year Property Tax			-
Subtotal State Aid for Historic			<u>3,613,911</u>
Categorical funding from 201			231,336
Charter Categorical Block Gra			<u>662,192</u>
Minimum State Aid Guarantee			<u>4,507,439</u>

CHARTER SCHOOL MINIMUM

Local Control Funding Formula			6,018,131
Minimum State Aid plus Prop			<u>4,507,439</u>
Offset			-
Minimum State Aid Prior to O			<u>4,507,439</u>
Total Minimum State Aid with			<u>4,507,439</u>
TOTAL STATE AID			<u>6,018,131</u>

Additional State Aid (Addition)

LCFF Phase-In Entitlement (b)			6,018,131
CHANGE OVER PRIOR YEAR	18.61%	944,072	
LCFF Entitlement PER ADA			8,540
PER ADA CHANGE OVER PRIOR	13.65%	1,026	

LCFF SOURCES INCLUDING EX

		Increase	2015-16
State Aid	18.68%	947,130	6,018,131
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	-100.00%	(3,057)	-
LCFF pre COE, Choice, Supp	18.61%	944,073	6,018,131

Norton Space and Aeronautics						v17.1b
LOCAL CONTROL FUNDING						2016-17
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average			76.88%	COLA 76.88%	0.000% 2016-17
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	433.20	7,083	737	1,202	856	4,279,111
Grades 4-6	225.15	7,189		1,105	786	2,044,555
Grades 7-8	102.60	7,403		1,138	810	959,430
Grades 9-12	-	8,578	223	1,353	963	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	760.95	5,446,507	319,268	886,545	630,776	7,283,096
Targeted Instructional Improvement						-
Home-to-School Transportation						-
Small School District Bus Replacement						-
LOCAL CONTROL FUNDING FLOOR						7,283,096
ECONOMIC RECOVERY TARGET						1/2
CALCULATE LCFF FLOOR						
				12-13 Rate	16-17 ADA	
Current year Funded ADA time				5,128.30	760.95	3,902,378
Current year Funded ADA time				-	760.95	-
Necessary Small School Allowance						-
2012-13 Categoricals						231,336
2012-13 Categorical Program				939.68	760.95	715,049
Less Fair Share Reduction						-
Non-CDE certified New Charter				-	-	-
Beginning in 2014-15, prior year				\$ 2,143.74	760.95	1,631,279
LOCAL CONTROL FUNDING FLOOR						6,480,042
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2016-17
LOCAL CONTROL FUNDING FLOOR						7,283,096
LOCAL CONTROL FUNDING FLOOR						6,480,042
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						803,054
Current Year Gap Funding					54.84%	440,395
ECONOMIC RECOVERY PAYMENT						-
LCFF Entitlement before Mirrored						6,920,437

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2016-17	
CALCULATE STATE AID			
Transition Entitlement			6,920,437
Local Revenue (including RDA)			-
Gross State Aid			<u>6,920,437</u>
CALCULATE MINIMUM STATE AID			
	12-13 Rate	16-17 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	760.95	3,902,378
2012-13 NSS Allowance (defi			-
Less Current Year Property T			-
Subtotal State Aid for Histori			<u>3,902,378</u>
Categorical funding from 201			231,336
Charter Categorical Block Gra			<u>715,049</u>
Minimum State Aid Guarante			<u>4,848,763</u>
CHARTER SCHOOL MINIMUM			
Local Control Funding Formu			6,920,437
Minimum State Aid plus Prop			<u>4,848,763</u>
Offset			-
Minimum State Aid Prior to C			<u>4,848,763</u>
Total Minimim State Aid with			<u>4,848,763</u>
TOTAL STATE AID			<u>6,920,437</u>
Additional State Aid (Additio			-
LCFF Phase-In Entitlement (b			<u>6,920,437</u>
CHANGE OVER PRIOR YEAR	14.99%	902,307	
LCFF Entitlement PER ADA			9,094
PER ADA CHANGE OVER PRIOR	6.49%	554	
LCFF SOURCES INCLUDING EX			
		Increase	2016-17
State Aid	14.99%	902,306	6,920,437
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	14.99%	902,306	6,920,437

Norton Space and Aeronautics						v17.1b
LOCAL CONTROL FUNDING						2017-18
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment						COLA 1.110%
3 yr average						78.20% 78.00% 2017-18
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	433.20	7,162	745	1,237	909	4,354,942
Grades 4-6	225.15	7,269		1,137	836	2,080,793
Grades 7-8	102.60	7,485		1,171	861	976,386
Grades 9-12	-	8,673	225	1,392	1,023	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	760.95	5,507,154	322,734	911,795	670,438	7,412,121
Targeted Instructional Improvement						-
Home-to-School Transportation						-
Small School District Bus Rep						-
LOCAL CONTROL FUNDING F						7,412,121
ECONOMIC RECOVERY TARG						5/8 -
CALCULATE LCFF FLOOR						
				12-13 Rate	17-18 ADA	
Current year Funded ADA time				5,128.30	760.95	3,902,378
Current year Funded ADA time				-	760.95	-
Necessary Small School Allow						-
2012-13 Categoricals						231,336
2012-13 Categorical Program				939.68	760.95	715,049
Less Fair Share Reduction						-
Non-CDE certified New Char				-	-	-
Beginning in 2014-15, prior y				\$ 2,722.48	760.95	2,071,671
LOCAL CONTROL FUNDING F						6,920,434
CALCULATE LCFF PHASE-IN E						2017-18
LOCAL CONTROL FUNDING F						7,412,121
LOCAL CONTROL FUNDING F						6,920,434
Applied Funding Formula: Flo						FLOOR
LCFF Need (LCFF Target less LCFF						491,687
Current Year Gap Funding					73.96%	363,651
ECONOMIC RECOVERY PAYM						-
LCFF Entitlement before Mir						7,284,086

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2017-18	
CALCULATE STATE AID			
Transition Entitlement			7,284,086
Local Revenue (including RDA)			-
Gross State Aid			<u>7,284,086</u>
CALCULATE MINIMUM STATE AID			
	12-13 Rate	17-18 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	760.95	3,902,378
2012-13 NSS Allowance (defi			-
Less Current Year Property T			-
Subtotal State Aid for Histori			<u>3,902,378</u>
Categorical funding from 201			231,336
Charter Categorical Block Gra			<u>715,049</u>
Minimum State Aid Guarante			<u>4,848,763</u>
CHARTER SCHOOL MINIMUM			
Local Control Funding Formu			7,284,086
Minimum State Aid plus Prop			<u>4,848,763</u>
Offset			-
Minimum State Aid Prior to C			<u>4,848,763</u>
Total Minimim State Aid with			<u>4,848,763</u>
TOTAL STATE AID			<u>7,284,086</u>
Additional State Aid (Additio			-
LCFF Phase-In Entitlement (b			7,284,086
CHANGE OVER PRIOR YEAR		5.25%	363,649
LCFF Entitlement PER ADA			9,572
PER ADA CHANGE OVER PRIOR		5.26%	478
LCFF SOURCES INCLUDING EX			
		Increase	2017-18
State Aid	5.25%	363,649	7,284,086
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	5.25%	363,649	7,284,086

LOCAL CONTROL FUNDING							2018-19
CALCULATE LCFF TARGET							
Unduplicated as % of Enrollment	3 yr average			78.00%	COLA	78.00%	2.420% 2018-19
	ADA	Base	Gr Span	Supp	Concen	TARGET	
Grades TK-3	433.20	7,335	763	1,263	931	4,458,736	
Grades 4-6	225.15	7,445		1,161	856	2,130,503	
Grades 7-8	102.60	7,666		1,196	882	999,682	
Grades 9-12	-	8,883	231	1,422	1,048	-	
Subtract NSS	-	-	-	-	-	-	
NSS Allowance	-	-	-	-	-	-	
TOTAL BASE	760.95	5,640,296	330,532	931,449	686,645	7,588,922	
Targeted Instructional Improvement							-
Home-to-School Transportation							-
Small School District Bus Replacement							-
LOCAL CONTROL FUNDING FLOOR							7,588,922
ECONOMIC RECOVERY TARGET							3/4
CALCULATE LCFF FLOOR							
				12-13 Rate	18-19 ADA		
Current year Funded ADA time				5,128.30	760.95		3,902,378
Current year Funded ADA time				-	760.95		-
Necessary Small School Allowance							-
2012-13 Categoricals							231,336
2012-13 Categorical Programs				939.68	760.95		715,049
Less Fair Share Reduction							-
Non-CDE certified New Charter				-	-		-
Beginning in 2014-15, prior year				\$ 3,200.37	760.95		2,435,322
LOCAL CONTROL FUNDING FLOOR							7,284,085
CALCULATE LCFF PHASE-IN ENTITLEMENT							
							2018-19
LOCAL CONTROL FUNDING FLOOR							7,588,922
LOCAL CONTROL FUNDING FLOOR							7,284,085
Applied Funding Formula: Floor							FLOOR
LCFF Need (LCFF Target less LCFF Floor)							304,837
Current Year Gap Funding					41.22%		125,654
ECONOMIC RECOVERY PAYMENT							-
LCFF Entitlement before Mirrored							7,409,739

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2018-19	
CALCULATE STATE AID			
Transition Entitlement			7,409,739
Local Revenue (including RDA)			-
Gross State Aid			<u>7,409,739</u>
CALCULATE MINIMUM STATE AID			
	12-13 Rate	18-19 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	760.95	3,902,378
2012-13 NSS Allowance (defi			-
Less Current Year Property T			-
Subtotal State Aid for Histori			<u>3,902,378</u>
Categorical funding from 201			231,336
Charter Categorical Block Gra			<u>715,049</u>
Minimum State Aid Guarante			<u>4,848,763</u>
CHARTER SCHOOL MINIMUM			
Local Control Funding Formu			7,409,739
Minimum State Aid plus Prop			<u>4,848,763</u>
Offset			-
Minimum State Aid Prior to C			<u>4,848,763</u>
Total Minimim State Aid with			<u>4,848,763</u>
TOTAL STATE AID			<u>7,409,739</u>
Additional State Aid (Additio			-
LCFF Phase-In Entitlement (b			<u>7,409,739</u>
CHANGE OVER PRIOR YEAR	1.73%	125,653	
LCFF Entitlement PER ADA			<u>9,737</u>
PER ADA CHANGE OVER PRIOR	1.72%	165	
LCFF SOURCES INCLUDING EX			
		Increase	2018-19
State Aid	1.73%	<u>125,653</u>	<u>7,409,739</u>
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	1.73%	125,653	7,409,739

Norton Space and Aeronautics						v17.1b
LOCAL CONTROL FUNDING						2019-20
CALCULATE LCFF TARGET						
					COLA	2.670%
Unduplicated as % of Enrollment	3 yr average			78.00%	78.00%	2019-20
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	433.20	7,531	783	1,297	956	4,577,665
Grades 4-6	225.15	7,644		1,192	879	2,187,450
Grades 7-8	102.60	7,871		1,228	905	1,026,415
Grades 9-12	-	9,120	237	1,460	1,076	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	760.95	5,791,041	339,196	956,316	704,977	7,791,530
Targeted Instructional Improvement						-
Home-to-School Transportation						-
Small School District Bus Repayment						-
LOCAL CONTROL FUNDING FLOOR						7,791,530
ECONOMIC RECOVERY TARGET						7/8 -
CALCULATE LCFF FLOOR						
				12-13 Rate	19-20 ADA	
Current year Funded ADA time				5,128.30	760.95	3,902,378
Current year Funded ADA time				-	760.95	-
Necessary Small School Allowance						-
2012-13 Categoricals						231,336
2012-13 Categorical Programs				939.68	760.95	715,049
Less Fair Share Reduction						-
Non-CDE certified New Charter				-	-	-
Beginning in 2014-15, prior year				\$ 3,365.50	760.95	2,560,977
LOCAL CONTROL FUNDING FLOOR						7,409,740
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2019-20
LOCAL CONTROL FUNDING FLOOR						7,791,530
LOCAL CONTROL FUNDING FLOOR						7,409,740
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						381,790
Current Year Gap Funding						75.16% 286,953
ECONOMIC RECOVERY PAYMENT						-
LCFF Entitlement before Mirrored						7,696,693

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2019-20	
CALCULATE STATE AID			
Transition Entitlement			7,696,693
Local Revenue (including RDA)			-
Gross State Aid			<u>7,696,693</u>
CALCULATE MINIMUM STATE AID			
	12-13 Rate	19-20 ADA	N/A
2012-13 RL/Charter Gen BG	5,128.30	760.95	3,902,378
2012-13 NSS Allowance (deficit)			-
Less Current Year Property Tax			-
Subtotal State Aid for Historical			<u>3,902,378</u>
Categorical funding from 2012			231,336
Charter Categorical Block Grant			<u>715,049</u>
Minimum State Aid Guarantee			<u>4,848,763</u>
CHARTER SCHOOL MINIMUM			
Local Control Funding Formula			7,696,693
Minimum State Aid plus Property			<u>4,848,763</u>
Offset			-
Minimum State Aid Prior to COE			<u>4,848,763</u>
Total Minimum State Aid with			<u>4,848,763</u>
TOTAL STATE AID			<u>7,696,693</u>
Additional State Aid (Additional			-
LCFF Phase-In Entitlement (b)			<u>7,696,693</u>
CHANGE OVER PRIOR YEAR	3.87%	286,954	
LCFF Entitlement PER ADA			<u>10,115</u>
PER ADA CHANGE OVER PRIOR	3.88%	378	
LCFF SOURCES INCLUDING EX			
		Increase	2019-20
State Aid	3.87%	<u>286,954</u>	<u>7,696,693</u>
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	3.87%	<u>286,954</u>	<u>7,696,693</u>

Norton Space and Aeronautics						v17.1b
LOCAL CONTROL FUNDING						2020-21
CALCULATE LCFF TARGET						
				COLA		0.000%
Unduplicated as % of Enrollment	3 yr average			78.00%	78.00%	2020-21
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	433.20	7,531	783	1,297	956	4,577,665
Grades 4-6	225.15	7,644		1,192	879	2,187,450
Grades 7-8	102.60	7,871		1,228	905	1,026,415
Grades 9-12	-	9,120	237	1,460	1,076	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	760.95	5,791,041	339,196	956,316	704,977	7,791,530
Targeted Instructional Improvement						-
Home-to-School Transportation						-
Small School District Bus Repayment						-
LOCAL CONTROL FUNDING FLOOR						7,791,530
ECONOMIC RECOVERY TARGET						100%
CALCULATE LCFF FLOOR						
				12-13 Rate	20-21 ADA	
Current year Funded ADA time				5,128.30	760.95	3,902,378
Current year Funded ADA time				-	760.95	-
Necessary Small School Allowance						-
2012-13 Categoricals						231,336
2012-13 Categorical Programs				939.68	760.95	715,049
Less Fair Share Reduction						-
Non-CDE certified New Charter				-	-	-
Beginning in 2014-15, prior year				\$ 3,742.60	760.95	2,847,931
LOCAL CONTROL FUNDING FLOOR						7,696,694
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2020-21
LOCAL CONTROL FUNDING FLOOR						7,791,530
LOCAL CONTROL FUNDING FLOOR						7,696,694
Applied Funding Formula: Floor						FLOOR
LCFF Need (LCFF Target less LCFF Floor)						94,836
Current Year Gap Funding					0.00%	-
ECONOMIC RECOVERY PAYMENT						-
LCFF Entitlement before Minimum						7,696,694

Norton Space and Aeronautics		v17.1b	
LOCAL CONTROL FUNDING		2020-21	
CALCULATE STATE AID			
Transition Entitlement			7,696,694
Local Revenue (including RDA)			-
Gross State Aid			7,696,694
CALCULATE MINIMUM STATE AID			
	12-13 Rate	20-21 ADA	N/A
2012-13 RL/Charter Gen BG a	5,128.30	760.95	3,902,378
2012-13 NSS Allowance (defi			-
Less Current Year Property T			-
Subtotal State Aid for Histori			3,902,378
Categorical funding from 201			231,336
Charter Categorical Block Gra			715,049
Minimum State Aid Guarante			4,848,763
CHARTER SCHOOL MINIMUM			
Local Control Funding Formu			7,696,694
Minimum State Aid plus Prop			4,848,763
Offset			-
Minimum State Aid Prior to C			4,848,763
Total Minimum State Aid with			4,848,763
TOTAL STATE AID			7,696,694
Additional State Aid (Additio			-
LCFF Phase-In Entitlement (b			7,696,694
CHANGE OVER PRIOR YEAR	0.00%	1	
LCFF Entitlement PER ADA			10,115
PER ADA CHANGE OVER PRIOR	0.00%	-	
LCFF SOURCES INCLUDING EX			
		<u>Increase</u>	<u>2020-21</u>
State Aid	0.00%	1	7,696,694
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	0.00%	1	7,696,694

PROPOSITION 30 - EDUCATION PROTECTION ACCOUNT											
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	9/25/16	
	Certified*	Certified*	Certified*								
EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.1229%	26.7669%	25.9474%	25.0000%	23.0000%	11.0000%	0.0000%	0.0000%	0.0000%	
Education Protection Account (EPA)											
Calculation of EPA Entitlement											
Adjusted Total Revenue Limit											
Current Year Adjusted NSS Allowance			3,462,936	3,613,911	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	
(A) Total: Adj. Rev. Limit or General Purpose Funding in LCFF Floor			3,003								
(B) Property Taxes/In-Lieu		635.51	675	704.70	760.95	760.95	760.95	760.95	760.95	760.95	
(C) ADA Used for EPA Minimum											
(D) Gross State Aid for Purposes of EPA (A - B, If < 0, then 0)		3,259,086	3,459,933	3,613,911	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	
(E) Proportionate Share* (A * %)		685,440	923,346	937,714	975,595	897,547	429,262				
(F) Minimum EPA (C x \$200)		127,102	135,052	140,940	152,190	152,190	152,190				
(G) Adjusted EPA Proportionate Share (Reduced for Amounts in Excess of State Aid, lesser of D or E.		685,440	923,346	937,714	975,595	897,547	429,262				
(H) P-2 Entitlement: (Greater of F or G)		606,952	685,440	923,346	937,714	897,547	429,262				
(I) PY Adjustment: Change in Entitlement from P-2 to Annual Adjusted EPA Allocation (used to calculate LCFF Revenue)		3,587	2,975	3,575							
(J) P2 Entitlement Net of PY Adjustment		606,952	689,027	926,321	941,289	897,547	429,262				
Calculation of Net State Aid before Minimum State Aid											
Phase-In Entitlement	2,837,538	4,293,579	5,074,058	6,018,131	6,920,437	7,284,086	7,409,739	7,696,693	7,696,694	7,696,694	
Less Property Taxes/In-Lieu			3,057								
Gross State Aid	2,837,538	4,293,579	5,071,001	6,018,131	6,920,437	7,284,086	7,409,739	7,696,693	7,696,694	7,696,694	
Less EPA Allocation	610,539	688,415	926,921	937,714	975,595	897,547	429,262				
Net State Aid	2,226,999	3,605,164	4,144,080	5,080,416	5,944,843	6,386,539	6,980,478	7,696,693	7,696,694	7,696,694	
Minimum State Aid											
Adjusted Total Revenue Limit	2,837,538	3,259,084	3,462,934	3,613,911	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	3,902,378	
2012-13 Deficitd NSS Allowance											
Less Property Taxes/In-Lieu			3,057								
Less EPA Allocation	610,539	688,415	926,921	937,714	975,595	897,547	429,262				
Revenue Limit Minimum State Aid	2,226,999	2,570,669	2,532,956	2,676,197	2,926,784	3,004,831	3,473,116	3,902,378	3,902,378	3,902,378	
Categorical Minimum State Aid	751,270	828,512	865,864	893,528	946,385	946,385	946,385	946,385	946,385	946,385	
Minimum State Aid Guarantee	2,978,269	3,399,181	3,398,820	3,569,725	3,873,169	3,951,217	4,419,502	4,848,763	4,848,763	4,848,763	
Charter School Minimum State Aid Offset (effective 2014-15)											
LCFF State Aid	2,978,269	3,605,164	4,144,080	5,080,416	5,944,843	6,386,539	6,980,478	7,696,693	7,696,694	7,696,694	
EPA In Excess to LCFF Funding											

*EPA proportionate share is based on the adjusted revenue limit in the floor calculator.

LCFF Calculator Universal Assumptions

Norton Space and Aeronautics Academy (115808) - For use with 2016-17 budget submission

	Summary of Funding							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Target	\$ 5,803,879	\$ 6,292,996	\$ 6,689,292	\$ 7,283,096	\$ 7,412,121	\$ 7,588,972	\$ 7,791,530	\$ 7,791,530
Floor	4,087,596	4,547,663	5,285,188	6,480,042	6,920,434	7,284,085	7,409,740	7,696,694
Applied Formula: Target of Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (Informational only)	1,510,300	1,218,938	671,161	362,659	178,095	179,163	94,837	94,836
Current Year Gap Funding	205,983	526,395	732,942	440,395	363,651	125,654	286,953	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 4,293,579	\$ 5,074,058	\$ 6,018,131	\$ 6,920,437	\$ 7,284,086	\$ 7,409,739	\$ 7,696,693	\$ 7,696,694

	Components of LCFF By Object Code								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8011 - State Aid	\$ 2,225,999	\$ 3,605,164	\$ 4,144,080	\$ 5,080,416	\$ 5,946,843	\$ 6,386,539	\$ 6,980,478	\$ 7,696,693	\$ 7,696,694
8011 - Fair Share	751,270	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	610,539	648,415	926,921	937,714	975,595	897,547	429,262	-	-
EPA (for LCFF Calculation purposes)	-	-	-	-	-	-	-	-	-
Local Revenue Sources:	-	-	-	-	-	-	-	-	-
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	3,057	-	-	-	-	-	-
Property Taxes net of In-Lieu	-	-	-	-	-	-	-	-	-
TOTAL FUNDING	\$ 3,588,808	\$ 4,293,579	\$ 5,074,058	\$ 6,018,131	\$ 6,920,437	\$ 7,284,086	\$ 7,409,739	\$ 7,696,693	\$ 7,696,694
Less: Excess Taxes	-	-	-	-	-	-	-	-	-
Less: EPA in Excess to LCFF Funding	-	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 4,293,579	\$ 4,293,579	\$ 5,074,058	\$ 6,018,131	\$ 6,920,437	\$ 7,284,086	\$ 7,409,739	\$ 7,696,693	\$ 7,696,694
8072 - EPA Receipts (for budget & cashflow)	\$ 606,952	\$ 689,027	\$ 926,321	\$ 941,289	\$ 975,595	\$ 897,547	\$ 429,262	\$ -	\$ -

	Summary of Student Population							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Population	476.00	527.00	585.00	624.78	624.78	624.78	624.78	624.78
Agency Unduplicated Pupil Count	476.00	527.00	585.00	624.78	624.78	624.78	624.78	624.78
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	476.00	527.00	585.00	624.78	624.78	624.78	624.78	624.78
Rolling % Supplemental Grant	71.0400%	73.9100%	75.4600%	76.8800%	78.2000%	78.0000%	78.0000%	78.0000%
Rolling % Concentration Grant	71.0400%	73.9100%	75.4600%	76.8800%	78.2000%	78.0000%	78.0000%	78.0000%

	Summary of Student Population							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FUNDED ADA								
Adjusted Base Grant ADA								
Grades TK-3	418.12	407.59	406.76	433.20	433.20	433.20	433.20	433.20
Grades 4-6	193.53	226.70	228.17	225.15	225.15	225.15	225.15	225.15
Grades 7-8	23.86	40.97	69.77	102.60	102.60	102.60	102.60	102.60
Grades 9-12	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	635.51	675.26	704.70	760.95	760.95	760.95	760.95	760.95
Necessary Small School ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-
Total Funded ADA	635.51	675.26	704.70	760.95	760.95	760.95	760.95	760.95

	Minimum Proportionality Percentage (MPP)							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 369,409	\$ 705,539	\$ 832,099	\$ 832,099	\$ 1,170,220	\$ 666,978	\$ 1,248,628	\$ 1,248,628
Current year Minimum Proportionality Percentage (MPP)	7.85%	13.20%	13.67%	13.67%	19.14%	9.89%	19.36%	0.00%

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CLIENT'S COPY

June 2, 2016

The High Desert "Partnership in Academic
Excellence" Foundation, Inc.
17500 Mana Rd
Apple Valley, CA 92307

The High Desert "Partnership in Academic:

Enclosed is the organization's 2014 Exempt Organization
return. The state Exempt Organization return and Annual
Report are also enclosed. These should be signed, dated, and
mailed, as indicated.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has been prepared for electronic filing. If you
wish to have it transmitted electronically to the IRS, please
sign, date, and return Form 8879-EO to our office. We will
then submit the electronic return to the IRS. Do not mail a
paper copy of the return to the IRS.

CALIFORNIA FORM 199 RETURN:

The Form 199 return has been prepared for electronic filing.
If you wish to have it transmitted electronically to the FTB,
please sign, date and return Form 8453-EO to our office. We
will then submit the electronic return to the FTB. Do not
mail a paper copy of the return to the FTB.

Your payment should be made as instructed below as soon as
possible.

Separately mail California Form FTB 3586 with a check or
money order for \$10, payable to Franchise Tax Board.

Mail to: Franchise Tax Board
PO BOX 942857
Sacramento CA 94257-0531

Include the corporation number or FEIN and "2014 FORM 3586"
on the check or money order.

CALIFORNIA FORM RRF-1 RETURN:

Please sign and mail Form RRF-1 as soon as possible.

Mail to - Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470

Enclose a check for \$225 made payable to Attorney General's Registry of Charitable Trusts. Include "Form RRF-1," the report year and the organization's state charity registration number and/or organization number on the remittance.

Copies of all the returns are enclosed for your files. We suggest that you retain these copies indefinitely.

Very truly yours,

Form **8879-EO**

IRS e-file Signature Authorization for an Exempt Organization

OMB No. 1545-1878

For calendar year 2014, or fiscal year beginning JUL 1, 2014, and ending JUN 30, 2015

2014

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**

▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**

Name of exempt organization

**The High Desert "Partnership in Academic
Excellence" Foundation, Inc.**

Employer identification number

33-0542733

Name and title of officer

**James M. Quinn
Financial Officer**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, or 5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, or 5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>18705812.</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2014 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize _____ to enter my PIN **Enter five numbers, but do not enter all zeros**

ERO firm name

as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ ******* THIS IS NOT A FILEABLE COPY ***** Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

33100169299
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2014 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.
Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization The High Desert "Partnership in Academic Excellence" Foundation, Inc. Doing business as The Lewis Center, Academy for Ac Number and street (or P.O. box if mail is not delivered to street address) Room/suite 17500 Mana Rd City or town, state or province, country, and ZIP or foreign postal code Apple Valley, CA 92307 F Name and address of principal officer: James M. Quinn 17500 Mana Rd., Apple Valley, CA 92307	D Employer identification number 33-0542733 E Telephone number (760) 946-5414 G Gross receipts \$ 18705812. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ www.lewiscenter.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 1992		M State of legal domicile: CA

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: The Foundation promotes and supports the educational needs of students teachers & the community. 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 16 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 16 5 Total number of individuals employed in calendar year 2014 (Part V, line 2a) 5 368 6 Total number of volunteers (estimate if necessary) 6 493 7a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0. 7b Net unrelated business taxable income from Form 990-T, line 34 7b 0.	
Revenue	8 Contributions and grants (Part VIII, line 1h) 645480. Prior Year 281401. Current Year 9 Program service revenue (Part VIII, line 2g) 15987532. 18388083. 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d) 31925. 36328. 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) -13024. 0. 12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 16651913. 18705812.	
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3) 17900. 42821. 14 Benefits paid to or for members (Part IX, column (A), line 4) 0. 0. 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 13081905. 13686421. 16a Professional fundraising fees (Part IX, column (A), line 11e) 24000. 0. b Total fundraising expenses (Part IX, column (D), line 25) ▶ 24000. 17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 3532485. 4347822. 18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 16656290. 18077064. 19 Revenue less expenses. Subtract line 18 from line 12 -4377. 628748.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16) 21009834. Beginning of Current Year 23191721. End of Year 21 Total liabilities (Part X, line 26) 7402775. 9139938. 22 Net assets or fund balances. Subtract line 21 from line 20 13607059. 14051783.	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer James M. Quinn, Financial Officer Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name Preparer's signature Date Check if self-employed <input type="checkbox"/> PTIN	Firm's name ▶ Firm's address ▶ Firm's EIN ▶ Phone no.

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: The High Desert Partnership in Academic Excellence Foundation, Inc, in partnership with businesses, foundations, educators, parents, students, and others, the Foundation promotes and supports the educational needs of students, teachers and community members. The

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 10608041. including grants of \$) (Revenue \$ 11066381.) The organization operates a K-12 public charter school, Academy for Academic Excellence. The school provided instruction for approximately 1,400 K-12 students. The school is modeled on the principal children learn better when they have the opportunity to be actively engaged along with the teacher in the education process. This model has been developed over many years by working first with Kindergarten students many of which found the traditional school setting to be inadequate. The school has entered into partnerships with businesses, colleges, local government agencies and the Federal government, specifically NASA and the Department of Defense. Through these partnerships the students have unique opportunities for hands on learning. One example is, our partnership with NASA-Ames. (continued)

4b (Code:) (Expenses \$ 5782755. including grants of \$) (Revenue \$ 6815980.) Norton Space and Aeronautics Academy opened in August 2008. This school is located in the San Bernardino Ca. inner city. Besides being modeled after the Academy for Academic Excellence, it is additionally unusual because the instruction is conducted as "dual language immersion." In this model, classes are conducted in a language not usually spoken by a majority of the students (in this case Spanish) for the greater part of the class session and only in English for a smaller part of the day. When the students reach fifth or sixth grade they are introduced is extra activities to a third language. By this process the students are fluent in two or more languages by the eighth grade. Attendance is approximately 700 students in K-8 Grades.

4c (Code:) (Expenses \$ 490933. including grants of \$ 42821.) (Revenue \$ 542050.) The Lewis Center conducts applied science research and provides educational curricula to K-12 schools, colleges and research centers worldwide. The campus which the organization owns is 150 acres in Apple Valley, California through which the Mojave River flows. The property provides rich opportunities for students of the two charter schools and other local schools to view and interact with nature. There are many endangered species whose home habitat is on the property. The property is also the site of approximately 400 year old Native American living activities which includes petroglyphs and a burial site. The organization operates an educational outreach to school children who visit the campus on field trips. (Continued)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 16881729.

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

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors?</i>	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6 X	
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>	10 X	
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f	X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13	X
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	17 X	
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18 X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	

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

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	X	
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	X	
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		X
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	X	
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	X	
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4b	If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9a	Did the sponsoring organization make any taxable distributions under section 4966?		
9b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

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

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
	1a 16		
b	Enter the number of voting members included in line 1a, above, who are independent		
	1b 16		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
12c		X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **James M. Quinn - 760 946-5414**
1750 Mana Rd, Apple Valley, CA 92307

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

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) H.O. Bud Biggs Chairman of the Board	1.00	X						0.	0.	0.
(2) Scott Johnson Vice Chairman	1.00	X						0.	0.	0.
(3) Russell Stringham Treasurer	1.00	X						0.	0.	0.
(4) Andrew Jaramillo Secretary	1.00	X						0.	0.	0.
(5) David Bains Director	1.00	X						0.	0.	0.
(6) Duberly Beck Director	1.00	X						0.	0.	0.
(7) R. Everett (Buck) Goodspeed Director	1.00	X						0.	0.	0.
(8) Robert Lovingood Director	1.00	X						0.	0.	0.
(9) Kirtland Mahlum Director	1.00	X						0.	0.	0.
(10) Jose Palafox Director	1.00	X						0.	0.	0.
(11) D. Kevin Porter Director	1.00	X						0.	0.	0.
(12) Tom Rosenbaum Director	1.00	X						0.	0.	0.
(13) Donna Siegel Director	1.00	X						0.	0.	0.
(14) Marcia Vargas Director	1.00	X						0.	0.	0.
(15) Regina Weatherspoon-Bell Director	1.00	X						0.	0.	0.
(16) Rick Wolf Director	1.00	X						0.	0.	0.
(17) Richard Piercy II Former President/CEO	1.00						X	87949.	0.	102900.

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

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) Gordon Sohlt President/CEO	40.00			X				118165.	0.	0.
(19) James M. Quinn Director of Finance	40.00			X				100069.	0.	0.
1b Sub-total								306183.	0.	102900.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								306183.	0.	102900.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **3**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>	X	
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
Conco Construction, 22390 Eyota Rd. Suite E, Apple Valley, CA 92307	Construction	1571158.
Southern California Edison P O Box 300, Rosemead, CA 91772	Construction	299416.
Architecture for Education 65 N. Catalina Ave., Pasadena, CA 91106	Construction	125450.
J L Russell Construction, 6336 Taylor Canyon Rd., Rancho Cucamonga, CA 91739	Construction	117985.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **4**

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

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e					
	f All other contributions, gifts, grants, and similar amounts not included above	1f	281401.				
	g Noncash contributions included in lines 1a-1f: \$		100000.				
	h Total. Add lines 1a-1f		281401.				
Program Service Revenue	2 a Attendance Apportionme	Business Code 611710	13426325.	13426325.			
	b Other California Schoo	611710	3262128.	3262128.			
	c Other Local School Inc	611710	880493.	880493.			
	d Federal Educational Se	611710	819137.	819137.			
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f		18388083.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		36328.	36328.			
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a							
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See instructions.			18705812.	18424411.	0.	0.	

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

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22	42821.	42821.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	128797.	115917.	12880.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	10298821.	9968323.	330498.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1278833.	1239954.	38879.	
9 Other employee benefits	1615297.	1552111.	63186.	
10 Payroll taxes	364673.	339225.	25448.	
11 Fees for services (non-employees):				
a Management				
b Legal	87762.	87762.		
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	24000.			24000.
12 Advertising and promotion	9790.	9790.		
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel	50839.	50839.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	53251.	53251.		
20 Interest	273128.	273128.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	530672.		530672.	
23 Insurance	123784.	123784.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Services and operating	2008071.	1838299.	169772.	
b Books and supplies	1186525.	1186525.		
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	18077064.	16881729.	1171335.	24000.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

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

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	1971656.	1	2133931.
	2 Savings and temporary cash investments	651880.	2	521651.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	4024521.	4	2730377.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	127459.
	9 Prepaid expenses and deferred charges	67202.	9	78840.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 24237108.		
	b Less: accumulated depreciation	10b 6593320.	14138651.	10c 17643788.
	11 Investments - publicly traded securities	-303245.	11	-487269.
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets	459169.	14	442944.
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)	21009834.	16	23191721.	
Liabilities	17 Accounts payable and accrued expenses	67053.	17	555524.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	6459727.	23	7833405.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	875995.	25	751009.
	26 Total liabilities. Add lines 17 through 25	7402775.	26	9139938.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	12890853.	27	13610806.
	28 Temporarily restricted net assets	639742.	28	365283.
	29 Permanently restricted net assets	76464.	29	75694.
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	13607059.	33	14051783.	
34 Total liabilities and net assets/fund balances	21009834.	34	23191721.	

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

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	18705812.
2	Total expenses (must equal Part IX, column (A), line 25)	2	18077064.
3	Revenue less expenses. Subtract line 2 from line 1	3	628748.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	13607059.
5	Net unrealized gains (losses) on investments	5	-184024.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	14051783.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2a	X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2b	X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	3b	

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2014

Open to Public Inspection

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization **The High Desert "Partnership in Academic Excellence" Foundation, Inc.** Employer identification number **33-0542733**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see Instructions)	(vi) Amount of other support (see Instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2013 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2014. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

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

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	119898.	172218.	124850.	247059.	281401.	945426.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose	14059517.	13870829.	14871079.	16870299.	18792953.	78464677.
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5	14179415.	14043047.	14995929.	17117358.	19074354.	79410103.
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						79410103.

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6	14179415.	14043047.	14995929.	17117358.	19074354.	79410103.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	41542.	41548.	45728.	31925.	36328.	197071.
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b	41542.	41548.	45728.	31925.	36328.	197071.
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)	14220957.	14084595.	15041657.	17149283.	19110682.	79607174.

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	99.75 %
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	99.70 %

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	.25 %
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	.30 %

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2) (B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

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

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

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

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Name of the organization

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

Employer identification number

33-0542733

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2014)

Name of organization The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number 33-0542733
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Academy for Academic Excellence PTC 17500 Mana Rd Apple Valley, CA 92307	\$ 16000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	Ebmeyer Charter 13768 Pioneer Rd Apple Valley, CA 92307	\$ 5000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	The Brown Family Trust c/o Borden Law 1518 Crenshaw Blvd Torrance, CA 90501	\$ 75265.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number 33-0542733
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____
	_____ _____ _____	\$ _____	_____

Name of organization The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number 33-0542733
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

OMB No. 1545-0047

2014

Open to Public Inspection

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization **The High Desert "Partnership in Academic Excellence" Foundation, Inc.** Employer identification number **33-0542733**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

- Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	
- Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d
- Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____
- Number of states where property subject to conservation easement is located ▶ _____
- Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
- Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____
- Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____
- Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
- In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

- If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
 - If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included in Form 990, Part VIII, line 1	▶ \$ _____
(ii) Assets included in Form 990, Part X	▶ \$ _____
- If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included in Form 990, Part VIII, line 1	▶ \$ _____
b Assets included in Form 990, Part X	▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance	76464.	76874.	77168.	76836.	76957.
b Contributions	150.				
c Net investment earnings, gains, and losses	80.	90.	206.	330.	381.
d Grants or scholarships	1000.	500.	500.		500.
e Other expenditures for facilities and programs					
f Administrative expenses					2.
g End of year balance	75694.	76464.	76874.	77168.	76836.

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment %
- b Permanent endowment %
- c Temporarily restricted endowment %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) unrelated organizations
- (ii) related organizations

	Yes	No
3a(i)		X
3a(ii)		X
3b		

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		798729.		798729.
b Buildings		13557275.	3793360.	9763915.
c Leasehold improvements		3757369.	968152.	2789217.
d Equipment		2001041.	1638535.	362506.
e Other		4122694.	193273.	3929421.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				17643788.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Accrued Payroll and Payroll Taxes	
(3) & Expenses	640497.
(4) Deferred Revenue	90441.
(5) Due to Student Groups	20071.
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	751009.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

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

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	19110682.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b	404870.	
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	404870.
3	Subtract line 2e from line 1		3	18705812.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	18705812.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	18665958.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a	404870.	
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	184024.	
e	Add lines 2a through 2d		2e	588894.
3	Subtract line 2e from line 1		3	18077064.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	18077064.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part V, line 4:

The endowment funds are permanently set aside for scholarships.

Part XII, Line 2d - Other Adjustments:

Net unrealized loss on securities

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

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		Art Show (event type)	Bricks for Growth (event type)	(total number)	
Revenue	1	Gross receipts			
	2	Less: Contributions			
	3	Gross income (line 1 minus line 2)			
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses			
	10	Direct expense summary. Add lines 4 through 9 in column (d)			
	11	Net income summary. Subtract line 10 from line 3, column (d)			

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
	2	Cash prizes			
Direct Expenses	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
7	Direct expense summary. Add lines 2 through 5 in column (d)				
8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____
 a Is the organization licensed to conduct gaming activities in each of these states? Yes No
 b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
 b If "Yes," explain: _____

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

- 11 Does the organization conduct gaming activities with nonmembers?
12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming?
13 Indicate the percentage of gaming activity conducted in:
14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name
Address

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue?
b If "Yes," enter the amount of gaming revenue received by the organization and the amount of gaming revenue retained by the third party.
c If "Yes," enter name and address of the third party:

Name
Address

16 Gaming manager information:

Name
Gaming manager compensation
Description of services provided
Director/officer Employee Independent contractor

17 Mandatory distributions:

- a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license?
b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

Schedule G, Part I, Line 2b, List of Ten Highest Paid Fundraisers:

(i) Name of Fundraiser: Jeanne Stambaugh
(i) Address of Fundraiser: 20631 Goshawk Ln, Huntington Beach, CA 92646

Part I, Line 2b, Column (v):

The fundraiser was instrumental in the organization being included in a grant from the State of California which will amount to over \$200,000. However, due to delays in state funding, the funds have yet to be

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

Complete if the organization answered "Yes" to Form 990, Part IV, line 21 or 22.

▶ **Attach to Form 990.**

OMB No. 1545-0047

2014

**Open to Public
Inspection**

▶ **Information about Schedule I (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **The High Desert "Partnership in Academic
Excellence" Foundation, Inc.**

**Employer identification number
33-0542733**

Part I General Information on Grants and Assistance

- 1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? **Yes** **No**
- 2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" to Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance

- 2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ▶ _____
- 3** Enter total number of other organizations listed in the line 1 table ▶ _____

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

Schedule I (Form 990) (2014)

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

Part III Grants and Other Assistance to Domestic Individuals. Complete if the organization answered "Yes" to Form 990, Part IV, line 22.
Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance
College scholarships to worthy high school students to advance their college studies.	0	0.	0.		

Part IV Supplemental Information. Provide the information required in Part I, line 2, Part III, column (b), and any other additional information.

Part I, Line 2:

The governing board of the organization selects recipients from applications submitted by high school students and by staff members deemed worthy of attending colleges or of continuing college level courses for staff in their field of teaching. Applications and award information are maintained by the organization.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2014

Open to Public Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Name of the organization **The High Desert "Partnership in Academic Excellence" Foundation, Inc.**

Employer identification number
33-0542733

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

a Receive a severance payment or change-of-control payment?

b Participate in, or receive payment from, a supplemental nonqualified retirement plan?

c Participate in, or receive payment from, an equity-based compensation arrangement?

If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

a The organization?

b Any related organization?

If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

a The organization?

b Any related organization?

If "Yes" to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b	X	
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

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

33-0542733

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) Richard Piercy II Former President/CEO	(i)	74175.	0.	13774.	102900.	0.	190849.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Part I, Line 3:

The board annually reviews the accomplishments of the CEO, his or her salary and salaries of other similar CEOs to establish reasonable compensation. The compensation of the CEO and all employees is dependent on a compensation schedule which takes into effect length of service, job duties, and educational level. The schedule is compared to other educational organizations regularly.

Part I, Line 4b:

Richard Piercy II along with 7 other employees took advantage of a Voluntary Retirement Program. Qualifying employees had minimum years of service and age requirement. The payment was established as a percentage of the final year compensation for all electing employees. Mr. Piercy's total benefit was \$102,900.

Supplemental Information on Tax-Exempt Bonds

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.**

▶ **Attach to Form 990.** ▶ **Information about Schedule K (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **The High Desert "Partnership in Academic Excellence" Foundation, Inc.** Employer identification number **33-0542733**

Part I Bond Issues											
See Part VI for Columns (a) and (f) Continuations											
(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
A California Municipal Finance Authority		13048TNN9	09/18/12	5240000.	Refi existing edu. fac. loan an		X		X		X
B											
C											
D											

Part II Proceeds										
	A		B		C		D			
1 Amount of bonds retired										
2 Amount of bonds legally defeased										
3 Total proceeds of issue		5240000.								
4 Gross proceeds in reserve funds										
5 Capitalized interest from proceeds		515386.								
6 Proceeds in refunding escrows										
7 Issuance costs from proceeds		184761.								
8 Credit enhancement from proceeds										
9 Working capital expenditures from proceeds										
10 Capital expenditures from proceeds		2800000.								
11 Other spent proceeds		1739851.								
12 Other unspent proceeds										
13 Year of substantial completion		2013								
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14 Were the bonds issued as part of a current refunding issue?		X								
15 Were the bonds issued as part of an advance refunding issue?		X								
16 Has the final allocation of proceeds been made?	X									
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X									

Part III Private Business Use										
	A		B		C		D			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X								
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X								

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

Part III Private Business Use (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
3a Are there any management or service contracts that may result in private business use of bond-financed property?		X						
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?		X						
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government								
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government								
6 Total of lines 4 and 5								
7 Does the bond issue meet the private security or payment test?		X						
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X						
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of								
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?		X						

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X						
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X						
b Exception to rebate?		X						
c No rebate due?		X						
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?	X							
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?	X							
b Name of provider	Union Bank							
c Term of hedge	20.0000000							
d Was the hedge superintegrated?		X						
e Was the hedge terminated?		X						

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

Part IV Arbitrage (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X						
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X						
7 Has the organization established written procedures to monitor the requirements of section 148?		X						

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation is not available under applicable regulations?		X						

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K (see instructions).

Schedule K, Part I, Bond Issues:

(a) Issuer Name: California Municipal Finance Authority

(f) Description of Purpose:

Refi existing edu. fac. loan and construct additional education facilities.

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

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
Linda Piercy	Spouse of Former Pr	26744.	Employment		X
Linda Soholt	Spouse of President	8539.	Employment		X

Part V Supplemental Information

Provide additional information for responses to questions on Schedule L (see instructions).

Sch L, Part IV, Business Transactions Involving Interested Persons:

(a) Name of Person: Linda Piercy

(b) Relationship Between Interested Person and Organization:

Spouse of Former President/CEO

(c) Amount of Transaction \$ 26744.

(d) Description of Transaction: Employment

(e) Sharing of Organization Revenues? = No

(a) Name of Person: Linda Soholt

(b) Relationship Between Interested Person and Organization:

Spouse of President/CEO

(c) Amount of Transaction \$ 8539.

(d) Description of Transaction: Employment

(e) Sharing of Organization Revenues? = No

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2014

Open To Public Inspection

Department of the Treasury
Internal Revenue Service

- ▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Information about Schedule M (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization **The High Desert "Partnership in Academic Excellence" Foundation, Inc.** Employer identification number **33-0542733**

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded				
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶ (<u>Use of facili</u>)	X	2	0.	Fair-rental value of
26 Other ▶ (_____)				
27 Other ▶ (_____)				
28 Other ▶ (_____)				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

- 30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which is not required to be used for exempt purposes for the entire holding period?
- b If "Yes," describe the arrangement in Part II.
- 31 Does the organization have a gift acceptance policy that requires the review of any non-standard contributions?
- 32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?
- b If "Yes," describe in Part II.
- 33 If the organization did not report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.

	Yes	No
30a		X
31	X	
32a		X
33		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2014)

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

Part II **Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

Schedule M, Line 33:

Per IRS instructions use of property with no charge was not reported as
income or expense here.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

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

Employer identification number
33-0542733

Form 990, Part I, Doing Business As:

The Lewis Center, Academy for Academic Excellence

Norton Space and Aeronautics Academy

Form 990, Part III, Line 1, Description of Organization Mission:

volunteer Board of Directors directs the activities of the Foundation
and receives and utilizes funds acquired through solicitation for the
purposes for which the Corporation is formed.

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

Academy for Academic Excellence:Exists to prepare students for
post-secondary success through a relevant, rigorous college preparatory
education.

Norton Space and Aeronautics Academy:Exists to ensure learning for a
diverse population of students within a safe and rigorous bilingual
educational environment.

Form 990, Part III, Line 4a, Program Service Accomplishments:

When NASA performed their latest Moon Mission, called LCROSS, its
purpose was to search for water on the Moon, our students, and through
Lewis Center's Mission Control, students across America and DoDEA, were
able to participate in the tracking of spacecraft via the internet.

They operated the Deep Space Radio Telescope DSS-13 located at the
Goldstone Deep Space Network in the Mojave Desert and witnessed the
explosive impact of the spacecraft on the surface of the Moon. The

Name of the organization	The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number	33-0542733
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impact of the second section of the spacecraft with additional scientific instruments followed and collected additional data. It was a once in a life time opportunity for the students to perform real science in real time. There are many other examples of this hands-on instruction model.

Form 990, Part III, Line 4c, Program Service Accomplishments:

Education is provided partially by AAE students in the fields of California History, Ecology, Weather, and Space Science. The Foundation also gives scholarships to deserving High School Seniors to assist in ongoing college studies.

Form 990, Part III, Line 4d, Other Program Services:

The Foundation also funds scholarships for former students attending higher education institutions. Last year we provided \$16,031 in such scholarships. The Foundation also provides uniform assistance to current needy students.

Form 990, Part VI, Section B, line 11:

A draft of the return is reviewed by the Budget Committee as part of the preparation process. The committee members are active in the financial activities of the organization. In addition school board members who meet monthly during the school year review ongoing budget to actual financial statements and three required filings of financial statements during each year. The full board is presented annually with a copy of the audited financial statements. The tax return was emailed to each board member

Name of the organization	The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number	33-0542733
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before filing.

Form 990, Part VI, Section B, Line 12c:

The Foundation operates charter schools in California, so it complies with the provisions of the California codes which affect all California Public Agencies. As such, the "conflict of interest code" which was adopted by the Board of Directors in 2002 and amended in 2008, meets the requirements of State of California Government Code Section 81000 et seq. The Human Resource Department annually communicates with each director, officer, key employee and highly compensated employee that they must file the required form (Form 700) within the stated time frame. If anyone that is required does not return the form to the HR Dept they are reminded that compliance is mandatory. To date all individuals that were required to file have done so. The HR Dept then files the forms that are required to be filed with other agencies and makes available for public inspection those that meet the code requirements.

Form 990, Part VI, Section B, Line 15:

CEO: The compensation of the CEO is determined by the Board of Directors, all of whom are independent. The description of the CEO position is a matter of board policy #BP 2120. The employment of the CEO is governed by a contract and the significant terms of the contract are governed by a board policy BP 2121. Annual evaluation of the CEO is required by board policy BP 2123. The CEO salary is determined by reference to a comparison with the published salary schedules of other local educational institutions. A record of the salary comparison was made contemporaneously.

Name of the organization	The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number	33-0542733
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All other employees including Key employees and Highly Paid Employees: The board has adopted a policy for Personnel Hiring Practices which is BP 2400 and an administrative rule entitled Administration Hiring Practices which governs the creation of new positions. The board also, maintains a Personnel Committee consisting of board members, the CEO and the Human Resources Manager, which meets and advises the board on personnel policy matters. All salaries are negotiated through negotiations between the staff Cabinet, the Human Resources Manager, the CEO or the board directly, which ever is the most appropriate in the circumstances.

Form 990, Part VI, Section C, Line 18:

The organization makes all documents and information subject to public inspection upon request at a resonable time and under reasonable conditions. These documents include the Form 1023 and Forms 990 for all years.

Form 990, Part VI, Section C, Line 19:

The bylaws of the organization are available on its website, www.lewiscenter.org. The website also discloses the Foundation Board members as well as the makeup of the charter school boards which are committees of the Foundation Board. The website also contains the most current meeting agendas, minutes of the last board meeting s well as the agendas and minutes of the two school boards. Also displayed are the charters of the two charter schools.

Part V, 7h

The organization is qualified to receive deductible contributions under section 170(c), however it did not receive any contributions of cars,

Name of the organization	The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number	33-0542733
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boats and the like for which it would be required to file Form 1098-C.

Therefore, no such forms were filed.

Part VI, Section B, #13

Board Policy 4270 is our Anti Fraud Policy & Reporting Procedure. The procedure contains a section "Whistle-Blower Protection" that protects any employee from retribution if they acted in good faith in attempting to comply with the anti-fraud policy.

Part VI, Section B, #14

The organization has implemented the guidance of "Records Retention Manual" published by the California Association of School Business Officials, as its record retention policy. Copies of the manual are available to management at the administrative offices of the organization.

Schedule A, Section A, Column E, Line #3

Under California Education Code the Apple Valley Unified School District provides rent free space for a campus which the organization operates as its Thunderbird Campus. In the past the fair rental value of the property was recorded as an in-kind contribution and a rental expense. Beginning in the current fiscal year, Form 990 instructions require that such in-kind donation should not be included in revenue or expenses. Therefore the fair rental value of the property is not included, other than in the Schedule A Line 3.

Application for Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Information about Form 8868 and its instructions is at www.irs.gov/form8868.**

- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** and check this box **X**
- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file) - You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile and click on *e-file for Charities & Nonprofits*.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete

Part I only

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print <small>File by the due date for filing your return. See instructions.</small>	Name of exempt organization or other filer, see instructions. The High Desert "Partnership in Academic Excellence" Foundation, Inc.	Employer identification number (EIN) or 33-0542733
	Number, street, and room or suite no. If a P.O. box, see instructions. 17500 Mana Rd	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. Apple Valley, CA 92307	

Enter the Return code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

James M. Quinn

- The books are in the care of ▶ **17500 Mana Rd - Apple Valley, CA 92307**
Telephone No. ▶ **760 946-5414** Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until **February 15, 2016**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 ▶ calendar year _____ or
 ▶ tax year beginning **JUL 1, 2014**, and ending **JUN 30, 2015**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution. If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

California Exempt Organization Annual Information Return

Calendar Year 2014 or fiscal year beginning (mm/dd/yyyy) 07/01/2014, and ending (mm/dd/yyyy) 06/30/2015

Corporation/Organization Name THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC. California corporation number 1715246

Additional Information. See instructions. FEIN 33-0542733

Street address (suite or room) 17500 MANA RD PMB no.

City APPLE VALLEY State CA ZIP code 92307

Foreign country name Foreign province/state/country Foreign postal code

Form sections A through P with checkboxes for filing status, accounting method, and other organizational details.

Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Table with 15 rows detailing Receipts and Revenues, Expenses, and Filing Fee. Includes sub-tables for costs (lines 5 and 6).

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here Signature of officer FINANCIAL OFFI Date Telephone 760-946-5414

Paid Preparer's Use Only Preparer's signature Date Check if self-employed

Firm's name (or yours, if self-employed) and address Telephone

May the FTB discuss this return with the preparer shown above? See instructions Yes No

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

33-0542733

428951 11-26-14

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00	
	2	Interest	•	2	36328.00	
	3	Dividends	•	3	00	
	4	Gross rents	•	4	00	
	5	Gross royalties	•	5	00	
	6	Gross amount received from sale of assets (See Instructions)	•	6	00	
	7	Other income	•	7	18388083.00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	18424411.00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9	42821.00	
	10	Disbursements to or for members	•	10	00	
	11	Compensation of officers, directors, and trustees	•	11	128797.00	
	12	Other salaries and wages	•	12	10298821.00	
	13	Interest	•	13	273128.00	
	14	Taxes	•	14	364673.00	
	15	Rents	•	15	00	
	16	Depreciation and depletion (See instructions)	•	16	00	
	Expenses and Disbursements	17	Other Expenses and Disbursements	•	17	6438152.00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	17546392.00

	Schedule L Balance Sheets		Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)		
Assets						
1 Cash		2623536.		•	2655582.	
2 Net accounts receivable		4024521.		•	2730377.	
3 Net notes receivable				•		
4 Inventories				•	127459.	
5 Federal and state government obligations				•		
6 Investments in other bonds				•		
7 Investments in stock				•		
8 Mortgage loans				•		
9 Other investments	STMT 6	-303245.		•	-487269.	
10 a Depreciable assets		19418794.		•	23438379.	
b Less accumulated depreciation		(6078872.)		•	(6593320.)	
11 Land		798729.		•	798729.	
12 Other assets	STMT 7	526371.		•	521784.	
13 Total assets		21009834.		•	23191721.	
Liabilities and net worth						
14 Accounts payable		67053.		•	555524.	
15 Contributions, gifts, or grants payable				•		
16 Bonds and notes payable				•		
17 Mortgages payable		6459727.		•	7833405.	
18 Other liabilities	STMT 8	875995.		•	751009.	
19 Capital stock or principal fund				•		
20 Paid-in or capital surplus. Attach reconciliation				•		
21 Retained earnings or income fund		13607059.		•	14051783.	
22 Total liabilities and net worth		21009834.		•	23191721.	

Schedule M-1 Reconciliation of income per books with income per return			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1	Net income per books	•	1159420.
2	Federal income tax	•	
3	Excess of capital losses over capital gains	•	
4	Income not recorded on books this year	•	
5	Expenses recorded on books this year not deducted in this return	•	
6	Total. Add line 1 through line 5	•	1159420.
7	Income recorded on books this year not included in this return.	•	
8	Deductions in this return not charged against book income this year	•	
9	Total. Add line 7 and line 8	•	
10	Net income per return. Subtract line 9 from line 6	•	1159420.

Form 199 Cash Contributions Statement 1
Included on Part I, Line 3

Contributor's Name	Contributor's Address	Date of Gift	Amount
Academy for Academic Excellence PTC	17500 Mana Rd Apple Valley, CA 92307	01/31/15	16000.
Ebmeyer Charter	13768 Pioneer Rd Apple Valley, CA 92307	09/30/15	5000.
The Brown Family Trust	c/o Borden Law 1518 Crenshaw Blvd Torrance, CA 90501	06/30/15	75265.
Total Included on Line 3			96265.

Form 199 Other Income Statement 2

Description	Amount
Attendance Apportionment	13426325.
Other California School Funding	3262128.
Other Local School Income	880493.
Federal Educational Services Revenue	819137.
Total to Form 199, Part II, line 7	18388083.

Form 199	Cash Contributions, Gifts, Grants and Similar Amounts Paid	Statement	3
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Activity Classification: Scholarships

Donees Name	Donees Address	Relationship	Amount
Various	17500 Mana Rd - Apple Valley, CA 92307	None	42821.

Total for this Activity	42821.
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Total Included on Form 199, Part II, line 9	42821.
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Form 199	Compensation of Officers, Directors and Trustees	Statement	4
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Name and Address	Title and Average Hrs Worked/Wk	Compensation
H.O. Bud Biggs 17500 Mana Rd Apple Valley, CA 92307	Chairman of the Board 1.00	0.
Scott Johnson 17500 Mana Rd Apple Valley, CA 92307	Vice Chairman 1.00	0.
Russell Stringham 17500 Mana Rd Apple Valley, CA 92307	Treasurer 1.00	0.
Andrew Jaramillo 17500 Mana Rd Apple Valley, CA 92307	Secretary 1.00	0.
David Bains 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Duberly Beck 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.

R. Everett (Buck) Goodspeed 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Robert Lovingood 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Kirtland Mahlum 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Jose Palafox 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
D. Kevin Porter 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Tom Rosenbaum 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Donna Siegel 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Marcia Vargas 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Regina Weatherspoon-Bell 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Rick Wolf 17500 Mana Rd Apple Valley, CA 92307	Director 1.00	0.
Richard Piercy II 17500 Mana Rd Apple Valley, CA 92307	Former President/CEO 1.00	0.
Gordon Scholt 17500 Mana Rd Apple Valley, CA 92307	President/CEO 40.00	0.
James M. Quinn 17500 Mana Rd Apple Valley, CA 92307	Director of Finance 40.00	0.

Paul Rosell 17500 Mana Rd Apple Valley, CA 92307	Director of Special Educat 40.00	0.
Lisa Lamb 17500 Mana Rd Apple Valley, CA 92307	School Principal 40.00	0.
Guadalupe Girard 17500 Mana Rd Apple Valley, CA 92307	School Principal 40.00	0.
James Southwick 17500 Mana Rd Apple Valley, CA 92307	Director of Research 40.00	0.
Darren Dowd 17500 Mana Rd Apple Valley, CA 92307	Director of Facilities 40.00	0.
Ryan Dorcey 17500 Mana Rd Apple Valley, CA 92307	Director of Information Te 40.00	0.
Stacy Newman 17500 Mana Rd Apple Valley, CA 92307	Director of Human Resource 40.00	0.
Total to Form 199, Part II, line 11		0.

Form 199	Other Expenses	Statement	5
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Description	Amount
Services and operating	2008071.
Books and supplies	1186525.
Pension plan contributions	1278833.
Other employee benefits	1615297.
Legal fees	87762.
Other professional fees	24000.
Advertising and promotion	9790.
Travel	50839.
Conferences and conventions	53251.
Insurance	123784.
Total to Form 199, Part II, line 17	6438152.

Form 199	Other Investments	Statement	6
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
Interest Rate Swap		-303245.	-487269.
Total to Form 199, Schedule L, line 9		-303245.	-487269.

Form 199	Other Assets	Statement	7
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
Prepaid Expenses and Deferred Charges		67202.	78840.
Intangible Assets		459169.	442944.
Total to Form 199, Schedule L, line 12		526371.	521784.

Form 199	Other Liabilities	Statement	8
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
Accrued Payroll and Payroll Taxes & Expenses		749126.	640497.
Deferred Revenue		40589.	90441.
Due to Student Groups		11659.	20071.
Other Liabilities		74621.	0.
Total to Form 199, Schedule L, line 18		875995.	751009.

Voucher at bottom of page.

DO NOT MAIL A PAPER COPY OF THE CORPORATE OR EXEMPT ORGANIZATION TAX RETURN WITH THE PAYMENT VOUCHER.
If the amount of payment is zero, do not mail this voucher.

WHERE TO FILE: Using black or blue ink, make check or money order payable to the "Franchise Tax Board." Write the corporation number or FEIN and "2014 FTB 3586" on the check or money order. Detach voucher below. Enclose, but **do not** staple, payment with voucher and mail to:
**FRANCHISE TAX BOARD
PO BOX 942857
SACRAMENTO CA 94257-0531**
Make all checks or money orders payable in U.S. dollars and drawn against a U.S. financial institution.

WHEN TO FILE: **Fiscal Year - See instructions.**
Calendar Year - File and Pay by March 16, 2015.
When the due date falls on a weekend or holiday, the deadline to file and pay without penalty is extended to the next business day.

ONLINE SERVICES: Corporations can make payments online with Web Pay for Businesses. After a one-time online registration, corporations can make an immediate payment or schedule payments up to a year in advance. Go to ftb.ca.gov for more information.

439035
12-04-14

--- DETACH HERE --- IF NO PAYMENT IS DUE OR PAID ELECTRONICALLY, DO NOT MAIL THIS VOUCHER --- DETACH HERE ---

CAUTION: You may be required to pay electronically, see instructions.

TAXABLE YEAR **2014** **Payment Voucher for Corps and Exempt Orgs e-filed Returns**

CALIFORNIA FORM
3586 (e-file)

1715246 HIGH 33-0542733 000000000000 14 FORM 3
TYB 07-01-2014 TYE 06-30-2015
THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE FOUNDATION INC

17500 MANA RD
APPLE VALLEY CA 92307

(760) 946-5414

Total Payment Amt 10.

TAXABLE YEAR
2014

California e-file Return Authorization for Exempt Organizations

FORM
8453-EO

Exempt Organization name THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.	Identifying number 33-0542733
--	---

Part I Electronic Return Information (whole dollars only)

1 Total gross receipts (Form 199, line 4)	1	18705812.00
2 Total gross income (Form 199, line 8)	2	18705812.00
3 Total expenses and disbursements (Form 199, line 9)	3	17546392.00

Part II Settle Your Account Electronically for Taxable Year 2014

4 <input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
---	------------------	--

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____	7 Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
6 Account number _____	

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2014 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider, the reason(s) for the delay.**

Sign Here		_____ Date		FINANCIAL OFFICER Title
------------------	--	---------------	--	-----------------------------------

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2014 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign		_____ Date	Check if also paid preparer <input type="checkbox"/>	Check if self-employed <input checked="" type="checkbox"/>	ERO's PTIN 564-56-9299
	Firm's name (or yours if self-employed) and address JAMES M. QUINN 15220 OSCEOLA RD APPLE VALLEY, CA				FEIN 95-3431601 ZIP Code 92307

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign		_____ Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address _____			FEIN _____ ZIP Code _____

MAIL TO:
 Registry of Charitable Trusts
 P.O. Box 903447
 Sacramento, CA 94203-4470
 Telephone: (916) 445-2021

WEB SITE ADDRESS:
<http://ag.ca.gov/charities/>

**ANNUAL
 REGISTRATION RENEWAL FEE REPORT
 TO ATTORNEY GENERAL OF CALIFORNIA**

Sections 12586 and 12587, California Government Code
 11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: CT 88127 THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC. <small>Name of Organization</small> 17500 MANA RD <small>Address (Number and Street)</small> APPLE VALLEY, CA 92307 <small>City or Town, State and ZIP Code</small>	Check if: <input type="checkbox"/> Change of address <input type="checkbox"/> Amended report Corporate or Organization No. <u>1715246</u> Federal Employer I.D. No. <u>33-0542733</u>
---	--

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)
 Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2014 ending 06/30/2015) list:
 Gross annual revenue \$ 18705812. Total assets \$ 23191721.

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number.		X
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number (760) 946-5414

Organization's e-mail address JQUINN@LCER.ORG

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

JAMES M. QUINN	FINANCIAL OFFICER
<small>Signature of authorized officer</small>	<small>Title</small>
<small>Printed Name</small>	<small>Date</small>

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
2 CUPANIA CIRCLE
MONTEREY PARK, CA 91754

DEPARTMENT OF THE TREASURY

gld

Date: 11/11/92

Employer Identification Number:
33-0542733

Contact Person:
JOSEPH FAN

Contact Telephone Number:
(213) 725-7002

THE HIGH DESERT PARTNERSHIP IN
ACADEMIC EXCELLENCE FOUNDATION
INCORPORATED
C/O STANLEY D RYALS
16372 CHIPPEWA ROAD
APPLE VALLEY, CA 92307

Accounting Period Ending:
December 31

Foundation Status Classification:
170(b)(1)(A)(vi)

Advance Ruling Period Begins:
November 9, 1992

Advance Ruling Period Ends:
December 31, 1996

Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and

Letter 1045 (DO/CG)

THE HIGH DESERT PARTNERSHIP IN

contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social securities taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

APPENDIX Q

Discipline Plan



NSAA is a Love & Logic® School!

EXPECTATIONS AND RULES FOR STUDENT CONDUCT

The NSAA Core Beliefs Regarding STAFF, PARENT AND STUDENT INTERACTIONS

NSAA is a Love & Logic® School:

The faculty and staff of the NSAA believe that a well-disciplined student body is essential for academic success. To achieve this goal, we have adopted a common set of beliefs based on the Love & Logic® Principles, regarding discipline at the NSAA. This set of core beliefs, agreed upon by NSAA staff, will be adhered to when dealing with issues and concerns:

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult's emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students "pay" for past misdeeds.
- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

Our school staff dedicates itself to following a set of core beliefs (listed above) that provide a guide for dealing with student discipline. The cores beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and their resulting consequences.

BEHAVIOR CODE

Love and Logic Rules for our School:

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend the NSAA:

- 1) Treat others with the same respect with which you are treated by the adults at our school
- 2) Your actions, dress, words, and possessions may not cause a problem for anyone else. Problem actions include, but are not limited to:
 - Use of inappropriate language
 - Disrupting the learning of other students
 - Touching, pushing, shoving, or hitting another student

- Not following a teacher or another adult’s request/instructions
 - Playing in the restrooms
 - Chewing gum
 - Littering and not keeping our campus clean
 - Arriving to school late
 - Not being prepared for class or not completing your homework
 - Leaving the campus area
 - Bringing electronic items to school.
 - Not following the NSAA Dress Code
- 3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students are not able to or choose not to solve their problem, the teacher, staff, and/or principal will set the consequence depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.
- 4) If students and/or parents feel that the consequences appear not to be fair, they may request a “due process” hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Serious Offenses

Students in violation of state law or any other serious offense, as described in California Education Code, are subject to suspension and recommendation for expulsion. Some offenses may require school officials to notify local law enforcement agencies. NSAA does not permit the following:

- Possession or use of illegal drugs
- Possession or use of alcohol
- Acts or threats of violence
- Possession or use of dangerous articles
- Acts or threat of bullying
- Acts or threats of sexual harassment
- Use and misuse of district facilities and equipment
- Misuse of the Internet.

A student under suspension may not attend any school function held on or off campus. During a suspension, a parent or guardian is encouraged to pick up class work, if available, to be completed at home. Upon receiving 20 days of suspension, a student will receive an automatic recommendation for expulsion from NSAA.

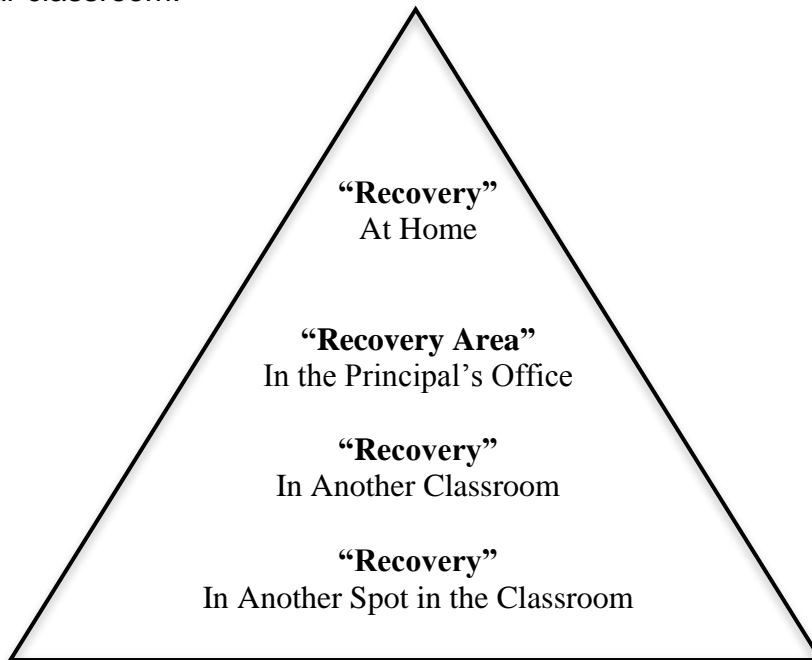
The 9 Essential Skills in Love & Logic®

The following skills will be used in conjunction with the Core Beliefs to handle situations among students, parents, and staff

- Neutralize Arguing
- Delay Consequences
- Empathy
- The Recovery Process
- Develop Positive Relationships
- Set Limits with Enforceable Statements
- Use Choices to Prevent Power Struggles
- Use Quick and Easy Interventions
- Guide People to Own and Solve Their Problems

The Recovery Process

Based on the behavior and responses by students, NSAA will be implementing the Pyramid of Short-Term Recovery Settings school-wide in order to preserve safety and optimal learning for all. This tool is not intended to be punitive or humiliating. Each alternative setting merely represents a place where a student can go *temporarily* with the goal of eliminating the disruption—so that the teacher can continue teaching. As one moves up the pyramid, the setting becomes more restrictive. When in the “recovery zone” the student is supervised but receives minimal attention. They will not be asked to do work during that time or receive counseling—the counseling and support will come later. When the student is in the Recovery Zone, they should stay just long enough to get calmed down and be able to return to the learning in their classroom. In most cases, the student makes the decision when they are ready to return to their regular classroom.



Classroom Discipline Plans

Each teacher will create an approach to managing discipline in their own classroom using the theories and strategies of Love and Logic[®] and other tools. NSAA has adopted a common set of beliefs based on the Love & Logic[®] Principles, regarding discipline (see page 1). This set of core beliefs will be adhered to when dealing with issues and concerns in the classroom.

Love and Logic[®]

“There will never be enough consequences to motivate tough kids to learn and to behave if we are not first developing positive relationships. And without positive teacher-student relationships no discipline plan will work.”

Four Basic Principles of Love and Logic[®]

- 1) Share the control
- 2) Share the thinking
- 3) Balance consequences with empathy
- 4) Maintain self-concept

Love and Logic Basic Rules

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

NSAA Behavior Code

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend the NSAA. We have observed that students who get the most out of their time at the NSAA and find it to be an enjoyable and educational experience practice the following skills:

- Respect students and staff
- Comply with rules and regulations
- Engage in uplifting conversations
- Use appropriate language
- Come on time and prepared for class and work with their peers to create an educational environment
- Remain in supervised campus area
- Refrain from bringing anything relating to drugs, alcohol or weapons on campus
- Refrain from gum chewing, spitting, defacing, damaging, littering or destroying school property
- Electronic devices are not permitted on campus. NSAA staff reserve the right to confiscate such items and return them to the parent student at discretion. Any inappropriate use of picture phones will be reported to the District Attorney.
- A student under suspension may not attend any school function held on or off campus. During a suspension, a parent or guardian is encouraged to pick up class work, if available, to be completed at home.

Use of Physical Force

The only times any school employee may physically restrain a student are:

1. The student is a danger to him/herself or others
2. There is a danger to property

CELL PHONE POLICY

State Law:

- State law allows students to have cell phones on campus but schools may regulate their use (California Education Code # 48901.5.)

NSAA Policy:

- The Norton Space and Aeronautics Academy cell phone policy allows students to have cell phones, but they are not to be visible during regular school hours 7:00-3:00 pm. Students may be allowed to use their phone under a teacher or administrators' supervision.
- Students are not allowed to take pictures or videos.
- Phones are to be turned off during class time and hidden from view. Placing the cell phone in vibrate/silent mode is NOT considered "turned off".
- Cell phones will be collected prior to taking standardized exams (CAASPP, STAR, or trimester exams).

Emergency Procedures:

- Parents who need to contact students in an emergency are directed to phone the school office.
- Students who need to make an emergency call during school hours must contact the administration.
- Students are directed not to use cell phones during an emergency evacuation as it may interfere

with the safety and efficiency of the procedure.

- Cell phone use during a major crisis could add to the overload and knock out cell phone systems quicker than would normally occur.

Consequences/Other Actions:

- The first time a phone is seen in class, student will be asked to put it away.
- Second offense (any time during the year), the phone will be taken by the teacher, the parent will be notified and the phone returned to the parent/student. The school will not be responsible for theft or damage to cell phones.
- Third offense, phone is taken and sent to the office with a referral. The site administrator will notify the parent and the phone may be kept in the office for the remainder of the quarter.
- Any further incident will result in suspension.

At any step, should a student refuse to give the phone to the teacher, the teacher should contact the office and ask for the site administrator. The student may be suspended.

ACADEMIC INTEGRITY POLICY

The Norton Space and Aeronautics Academy has adopted a policy of academic integrity. Prohibited activities under this policy include:

- Cheating
- Plagiarism
- Forgery

Any student suspected of or caught doing any of these prohibited activities is subject to one or more of the following consequences:

- Receiving a zero grade on the assignment or test
- Receiving a failing grade for the class
- Suspension from the NSAA
- Expulsion from the NSAA

Any student assisting in any of the above will also be subject to consequences. The instructor and administration will determine the severity of the consequence.

Cheating

Cheating on an assignment or test robs a student of any inherent value of the assignment or test. In addition, cheating may unfairly affect other students by changing a grading scale or curve. The choice to cheat on an assignment or test may reflect more serious academic issues including fear of failure, an outside of school schedule that prevents the student from completing work, and/or incorrect class placement. Whatever the cause, students who engage in cheating compromise their integrity, dignity, and self-worth.

All assignments should be considered individual unless specifically stated by the instructor as otherwise. Cheating includes:

- Exchanging assignments with other students, whether you believe the assignment will be copied or not
- Using any form of assistance during tests or quizzes without the expressed permission of the instructor
- Giving or receiving answers during tests or quizzes. It is the student's responsibility to secure his or her own paper, thereby removing the opportunity for another to copy

Plagiarism

The ability to present thoughts and ideas clearly and coherently in a written form is a cornerstone.

All assignments must be written in the student's own words. Quotations, thoughts, and ideas taken from another's writing must be given appropriate credit in the paper. Plagiarism includes:

- Taking someone else's assignment or portion of an assignment, and submitting it as your own
- Submitting material written by someone else, or rephrasing the ideas or thoughts of another, without giving the author's name and/or source

- Presenting the work of someone else, including tutors, friends, parents, or siblings, as your own
- Submitting purchased papers, in whole or in part
- Submitting papers from the Internet as your own, in whole or in part
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not

Forgery

There are many times when a parent or legal guardian must sign school documents. Some documents become part of the official school record and some are returned to individual instructors. It is vital that every document possesses a valid signature. Forgery places a student in the position of having his or her integrity questioned, not just in the specific incident, but also in any situation that requires trust. Any documented incidents of forgery will be dealt with as described above.

NSAA Behavior Plan

Each teacher will implement a classroom management plan, consistent with Love & Logic© principles, with their students. We believe that each student is an individual and therefore should be treated as such. Teachers will have the freedom, in their classes, to select and implement a consequence that will best assist each student in becoming a responsible citizen.

Philosophy

Staff members at the NSAA have the important responsibility of assisting in the development of appropriate student conduct. Self-discipline is the key. This type of training is a necessary and an integral part of a total well-rounded educational program. Furthermore, we are certain that the academic school years are critical to each individual in his/her character development. The staff at the NSAA is dedicated to providing a nurturing learning environment and a successful experience for every student. We know that cooperation and open communication between our school and the community help positive behavior.

Serious Offenses

Students in violation of state law or any other serious offenses are subject to immediate suspension and recommendation for expulsion. Some offenses may require school officials to notify local law enforcement agencies. Parents are ultimately responsible for the behavior of their young people. They are expected to cooperate with school authorities in maintaining good standards of discipline. Instructors have a professional responsibility to immediately inform the administration of drugs, violence, weapons violations, or other serious offenses. In addition, school employees are mandated by the State to report any suspected child abuse.

ADDITIONAL INFORMATION

To maintain a well-ordered and safe campus, the Lewis Center for Educational Research (LCER) and the Norton Space and Aeronautics Academy (NSAA) have developed a series of policies, procedures, and guidelines to ensure that all students are safe from injury and can concentrate on pursuing their academic goals.

APPENDIX R

Joint Powers of Authority Summary of Coverages

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EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE **NAMED MEMBER** LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

<p>Effective Date: July 1, 2016 12:01 AM - July 1, 2017 12:01 AM</p> <p>Named Member: The High Desert 'Partnership in Academic Excellence' Foundation Incorporated 17500 Mana Road Apple Valley, CA 92307</p>	<p>COVERAGE PROVIDED BY</p> <p>Coverage Provider A: California Charter Schools JPA Coverage Provider B: Ace Westchester, United States Fire Insurance Co, Homeland Insurance Co, and CNA Insurance Co. Coverage Provider C: Safety National Casualty Corp Coverage Provider D: Scottsdale Insurance Company Coverage Provider E: Underwriters at Lloyds of London Coverage Provider F: Arch Insurance Company Coverage Provider H: Indian Harbor Insurance Co. Coverage Provider I: Schools Excess Liability Fund JPA</p>
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CP	COVERAGES	SCHEDULE OF LIMITS
A	<p><u>Section I: General Liability - First Layer</u></p> <p><input checked="" type="checkbox"/> General Liability Deductible: \$500 per occurrence for High Risk Activities</p> <p><input checked="" type="checkbox"/> Premises Medical Payment</p> <p><input checked="" type="checkbox"/> Damage to Premises Rented</p> <p><input checked="" type="checkbox"/> Products-Completed Operations</p> <p><input checked="" type="checkbox"/> Personal and Advertising Injury</p>	<p>\$1,000,000 per occurrence</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence/aggregate</p> <p>\$1,000,000 per occurrence/aggregate</p> <p>\$1,000,000 per occurrence</p>
A	<p>Section II: Employee Benefits Liability - First Layer</p>	<p>\$1,000,000 per occurrence</p>
A	<p><u>Section III: Educator's Legal Liability - First Layer</u></p> <p>Deductible: \$2,500 per occurrence</p> <p><input checked="" type="checkbox"/> IEP Defense Sublimit Deductible: \$7,500 per occurrence</p>	<p>\$1,000,000 per occurrence</p> <p>\$50,000 per occurrence/aggregate</p>
A	<p>Section IV: Sexual Abuse Liability - First Layer</p>	<p>\$1,000,000 per occurrence</p>
A	<p>Section V: Law Enforcement Activities</p>	<p>\$1,000,000 per occurrence</p>
A	<p><u>Section VI: Automobile</u></p> <p><u>Auto Liability - First Layer</u> Auto Liability - Layer 1 includes all autos scheduled with CharterSAFE, non-owned autos, and hired autos</p> <p><input checked="" type="checkbox"/> Automobile Liability</p> <p><input checked="" type="checkbox"/> Uninsured/Underinsured</p> <p><input checked="" type="checkbox"/> Automobile Medical Payments</p> <p><u>Auto Physical Damage</u> Deductible: \$500 per occurrence for Hired Auto Physical Damage</p>	<p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence</p>

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A,D	<p>Section VII: Board and Employment Liability - First Layer[‡]</p> <p><input checked="" type="checkbox"/> Director's & Officer's Liability Deductible: \$2,500 per claim</p> <p><input checked="" type="checkbox"/> Employment Practices Liability Deductible: \$35,000 per claim</p> <p><input checked="" type="checkbox"/> Fiduciary Liability</p>	<p>\$1,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p>
A	<p>Section VIII: Excess Liability - Second Layer</p> <p>Excess Liability - Second Layer applies to the following coverage areas: Section I (General Liability, excluding Premises Rented to Named Member), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability, excluding IEP Defense Sublimit), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board & Employment Liability, excluding Fiduciary Liability)</p>	<p>\$4,000,000 per occurrence/claim based on underlying coverage</p> <p>\$4,000,000 aggregate</p>
A,C	<p>Section IX: Workers' Compensation</p> <p><input checked="" type="checkbox"/> Workers' Compensation Workers' Compensation rate: \$1.243 per \$100 of payroll</p> <p><input checked="" type="checkbox"/> Employer's Liability</p>	<p>Statutory</p> <p>\$5,000,000 per occurrence/aggregate</p>
I	<p>Section X: Excess Liability - Third Layer</p> <p>Excess Liability - Third Layer is covered through SELF JPA. This layer is subject to all terms, conditions, and exclusions of the SELF JPA Memorandum of Coverage, which is a separate coverage from that provided by CCS JPA dba CharterSAFE.</p>	<p>\$25,000,000 per occurrence/claim based on underlying coverage</p> <p>\$25,000,000 aggregate</p>
A	<p>Section XI: Crime</p> <p><input checked="" type="checkbox"/> Monies and Securities Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Computer & Funds Transfer Fraud Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Forgery or Alteration Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Employee Dishonesty Deductible: \$500 per occurrence</p>	<p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p>
A, E	<p>Section XII: Terrorism Liability</p>	<p>\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined</p>
H	<p>Section XIII: Cyber Liability[‡]</p> <p>Deductible: \$2,500 per claim</p>	<p>\$1,000,000 per claim</p> <p>\$5,000,000 aggregate</p> <p>Limits are for all CharterSAFE members combined</p>
A, F	<p>Section XIV: Student Accident</p> <p>Deductible: \$500 per incident for losses arising out of participation in High Risk Activities</p>	<p>\$50,000 per incident</p>
A,B	<p>Section XV: Property</p> <p>Deductible: \$1,000 per occurrence</p> <p><input checked="" type="checkbox"/> Building (if scheduled) <input checked="" type="checkbox"/> Boiler and Machinery</p> <p><input checked="" type="checkbox"/> Personal Property (as scheduled) <input checked="" type="checkbox"/> Ordinance or Law</p> <p><input checked="" type="checkbox"/> Business Interruption/Business Income <input checked="" type="checkbox"/> Valuation: Replacement Cost</p> <p><input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Terrorism Risk Insurance Act</p> <p><input checked="" type="checkbox"/> Builder's Risk (as scheduled with CharterSAFE)</p>	<p>As scheduled* Building Value</p> <p>As scheduled* Content Value</p> <p>As scheduled* Electronic Data Processing (EDP)</p> <p>\$150,000,000 Boiler and Machinery</p> <p>\$5,000,000 Business Interruption</p> <p>\$5,000,000 Extra Expense</p> <p>*As scheduled with CharterSAFE</p>

charterSAFE

‡ Claims-made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to **NAMED MEMBERS** for their internal use only and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and may only be copied, printed, used, and viewed by a NAMED MEMBER. Any other use, duplication or distribution of this Evidence of Coverage Bound without the prior written consent of CCS JPA is prohibited.

INSURED EXPOSURES

No. Students: 2,162

No. Employees: 188

Payroll: \$9,038,625.34

Building Value: \$23,104,500.00

Content Value: \$1,844,104.00

Electronic Data Processing Value: \$512,500.00

Vehicles:

- Number of Sedans: 2
- Number of Vans: 2
- Number of Buses: 1
- Number of Trucks: 0
- Total Vehicle Values: \$28,000.00

Mobile Equipment:

- Number of Drones: 0
- Number of Trailers: 0
- Number of Golf Carts: 0
- Other Mobile Equipment: 0

Builder's Risk Projects: 1

INSURED SCHOOLS AND LOCATIONS

<u>Location</u>	<u>ID</u>
Academy for Academic Excellence: 15552 Wichita Thunderbird Campus Mojave Mesa Campus, Apple Valley, CA 92307	1588
Academy for Academic Excellence: 17500 Mana Road Mojave River Campus 17500 Mana Road, Apple Valley, CA 92307	1589
Academy for Academic Excellence: 20702 Thunderbird Thunderbird Campus 20702 Thunderbird, Apple Valley, CA 92307	1587
Lewis Center for Educational Research: 17500 Mana Road 17500 Mana Road, Apple Valley, CA 92307	1585
Norton Space and Aeronautics Academy: 503 Central Avenue 503 Central Avenue, San Bernardino, CA 92408	1590
The High Desert Partnership in Academic Excellence Foundation, Inc: Storage Shed 13467 Navajo Rd., Apple Valley, CA 92307	10349