

Norton Space and Aeronautics Academy

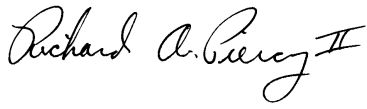


AFFIRMATIONS/ASSURANCES STATEMENT

As the lead petitioner, I hereby certify that the information submitted in this application for a charter for Norton Space and Aeronautics Academy (“NSAA”), to be within San Bernardino County, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will 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. Will be deemed the exclusive public school employer of the employees of Norton Space and Aeronautics Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6 (b)(5)(M)]
3. Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6 (e)(1)]
4. Will not charge tuition. [Ref. Education Code Section 47605.6 (e)(1)]
5. Will admit all students who wish to attend Norton Space and Aeronautics Academy, and who submit a timely application, unless the NSAA 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 lottery process. [Ref. Education Code Section 47605.6 (e)(2)(A)-(B)]
6. Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605.6 (e)(1)]
7. 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. 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. Will ensure that teachers in the NSAA 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. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605.6 (d)(2)(C)(1)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. 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 the NSAA without graduation or completing the school for any reason, the NSAA 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. Will follow any and all other federal, state, and local laws and regulations that apply to the Norton Space and Aeronautics Academy, including but not limited to:
- NSAA shall comply with the Brown Act.
 - NSAA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - NSAA shall on a regular basis consult with its parents and teachers regarding the NSAA's education programs.
 - NSAA shall comply with any jurisdictional limitations to location of facility.
 - NSAA shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - NSAA shall comply with all applicable portions of the No Child Left Behind Act.
 - NSAA shall comply with the Political Reform Act.
 - NSAA shall comply with the Public Records Act.
 - NSAA shall comply with the Family Educational Rights and Privacy Act



September 21, 2006

I. INTRODUCTION

Founding Group

The founding group of the Norton Space and Aeronautic Academy (“NSAA”) is comprised of leaders in the fields of education, business, and science. They have extensive and wide-ranging experience in curriculum, instruction, assessment, finance, facilities, business management, governance, and administration. The resumes of each Founding Group member are attached as Appendix A. The following listing also includes the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board members and Lewis Center for Educational Research Cabinet Staff.

1. Robert Lovingood, Founder and CEO, DegreedJobs.com/Industrial Commodity Recruiters

Robert Lovingood is President of ICR Staffing and Industrial Commodity Recruiters in Victorville, CA. Mr. Lovingood founded Hi Desert Personnel Service in 1989. In 1996 Hi Desert Personnel was purchased by Comarco, Inc. where he served 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. In 2004 ICR Staffing added temporary staffing services to the professional recruitment. Mr. Lovingood is Vice Chairman of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board. He also has experience in strategic planning, marketing and sales, as well as human resources and risk management. Robert Lovingood is a former member of the United States Air Force

2. Michael Gallo, President and COO, Kelly Space & Technology, Inc.

Michael J. Gallo began his professional career as an Officer in the United States Air Force, managing Military Airlift Command facility design and operations at Norton Air Force Base in San Bernardino, California. In 1993 Mr. Gallo co-founded Kelly Space & Technology, Inc. (KST), a commercial Reusable Launch Vehicle (RLV) and space technology development company located at the former Norton Air Force Base, where he currently serves as President and Chief Operating Officer.

3. Andrew Jaramillo, President of Andrew J. Jaramillo Insurance and Financial Service, Inc.

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 conducts seminars throughout the state of California and is now expanding to cover nationwide seminars. Mr. Jaramillo is also a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board. He is also deeply involved in his community through the Chamber of Commerce as well as through numerous educational organizations.

4. Linda Scott Hendrick, Ph.D., Director, Teacher Professional Development Programs, UCR Graduate School of Education

Dr. Linda Scott-Hendrick received her Ph.D. in Education from the University of California, Riverside. She is currently Director of Teacher Professional Development Programs at UCR Graduate School of Education, UCR RIMS BTSA Program. She has fifteen years of teaching experience at the university and twelve years of classroom teaching experience in the public schools at the secondary level.

5. Harley O. "Bud" Biggs, Plant Manager, Mitsubishi Cement Corporation

Bud Biggs is Vice President and Plant Manager of Mitsubishi Cement, Corp. in Lucerne Valley, CA. Mr. Biggs graduated in 1980 from San Jose State University with a Bachelor of Arts in Chemistry and has been in the cement business since 1962. Mr. Biggs is Chairman of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

6. Daniel Scanlon, Owner, Chairman, COO, Certified Aviation Services, Inc.

Mr. Scanlon, currently the Owner, Chairman, and COO of Certified Aviation Services, has been in the aviation field for more than 40 years. He has gained significant experience in management, operations, sales, marketing, and financial planning.

7. David Maclaren, Director, Global Programs, Lewis Center for Educational Research

Mr. MacLaren has worked for the Lewis Center for Educational Research as a Mission Control Specialist, a GAVRT Trainer, a Manager of Curriculum and Training, and currently as Director of Global Programs. In these positions he has gained experience in curriculum development, training, management, and educational products. He is a California credentialed teacher with 20 years of classroom experience.

8. David Bains, Senior Staff Flight Test Engineer, Edwards Flight Test Center

David Bains is a Senior Staff Engineer in the Flight Test Operation organization of the General Electric Co. stationed at Edwards Air Force Base in CA. Mr. Bains received a Bachelor of Science in Mechanical Engineering (BSME) from Cal State University, Long Beach in 1983. He has twenty-four years experience in Aerospace as an Engineer and Program Manager, with Mechanical and Electrical Engineering responsibilities. Mr. Bains is also a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

9. Donald F. Averill, Ph.D., Chancellor, San Bernardino Community College District.

Dr. Donald F. Averill earned his Doctoral degree in Educational Management from the University of La Verne in 1982. He earned both his B.A. and M.A. from California State University, Los Angeles. He has been in the field of education for

forty-four years. He started as an adult education teacher for the Los Angeles Unified School District and has progressed through teaching and administrative positions in secondary and community college educational institutions. In July of 2000, Dr. Averill became the Chancellor of the San Bernardino Community College District.

10. Donald Frawley, Plant Manager, AFG Industries, Inc.

Don Frawley is Plant Manager of AFG Industries, Inc. in Victorville, CA. Mr. Frawley graduated in 1986 from Oregon State University with a Bachelor of Arts in Chemical Engineering. He started at AFG Industries, Inc. in 1987. Mr. Frawley is Secretary of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board. He is also a Board member and Chairman of Allocation and Funding Committee of the local United Way, and is involved in the Rotary Club of Victorville.

11. Frances Grice, President/CEO, ADF Networking Consultancy Inc.

Frances J. Grice, current President & CEO of ADF Networking Consultancy Inc. has an extensive background in providing community outreach programs in a broad range of services to public and private sector clients, assisting them with innovative models and programs to enhance the quality of life for neighborhood and community development.

Ms. Grice has also received the U.S. Presidential Award as a First Small Business Advocate for the U.S. Small Business Administration from Presidents Ronald Reagan, President George H.W. Bush, as well as the Special Accommodation award from President Bill Clinton. The California Legislature has also recognized her accomplishments, awarding her Congressional Record Commendations, a Certificate of Achievement, the Woman-owned business award, and two Woman of the Year awards.

12. John C. Lewis, Director, Government Relations, Loma Linda University Medical Center

John Lewis is Director of Government Relations for Loma Linda University Medical Center. Mr. Lewis has 20 years of experience in hospital administration, 10 years of experience in the general insurance field, and 11 years of experience in the title insurance field.

He has also served in various leadership roles on the San Bernardino Mayor's Advisory Council, the Arrowhead United Way, the Oxnard Chamber of Commerce, the Apple Valley Chamber of Commerce, and the San Bernardino Workforce Investment Board.

13. Judith W. Battey, President/CEO, Inland Action Inc.

Ms. Battey is currently the president and CEO of Inland Action Incorporated. She also has 18 years of experience with the California Gas Company and has worked as Interim Chief of Staff for the San Bernardino Board of Supervisors. Ms.

Batthey received her Bachelor of Science, Civil Engineering from California State University, Long Beach and her Masters of Business Administration from Loyola Marymount University.

Ms. Batthey has served as Commissioner for the City of San Bernardino Municipal Water Board and has received the Business Leader of the Year award from the San Bernardino County Sun Newspaper as well as the California Assembly Woman of the Year award and the Athena Award as Outstanding Businesswoman.

14. David K. Porter, Partner/Attorney, Caldwell, Kennedy & 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 is Treasurer of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

15. Melanie R. Ajanwachuku, President/Owner, A Dietitian's Exchange

Ms. Ajanwachuku has 25 years of experience as a dietician and is President and owner of A Dietician's Exchange. She has significant work experience in the field, including positions at the Howard University Hospital and Victor Valley Community Hospital. Ms. Ajanwachuku graduated in 1978 from University of California, Davis with a Bachelor of Science in Dietetics and Nutrition and has been in dietetics since 1982. Ms. Ajanwachuku is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

16. Nancy MacLaren, Director, Special Programs, Lewis Center for Educational Research

Mrs. MacLaren has significant experience in the education field. She has been in public education for 32 years, and during that time she taught in California public schools for 23 years and held positions in team leadership, administration, mentoring, program quality review, and curriculum design. For the last two years, she served as the Director of General Administration of the Lewis Center for Educational Research and was responsible for oversight of human resources, facilities, finances/accounting, payroll, purchasing, compliance, and informational technology; as well as responsibility for overseeing the company-wide budget and budget process; working directly with High Desert "Partnership in Academic Excellence" Foundation, Inc. Board's budget and personnel subcommittees, and reporting directly to the CEO/President. As Director of Special Programs, she is leading the Norton Space and Aeronautics Academy charter school project.

17. Paul R. Rosell, Psychologist, Director, Special Needs, Lewis Center for Educational Research

Mr. Rosell holds a Masters Degrees in Counseling Psychology as well as numerous certifications in the Counseling/Psychology fields. He has held many positions as Psychologist, Coordinator, and Consultant for various school districts

and community organizations, including the Apple Valley Unified School District, the Yucca Loma Family Center, and the Lewis Center for Educational Research. He is also founder and Director of the Through The Eyes of the Child Institute, which provides services to individuals, families, social service agencies and community organizations in consultation, as well as in-service training, seminars, mediation, conflict management, parent management training.

18. Richard A. Piercy, II, President/CEO, Lewis Center for Educational Research

Rick Piercy is President/CEO of the Lewis Center for Educational Research in Apple Valley, CA. Rick received two Bachelor's Degrees, one in Physical Education and one in Recreation, from Southern California College in 1975. He then received his Teaching Credential and Masters Degree in Special Education from California State University, San Bernardino in 1983, and his Tier I and Tier II Administrative Credentials from Azusa Pacific University in 1991 and 1995, respectively. Rick spent nine years as a State Park Ranger, and has been a K-12 teacher, Vice Principal and Principal. It was during his years as an Elementary teacher that he conceived the idea of the Apple Valley Science and Technology Center, now known as the Lewis Center for Educational Research.

Mr. Piercy has received the Hart Vision Award for Outstanding California Charter School Administrator. He has also received many other educational excellence awards, including the NASA Public Service Medal, the Apple Valley Chamber of Commerce Citizen of the Year, the Donald J. Quigg National Excellence in Education Award, the San Bernardino County Education Medal of Honor, the Distinguished Service Award from the Victor Valley College District Foundation, and the Golden Bell Award from the California School Board Foundation.

19. Everett L. Butcher, Project Engineer, LandTek

Everett Butcher is a Project Engineer for LandTek. Mr. Butcher received a Bachelor of Science in Ocean Engineering from Massachusetts Institute of Technology in 1977. He then received a Master of Science in Civil Engineering from the University of Illinois in 1989. He served as an Officer in the United States Navy Civil Engineer Corps from 1982-2002. Mr. Butcher is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. He is a proven leader, team developer and team player, and has outstanding analysis and communication skills.

20. Gordon Soholt, Principal, Academy for Academic Excellence

Mr. Soholt is currently the Principal of the Academy for Academic Excellence. He has extensive experience in curriculum development and has been a presenter of educational seminars for the Bureau of Educational Resources. He also has 15 years of teaching experience in the Apple Valley Unified School District.

Mr. Soholt is also a member of National Science Teachers of America, the International Reading Association, the Association for Supervision and Curriculum Development, the Association of California School Administrators, and the California Charter School Association.

21. Athena Waite, Director, Teacher Education, Graduate School of Education, University of California, Riverside

Athena Waite received her AB Sociology from University of California, Berkeley and her MA Education from University of California, Riverside (Special Education). She is currently Director of Teacher Education, Graduate School of Education, University of California, Riverside. She has teaching experience at the university and classroom teaching experience in the public schools at the elementary level.

Ms. Waite has written and been awarded numerous grants, including an \$11.5 million grant from the U.S. Department of Education Teacher Quality Enhancement Partnership Grant. She is also a member of many education, community, government and service organizations at the local, state, and national level, has years of experience in educational presentations, and has served on a significant number of university, local, state, and national committees, including the National Association of Directors of Special Education, the CA Commission on Teacher Credentialing, and the UCR Executive Committee.

22. Danny Fowler, President, Valley Collision Center

Danny Fowler is President of Valley Collision Center in Victorville, CA. Mr. Fowler has been with Valley Collision Center since 2000, and was at Sunset Paint and Body from 1984-2000. Mr. Fowler is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

23. Mark Hofstadter, Ph.D., Project Scientist, Jet Propulsion Laboratory

Dr. Mark Hofstadter is a Research Scientist at NASA's Jet Propulsion Laboratory. He also serves as the Lead Scientist for the Goldstone-Apple Valley Radio Telescope Project (GAVRT). Dr. Hofstadter received a B.S. degree in Physics from Stanford University and M.S. and Ph.D. degrees in Planetary Science from Caltech. Dr. Hofstadter is also a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

24. Daniel Leary, Assistant Superintendent, Apple Valley Unified School District

Dan Leary is Assistant Superintendent of the Apple Valley Unified School District in Apple Valley, CA. Mr. Leary graduated from Long Island University with a Master of Science in Biological Oceanography. Mr. Leary is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

25. Reid Robsahm, Deputy District Attorney, San Bernardino County

Reid Robsahm is Deputy District Attorney for the San Bernardino County District Attorney. Mr. Robsahm graduated from University of California, Los Angeles with a Bachelor of Arts in 1987, and from University of Arizona College of Law with a Juris Doctorate in 1991. He has been a Deputy District Attorney since 1991 and was an Adjunct Faculty in the Political Science Department at Victor Valley

Community College 1997-2001. Mr. Robsahm is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board.

26. Russell Stringham, President, PrintMart

Russell Stringham is President of PrintMart in Victorville, CA. Mr. Stringham graduated in 1976 from University of Southern Utah with a Bachelor of Science in Business. Mr. Stringham is a member of the High Desert "Partnership in Academic Excellence" Foundation, Inc.

27. Ronald Graybill, Ph.D., Community Outreach Director, Loma Linda University Medical Center

Dr. Ron Graybill received his Ph.D. in American History from Johns Hopkins University. He has been a history professor, archivist, and research associate. He is currently Director, Community Outreach, Loma Linda University Medical Center. He has facilitated neighborhood associations in Norton Neighborhoods, developed "Flora of the Upper Santa Ana River", coordinated health and quality of life improvement projects and developed extensive collaborations with public and private human service agencies in San Bernardino, Redlands area.

28. Erich Lewis, Program Manager, Kelly Space & Technology, Inc.

Erich Lewis received his Master of Aeronautical Science, Aviation Management, Master of Aeronautical Science, System Safety, and Bachelor of Science, Professional Aeronautics from Embry-Riddle Aeronautical University, Daytona, FL. He has served as Blackhawk Crew Chief and Technician for the United States Army and is currently Program Manager for Kelly Space & Technology, concentrating in spacecraft design and deployment development.

29. Larri (Megan) Curtis, VP/CFO, Lewis Center for Educational Research

Ms. Curtis has significant experience in the accounting and finance field. She holds a Bachelor of Arts Degree in Business Administration and Computer Systems Management and a Master's Degree in Public Administration. She has worked in finance for 26 years, of which 16 years have been in education. Her experience ranges from investment accounting & collateral management in the banking and private industries to accounting and financial management in public education. In education, Ms. Curtis has served as Director of Accounting for a K-12 school district, Fiscal Analyst II and also Business Consultant/Budget Manager for a large multi-district SELPA in San Bernardino COE, and currently Vice President/CFO of the LCER.

30. Patrick Morris, Mayor, City of San Bernardino

Mayor Patrick J. Morris is a graduate of the University of Redlands, cum laude, Phi Beta Kappa, and Stanford University School of Law. Following duty in the Army Reserve, he served three years as a deputy with the San Bernardino County District Attorney's Office. He entered private law practice in 1967, dealing primarily in civil litigation with an emphasis in family law. Mayor Morris was

appointed to the Superior Court Bench in 1976. His colleagues elected him to an unprecedented three terms as Superior Court Presiding Judge from 1981 to 1984.

31. D'Ann Lanning, Office of the Mayor, City of San Bernardino

D'Ann Lanning is a Special Assistant for Intergovernmental and External Affairs to Mayor Patrick J. Morris of San Bernardino. She serves as his liaison to all outside entities including the San Bernardino City Unified School District, Cal State University San Bernardino and Valley College. Her major assignments include education, transportation, government relations, open space and trails planning and liaison to the private sector. Prior to joining the mayor's office, D'Ann served as a Field Representative to United States Senator Dianne Feinstein. She was the primary liaison to the counties of Orange, San Bernardino and Riverside. Ms. Lanning received her Bachelor of Science degree from California State University of San Bernardino with a double major in Economics and Environmental Studies. She is now pursuing a Masters Degree in Public Administration at Cal State University San Bernardino.

Countywide Benefit

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

- By chartering through the San Bernardino County Board of Education (“SBCBE”) and the San Bernardino County Office of Education (“SBCOE”)/San Bernardino County Superintendent of Schools (“SBCSS”) the NSAA will have a much broader reach to better ensure diversity of the student population, thus creating a stronger clinical base. The NSAA 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))
- Centralizing oversight and services of the NSAA at the SBCSS level streamlines operations for the SBCSS and the California Department of Education.
- Centralized oversight ensures the highest level of accountability for all of the School’s sites and will provide the school districts of the SBCSS confidence as to the operations of the School within their boundaries. SBCSS oversight also ensures that the relationships between the local school districts are not impacted by the approval of the School.
- 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.

- NSAA will have a heterogeneous student population, which includes students with special needs. In the area of special education, working with the SBCSS, students at the NSAA will benefit from best practices that would provide valuable research opportunities. While it is logical to anticipate that most of the students will be drawn from the immediate area surrounding the School, an area currently comprised of schools serving at risk students, chartering through the county allows the school to include students who would benefit from the focused curricular offerings and partnerships developed by the Lewis Center.
- The County of San Bernardino, Superintendent of Schools Office is a leader in providing professional development opportunities and education for post-service training for teachers and administrators throughout the County, and is recognized statewide for its leadership. As a Laboratory School our first campus, the Academy for Academic Excellence partners with the Desert Mountain SELPA as a clinical site for developing and testing new and innovative educational programs. The Norton Space and Aeronautics Academy will be our second Laboratory School in conjunction with our partners at the University of California, Riverside (UCR). By creating a laboratory school with a broad and diverse student population, the school becomes an excellent clinical and professional training site for eastern San Bernardino County School Districts. Meeting the challenges of a diverse, economically disadvantaged, ELL population that the SBCSS service area provides will add new knowledge to how UCR 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 47605.

School District Notification

Each school district where the Petitioners proposes to operate has received notice of the Petitioner's intent to operate a school pursuant to California Education Code Section 47605.6(a)(1)(A). Attached as Appendix B, please find documentation of such notice.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those pupils whom the 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.
California Education Code Section 47605.6 (b) (5) (A) (i).*

Mission

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

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, 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 California State Content Standards. The advantage of the location near the former Air Force base is the surrounding aeronautical and engineering businesses that have pledged their support, offering partnerships that will enable underserved students to experience real-life science.

Educational Environment

The NSAA will prepare 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 NSAA will:

- Provide a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards;
- Provide opportunities for equal educational access for all students;
- Enable students to experience real-life science and technology through partnerships with public and private businesses; and
- Provide instructional tools to enable students to succeed in the 21st century.

For example, students at the NSAA will benefit from already established partnerships with the National Aeronautics and Space Administration (NASA), the Jet Propulsion Laboratory ("JPL"), and the Lewis Center for Educational Research (LCER) as they take part in the Goldstone Apple Valley Radio Telescope project (GAVRT), and the Remotely Operated Vehicles for Environmental Research (ROVER) project, engaging in science with JPL scientists and participating in data-gathering missions through radio astronomy and environmental science.

Partnering with the University of California, Riverside (UCR) and the California State University, San Bernardino (CSUSB), will also benefit students as the NSAA puts research-guided programs into best practices in the areas of teacher training, curriculum development and pedagogy.

Students and families at the NSAA will also benefit in health and nutrition education by the availability of nearby medical clinics operated by the Loma Linda University Medical Center, and the outreach programs of the Norton Neighborhoods project through Loma Linda University. We will partner with groups such as Operation Second Chance as a way of providing after-school sports and tutorial programs. Offering a safe haven for educational enhancement and activities will allow the underserved children in the surrounding area to increase their learning opportunities.

Students at the NSAA will also benefit from the school's partnership with the Academy for Academic Excellence ("AAE"). The AAE is a K-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 nine years and has an API of 810, a 9 in similar school ranking and a 10 in California schools ranking. The curriculum and instruction model that will be used at the NSAA will be a replication of AAE's high quality model; the current curriculum, instructional strategies, materials and educational technology will be adopted by the NSAA.

The NSAA charter school shall meet 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.

Educational Philosophy

Whom the school is attempting to educate

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, based on a random public drawing that affords equal access to all K-12 students (with a preference for students residing in the County). The proposed site is in an area of San Bernardino that encompasses predominately under-represented students, served by local schools in Program Improvement status with API rankings of 1 and 2, as identified by the California Department of Education's (CDE) 2005-06 Accountability Progress Reporting. Students in these school service areas are academically low achieving. Fifty two percent 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 K-12 student populations, but will be open to all students.

What does it mean to be an educated person in the 21st century?

The NSAA will prepare 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 California State Academic Standards and actively utilize that knowledge in real-world applications. NSAA students will participate in a rigorous, yet relevant, curriculum that focuses on applying knowledge, not just being passive recipients of knowledge. This curriculum will also feature programs to meet the needs of all students, and will expand to include students with special needs, both gifted and at risk. These programs may include before- and/or after-school tutoring, Honors and AP classes at the High School level, and preparation for CAHSEE when the NSAA begins to serve high school students.
- Has been provided with opportunities for equal educational access, no matter their background or educational needs. All students will 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. Through NSAA's partnerships with the GAVRT and ROVER programs, students will apply the principles learned in science and mathematics to gathering and analyzing data using a radio telescope located in the Goldstone array. The data is provided to scientists at JPL/NASA providing a link between students, technology and astrophysicists. A partnership with the Loma Linda Family Clinic will enable to students to gain hands-on experience in health and related fields. Kelly Space & Technology will work closely with NSAA to provide students with hands-on science in the areas of rocket propulsion and jet engines.
- Has access to instructional tools that will enable students to succeed in the 21st Century. Through a variety of educational experiences, NSAA students will learn how to apply knowledge and develop the tools necessary to be lifelong learners. Along with the NSAA emphasis in science, mathematics, and technology, our students' education will be enhanced with a balance of visual and performing arts and world languages curricula.

How does learning best occur?

The NSAA will be the second laboratory school campus under the Lewis Center for Educational Research ("LCER"). Working in conjunction with the UCR, NSAA will act as a clinical site for the evaluation of "best practices" and a site for the development of new and innovative, scientifically tested pedagogy. Our work to date at the AAE has revolved around experiential learning including the GAVRT program with NASA/JPL and UCR.

As a laboratory school we believe that learning occurs best when a combination of active partnerships take place. Parents are a key component in each of these partnerships. As Thomas

L. Friedman, author of the “The World is Flat” stated in the New York Times on November 5, 2006. *“Our weakness is in kindergarten through 12th grade, and that is where we need to put our focus. But there we need better parenting, not just better teachers. Parents focused on making sure their kids are doing their homework, and not mindlessly surfing the net or playing video games, have the biggest effect of all, in my view.”*

In working with the parents in San Bernardino County and in the vicinity of the former Norton AFB in San Bernardino, the NSAA will establish a warm and nurturing environment, 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 school and its faculty play an essential role in providing a focused, standards-based curriculum and provide 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.

As a K-12 learning center the NSAA will focus their students on post-secondary education, establishing learning communities that develop within each and every student the need to continue learning throughout their lifetime. Students will develop a strong work ethic, sense of empowerment and structure. They will be expected to demonstrate moral character and follow our creed of Courage, Generosity and Honor. Learning best occurs in a safe and nurturing environment where everyone is held to the highest standards and expectations.

Students to be served

The target population of the NSAA 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 underrepresented students, served by local Schools in Program Improvement status with API rankings of 1 and 2, as identified by the California Department of Education’s (CDE) 2005-2006 Accountability Progress Reporting. Students in these school service areas are academically low achieving, and the NSAA’s student population will be drawn predominantly from these underserved student populations and will be open to all students who wish to attend the School.

The racial and ethnic background of the surrounding elementary schools, Monterey Elementary and Warm Springs Elementary, reflects the diversity of the surrounding areas. The students are predominantly Latino, and between 94.8% and 96.9% qualify for free and reduced lunch. The NSAA expects that their student population will reflect a similar racial/ethnic and socio-economic diversity.

	African American	Latino	White	Asian/ Pacific Islander	Other	Free and Reduced Lunch	English Language Learners
Monterey Elementary	17%	70.4 %	7%	2%	2%	94.8%	49.4%
Warm Springs Elementary	20%	68%	6%	3%	2%	96.9%	53.2%
Curtis Middle School	15%	75%	7%	1%	2%	93.6%	38.4%
Serrano Middle School	20%	54%	20%	3%	3%	74.4%	21.9%
Pacific High School	23%	58%	13%	4%	2%	79.6%	21.9%
San Geronio High School	18%	58%	18%	4%	2%	66.3%	21.0%

The NSAA will begin by serving approximately 300 4th – 6th grade students in the first year, and anticipates expanding each year by two grade levels. These grade levels coincide with the San Bernardino County Schools’ grade level sphere of service. Each grade level will have approximately 100 students, with an approximate average of 25-1 student-teacher ratio in grades 4 – 12, and a 20-1 ratio in grades K – 3.

Curriculum and Instructional Design

Overview

Students who graduate from the Norton Space and Aeronautics Academy will demonstrate courage, generosity, and honor in:

1. Academic Achievement
 - Use acquired knowledge and skills to connect school to life by being able to prioritize goals, access information, and use time effectively.
 - Demonstrate academic excellence by achieving and exceeding California Content Standards.
 - Identify academic strengths and career interests.
2. Analytical Thinking
 - Demonstrate problem solving skills and critical thinking.
 - Logically evaluate, synthesize, and apply new information.
 - Use acquired skills to be a responsible citizen at the school and in the community.
3. Effective Communication
 - Articulate ideas, opinions, and information clearly.
 - Use verbal, written, technical, and creative expression.
 - Develop individual and collaborative working skills.

Basic Learning Environment

The NSAA will be 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 NSAA will be a small school, with only 100 students in each grade. One advantage of a smaller school is that the grade level teachers in the elementary school will be able to work together closely to establish consistency in the program offered at each grade level.

Daily Schedule

Kindergarten A.M.: 8:20 a.m. – 12:05 p.m.

Snack & Recess: 10:00-10:20 a.m.

Lunch: 11:40-12:05

Dismissal: 12:05

Kindergarten P.M.: 11:15 am. – 3:00 p.m.

Lunch: 11:15-11:40 a.m.

Snack & Recess: 1:10-1:30

Dismissal: 3:00 p.m.

1st & 2nd grades: 8:30 a.m. – 2:40 p.m.

A.M. Recess: 10:00-10:20

Lunch: 12:05-12:30

Recess: 12:30-12:45

P.M. Recess: 1:45-2:00

Dismissal: 2:40 p.m.

3rd & 6th grades: 8:30 a.m. – 2:50 p.m.

A.M. Recess: 10:20-10:40

Lunch: 12:30-12:55

Recess: 12:55-1:10

Dismissal: 2:50 p.m.

Sample Daily Schedule

6th Grade

8:30 - 8:45	Attendance/Lunch Count/Pledge/Morning Work
8:45 – 9:55	Math
9:55 – 120	Language Arts – Writing
10:20-10:40	Recess
10:40-11:50	Language Arts – Reading and Grammar
11:50 - 12:30	Accelerated Reader
12:30 – 1:10	Lunch/Recess
1:10 – 2:10	Social Studies/Science
2:10-2:25	Copy Homework in Planners/Pack-up
2:25-2:40	Teacher Read Aloud
2:40-2:50	Clean/Stack Chairs/Dismissal

Instructional Days: 180

Pupil Free Professional Development Days: 5

WASC Accreditation

In the first year of operation, the NSAA will document all curricular programs, school processes and procedures, develop the school culture, establish a functioning parent advisory council and stabilize the school governing board and staff. By January 30 in the second year of operation, the NSAA will complete the Request for Affiliation form for the Western Association of Schools and Colleges (“WASC”), and complete an Initial Visit Application. The Initial Visit shall be scheduled before the end of the second year of operation, with the implementation of WASC requirements and recommendations during the third year of operation. NSAA will strive to secure WASC accreditation by the end of the third year.

Parent Notification

Governing Law: If the proposed charter school will enroll high school pupils, a description of 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 to be transferable to other public high schools. California Education Code Section 47605.6 (b) (5) (A) (ii).

Governing Law: 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. California Education Code Section 47605.6 (b) (5) (A) (iii).

Parents shall be notified at least annually in parent handbooks, and during the enrollment process during orientation meetings as to the transferability of courses to other public high schools and

whether each individual course offered by the charter school meets college entrance requirements.

When the appropriate grade levels are added at the NSAA, students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the Norton Space and Aeronautics Academy that meets the “a-g” requirements for the University of California campuses. The Norton Space and Aeronautics Academy will also administer the STAR (or other state mandated) test in accordance with state law, as well as the California High School Exit Exam when the appropriate grade levels are added.

In order to best serve our students and community, the NSAA will engage in an ongoing process to examine and refine its list of student outcomes to reflect the NSAA’s mission and changes in California Content Standards.

Curriculum

The content of the NSAA curriculum is aligned with the current California Content Standards, and when applicable, with national content standards. The NSAA will offer a full range of courses including: Language Arts, Mathematics, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health (see Core Knowledge above). 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 communications, mathematics, science, and history.
- Emphasizing experiential learning by providing hands-on projects in core subjects that are fully integrated into the course of study.
- A focus on information literacy, giving students the tools necessary to access relevant information and apply it to specific situations.
- Providing access to state of the art technology through community partners such as NASA/JPL, Kelly Space & Technology, and Certified Aviation Services
- Offering research-based designed strategies that provide students with opportunities to implement projects using advanced technologies

At the NSAA a student will also be afforded the unique opportunity to focus on an art form from Kindergarten through 12th grade. For example, in the Visual and Performing Arts department, student opportunities for artistic expression will not only be standards-based, but real and relevant to their own interests. The program will be very ‘student friendly’ and will offer classes such as music, dance, drama, and art to fulfill student needs. Students will have opportunities to collaborate on programs for the public as well as completion of individual artistic endeavors. Elementary students learn art techniques and music concepts from the primary grades.

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

Other Programs

Pre-K Readiness

Early intervention has shown to be one of the most effective programs in a child's education. A pre-kindergarten program will be established to reach children even before they enter NSAA. Parents of future students (on the waiting list) from birth to age 3 will be required to attend an annual meeting. Parents and future students who are to be enrolled in kindergarten the following year will be required to attend meetings approximately four times a year. These meetings will promote school readiness skills, oral language development and early literacy strategies. These training sessions for both parents and future students will introduce curriculum pieces that are helpful in preparation for kindergarten and to promote early language skills.

Parents and future students will become familiar with NSAA staff, procedures, environment and our philosophy. Parents will be provided with research based pre-kindergarten readiness curriculum and Virtual Pre-K kits for work at home with students. The meetings will each have a separate curriculum for parents or students. Students will be placed in a classroom setting and introduced to basic concepts like transitions, feelings, the five senses, family and attitudes.

Academic Intervention

Another early intervention program NSAA will establish is tutoring with identified students. Each teacher will identify students who are struggling academically but who are not receiving RSP or private tutoring services. The goal of the program will be to provide non-threatening, hands-on learning experiences where each student can feel successful, yet challenged at individual levels. If a child excels and performs at grade level then this child will be exited from the program to allow room for another child. This intervention will be done in a small group setting averaging 1 teacher per 5 students.

Educational Therapy

Educational therapies are designed to increase a student's ability in an identified academic area through the use of mnemonics, auditory and visual exercises. Students will be referred through the regular education classroom and will not require an IEP or previous special needs identification. Students will be grouped according to need and will be provided six-week intervals of intensive intervention. After six weeks, students will return to class and continue using the skills they had been working on. Educational Therapy groups will be conducted during the latter part of each academic day – primarily within the last two hours of the school day. Under special circumstances, referred 'at risk' students may attend small group, direct instruction morning sessions with other identified students.

College Bound Emphasis

There are a number of areas in which an emphasis on college bound preparedness will take place: (a) Student orientations during registration, (b) Parent/Student College Awareness Nights, (c) Grade level homeroom visits, (d) One on one sessions with students and staff, (e) College visits and (f) Individual class visits.

- Student Orientations: When the NSAA reaches the appropriate grade level, the Students Services staff at the NSAA will 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. During the sessions, the students will be given a copy of their up-to-date transcript and a variety of information. These documents will help students make informed decisions regarding their high school graduation and plans to attend a four-year university.

- 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 organizations like the Princeton Review to share timely information.
- Grade Level Homeroom Visits: Periodically, throughout the year, the Student Services staff will convene all the students of a particular grade level to go over college entrance requirements or share timely information regarding necessary steps for the college admissions process.
- One-on-One Session with Students and Staff: The Student Services staff will have the necessary knowledge (and continue the learning process) to counsel students in their academic pursuits as it relates to high school graduation and gaining entrance to a university. This will be done under the direction of the school guidance counselor and guidance-counseling assistant. The overall effect of these changes will be that students have much greater access to knowledgeable staff in the area of academic guidance.
- College Visits: There will be specific visits to the local community college for the purposes of educating our students on nearby opportunities of higher education. We will also take students to the National Association of College Admissions Counselors (NACAC) annual college fair where over 150 colleges from across the nation are represented. This fair allows colleges to make contact with our students and to provide them with information.
- Individual class visits: On occasion, the student services staff will visit individual classrooms (Freshman Studies and others) to share about college application and entrance requirements.

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 NSAA 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 NSAA 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. A financial aid night is hosted by AAE and delivered by Victor Valley College to go over details of the financial aid forms and processes. Help is available by request.

Tutoring: Grades K-12

The secondary mathematics tutoring program is one of numerous successes for the AAE Mathematics Department. For the past two years, they have offered daily mathematics tutoring. On Monday, Wednesday and Friday, it is offered for an hour after school while on Tuesday and Thursday, it is offered for an hour before school. This is not merely peer or volunteer led tutoring. A credentialed mathematics teacher is the instructor in charge. The real measure of success of this program is seen in the good student attendance. Even though student participation is strictly voluntary, there has been student "buy in" since the program's inception. In two years, there has not been one day that students have not come in for tutoring. This has proven to be more successful than the scheduled curriculum assistance classes. The bottom line is that mathematics performance has improved across the board among students because of this service. As a result of this success, the NSAA will implement a tutoring program that mirrors the AAE program.

In other departments and grade levels, the teacher will offer tutoring as needed and make themselves available to students before school, after school and at lunch. There is also the use of homeroom time in which teachers will be available to help students across the subjects or to send a student to a teacher of that subject for specific help.

Pilot Curriculum Projects

When deemed appropriate by curriculum committees and administration, the NSAA will participate in pilot curriculum projects which will undergo a rigorous vetting process prior to being used in the classroom. The AAE is one of only a few K-12 charter schools in the nation which are members of the National Association of Lab Schools (NALS). The NSAA will apply for membership in NALS prior to opening. Utilizing the AAE's research partnerships with the UCR and the U of R, the NSAA will be able to implement and examine the outcomes for student achievement of current educational curriculum and practices at the classroom level.

Please see Appendix C, which includes draft curriculums for grades 2 to 4 as an example.

Examples of Additional Curricular and Co-Curricular Programs

In addition to general curriculum, the NSAA will offer a wide variety of additional courses. Samples of additional courses can be also found in Appendix C.

Academic Curriculum Materials

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

These needs will be identified through diagnostic assessments, curriculum-embedded tests, and examination of student work. The 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 school, and resulting student achievement, in order to fine-tune academic programs to maximize achievement.

Please see the attached proposed curriculum materials at Appendix D.

Information Technology

Please see attached Technology Plan (Appendix E)

Graduation Requirements

Graduating 12^h graders shall meet the minimum graduation requirements listed below:

- 40 units English/Language Arts
- 30 units Mathematics (including passing Algebra I with a “C” or better)
- 20 units Science (minimum of 10 units of Biology, 10 units of Physical Science)
- 20 units Physical Education
- 10 units Fine Arts (Foreign Language, Music, Art, or Drama)
- 10 units World History
- 10 units US History
- 10 units American Government/Economics
- 5 units Health
- 5 units Career Planning
- 10 units Leadership/Internship/Service Learning Project
- 60 units Elective course work
- 230 total units required

Students must pass both the Mathematics and Language Arts portions of the California High School Exit Exam to receive a diploma from the NSAA.

Plan for Students Who Are Academically Low Achieving

Assessment will be an instrumental part of the NSAA in determining the educational needs of all students. Ongoing assessment will be 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, English learners, or students with disabilities. Assessment should be 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 the a data analysis system for future analysis.

An Assessment Center will be developed to effectuate this process, with the primary goal of students being assessed in all areas of concern including: academic, learning styles, social, emotional, behavioral, etc. This model is currently being successfully used at the Academy for Academic Excellence.

Referral Process

The NSAA will utilize an Academic Review process as the referral process to the Assessment Center, much like the Student Study Team approach, but will enhance the process by incorporating a Case Management Team (CMT) model used by the Diagnostic Center in Southern California as well as the California Department of Education. A team relevant to the student’s educational needs will consist of an administrator, regular education teachers, social

worker, school psychologist, school counselor, educational specialists, Section 504 Coordinator, medical personnel from the adjacent Loma Linda Medical facility, parents, and others, as needed, will be utilized.

Any member of the above mentioned CMT could refer a student for an Academic Review. The CMT will, based on referral information, determine the level of assessment needed. Those members of the team with expertise in the area of assessment will assist in recommending the most effective research based assessment tools available.

All information obtained from the assessments will then be reviewed by the CMT for recommended interventions, including possible referral for special education services.

No assessment under this section shall be conducted without approval of a parent/guardian.

Assessments

The areas of assessment and instruments utilized will include, but not be limited to, the following areas and recommended assessments. All assessments administered will be standardized and research-based. Also, curriculum-based measurements consistent with the Response to Intervention Model will be incorporated.

Academic Achievement: Woodcock Johnson – III, (English and Spanish versions), Wide Range Achievement Test - III, Test of Written Language Skills, Test of Reading Comprehension, Diebels, Comprehensive Test of Phonological Perception,

Cognitive Development/Learning Ability: Wechsler IV (English and Spanish versions), Comprehensive Test of Non-Verbal Intelligence, Kaufman Brief Intelligence Tests, Learning Disabilities Inventory, Test of Learning and Memory, etc.

Perceptual-Motor: Bender Visual Motor Gestalt Test, Beery-Buktenica Developmental Test of Visual Motor Integration

Social/Emotional Development: Behavior Evaluation Scale – III, Home and School Versions, Connors' Parent and Teacher Rating Scales, Children's Depression Inventory, Anxiety Inventory, Burks' Behavior Rating Scale – II, etc.

Self-Help/Adaptive: Vineland Adaptive Behavior Scales

The Assessment Center has proven very beneficial at the AAE and considered pivotal in assisting students with low academic skills. As a result, the NSAA will replicate this successful model.

Plan for Students Who Are Academically High Achieving

Students who are academically high achieving will be provided with sessions targeting their areas of interest. Collaborative partnerships with local industry, including Kelly Space & Technology, the university partners, and the Loma Linda clinic, will provide educational experiences for these students. Onsite programs including GAVRT and ROVER will further assist the Norton Space and Aeronautics Academy in assisting academically high achieving students.

Plan for English Learners

NSAA teachers and staff will conduct academic assessments of English learners (ELL) to ensure appropriate placement and provide a program for ELL to successfully achieve English language proficiency. In addition, supplemental instructional support may include before- and after-school tutoring.

The NSAA will make every effort to only hire teachers with Cross-cultural Language and Academics Development (CLAD) certification or Bilingual Cross-cultural Language and Academics Development (BCLAD) certification or equivalent State EL Authorization.

English Language Development

Meeting the English language development needs of students attending the Norton Space Aeronautics Academy (NSAA) will require a focused effort, following guidelines set for by the State of California. Intervention strategies implemented will incorporate the most effective research proven strategies possible.

Guidelines (Assessment/Determination of needed services):

Each student enrolling in NSAA will complete a family home language survey. If a language other than English is indicated that student will be referred for an assessment using the California English Language Development Test (“CELDT”). This test aids in establishing the level of English proficiency. The following criterion will be used to determine eligibility and need for language develop services and intervention strategies.

The NSAA will assign each student completing the survey to one of five levels based on assessment results:

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

Any student that falls with in the first three levels would be designated as an EL and thus eligible for services.

Any student entering the School will be administered the CELDT within 30¹ days of enrollment. Once a student is designated as EL, then that student is reassessed annually using the CELDT during the time periods set by law. At that time, a student can be reclassified based on assessment results. If a student has developed sufficient English language skills he/she can be redesignated and thus not requiring further services.

Strategies for serving EL students:

¹ The thirty (30) day timeline applies for students who are being tested for the first time by a California public school. Students who have already been CELDT tested in the prior California public school shall be tested on the annual CELDT testing schedule.

- A staff member, trained in English Language Development, will be selected to oversee program development and implementation of services.
- Staff will 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 English Learners. The focus of professional development will be to increase the use of curriculum, assessment, and instructional strategies that enhance EL students' achievement.
- Services and strategies will be provided consistent with the level of language development of each student. Services would be provided on a continuum ranging from instruction and strategy implementation within the regular classroom, to an ELD class or a pullout program with direct instruction by a trained specialist. Additional supports might include a bilingual instructional assistant, or could include:
 - full immersion in large group direct academic instruction;
 - small group tutoring that focuses on language gaps in the content area;
 - after school tutoring with the teacher and/or aides; and
 - summer sessions with a certificated teacher and instructional assistants.
- In addition, NSAA staff and teachers will continue to develop methods for serving EL students through:
 - Curriculum Design for Second-Language (L2) Literacy Development
 - Thematic Unit Planning
 - Classroom Organization and Planning
 - Lesson Planning for ELD instruction
 - Evaluation and Selection of Appropriate Instructional Materials and Activities
 - Content-area Instruction
 - Advocacy for English Language Learners

Plan for Special Education

Overview

The NSAA shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The NSAA intends to function 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). Upon approval of the Charter, the NSAA intends to partner with the Desert Mountain Special Education Local Plan Area (“DM SELPA”).

The NSAA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. As noted above, the NSAA will partner with the DM 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.

In addition, budgets will allocate monies for each special education staff member, including instructional assistants, to attend at least four (4) staff development trainings each year. Information acquired during training meetings will be shared during monthly department meetings with the goal to educate staff and enhance the entire educational setting for both regular and special education.

The School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The NSAA 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 of the School. 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 School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 that 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 IDEIA, a referral for assessment under the IDEIA 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 a 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 School’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 site administrator 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 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

A Section 504 Board Policy and Procedure is attached as Appendix F.

Services for Students under the “IDEIA”

The NSAA intends to function 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). Upon approval of the Charter, the NSAA intends to partner with either the Desert Mountain SELPA or the East Valley SELPA.

The NSAA pledges full compliance with IDEIA.

Child Find, Assessment, Identification, and Service Requirements

The LCER, through the AAE, subscribes to Child-Find / Proactive Intervention and will continue this practice with the NSAA. 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 will establish and implement

outreach programs, policies and procedures consistent with Federal and State law and DM SELPA policies procedures and forms to assist in these efforts.

The NSAA will utilize an *Academic Review* process, in the spirit of the previously utilized Student Study Team approach, but will enhance the process by incorporating a Case Management Team (CMT) model used by the Diagnostic Center in Southern California as well as the California Department of Education and found in the social services literature. A team of people relevant to the students educational needs, to include: administrator, regular education teachers, social worker, school psychologist, school counselor, educational specialists (special education teachers), Section 504 Coordinator, medical personnel from the adjacent Loma Linda Medical facility, parents and others, as needed, will be utilized in order to proactively and effectively identify the needs of any student, formulate Individual Education Plans (IEPs) and utilize written plans for all students. The Academic Review flow chart (see Appendix G) will be utilized as a tool to guide the process and as a record to ensure compliance.

In addition, the CMT will serve as a legally constituted IEP team, and NSAA will ensure that membership of the CMT meets the minimum requirements under the IDEIA for IEP team composition and will assist parents in accessing any and all services necessary for their child. Staff members will 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, staff members will assist the parent in preparing a written request for said services. Once parents have placed their concerns in writing to the CMT, and asked for assistance, including evaluations, NSAA staff members will provide civil rights protections to that student while he or she is undergoing the evaluation process.

NSAA shall ensure that each IEP offered provides a combination of general education and special education supports which are reasonably calculated to deliver academic benefit and a free appropriate education as required by the IDEIA.

Attendance Accounting

The NSAA will implement an attendance recording and accounting system which complies with state law and will fully comply with SBCSS and CDE requirements (i.e. Classification and Statistical Reports).

III. MEASURABLE STUDENT OUTCOMES

*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 attitudes specified as goals in the school's educational program.
California 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. California Education Code Section 47605.6(b) (5) (C).

NSAA shall pursue the following pupil outcomes as assessed in accordance with the corresponding methods of measurement:

Measurable School Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 96% student attendance	<ul style="list-style-type: none"> • Daily attendance reporting via Student Management System (“SMS”) 	Calculated ADA rate Comparison of attendance rate to other SBUSD schools
Meet or exceed AYP targets	<ul style="list-style-type: none"> • Monthly DIBELS • 6 Traits Rubric • Yearly Progress Pro assessments • Oral Language assessments 	AYP Report
Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs	<ul style="list-style-type: none"> • Monthly DIBELS • 6 Traits Rubric • Yearly Progress Pro assessments • Oral Language assessments 	CELDT Individual Student Score Reports
Meet or exceed State-wide academic performance index growth target school-wide and within reportable subgroups	<ul style="list-style-type: none"> • Monthly DIBELS • 6 Traits Rubric • Yearly Progress Pro assessments • Oral Language assessments • Additional benchmark tests for Science and Social Studies to evaluate student learning during the school year 	API Report
Meet or exceed the average achievement in ELA and math for the two elementary schools in the same geographic area and as broken down by reportable subgroups: Monterey Elementary and Warm Springs Elementary	<ul style="list-style-type: none"> • Monthly DIBELS • 6 Traits Rubric • Yearly Progress Pro assessments • Oral Language assessments. 	CST scores

Additional Assessment Tools

GOALS	METHODS
<p>The NSAA will establish many procedures to monitor the accomplishments of student academic progress and the expected learning results.</p>	<ul style="list-style-type: none"> • Teacher and departmental assessment • Weekly updated postings of students' grades on Basmati • AR Math and Reading programs • Class assignments to monitor the students' knowledge and understanding of our ESLRs • Weekly and Quarterly testing of State Standards • Verbal question and answer sessions of students' content knowledge • Teacher and Administrator meetings focusing on student goals and achievements
<p>The NSAA will create a continuous evaluating and reporting system to monitor those students who are not showing academic progress and/or are struggling in an academic area and to ensure that all parties involved have access and knowledge of those students' academic progress.</p>	<ul style="list-style-type: none"> • Mailed Quarterly notices of students with failing grades • Weekly tutoring sessions in Math and English Language Arts • BRUCE – intervention by staff and administration; focusing on meeting with the parents and students to resolve ongoing academic concerns • Weekly updates of students' grades posted on accessible website • Academic warning
<p>The NSAA will self-monitor its progress in meeting academic standards and the expected school wide learning results pupil outcomes doing its own internal analysis of data of student performance on standardized tests and measures (i.e. STAR and API)</p>	<ul style="list-style-type: none"> • The school will distribute to all teaching staff their CA reports containing their class overall achievement on the STAR testing • The school will generate data-based results, available to staff for review each year for the following assessments: <ul style="list-style-type: none"> ○ STAR ○ API ○ AYP ○ SAT ○ PSAT ○ AP ○ CAHSEE • The school will provide individual student progress and achievement from IDMS Standards-based computer software

The NSAA will provide an excellent Special Education setting for attaining, setting, and monitoring Special Education students' academic progress and understanding of expected school-wide learning results.

- IEP objectives and goals are based on alignment with CA Standards:
 - California Education Code
 - Federal Mandates (NCLB)
 - Case managers
 - Site-based resource teacher
 - IEP team members
- Monthly Special Education meetings and discussions of student progress and goals;
- Special Education SELPA trainings held on school campus;
- Special Education teachers attend offsite Desert Mountain SELPA trainings;
- Transitional case manager monitoring student academics and future goals;
- Ongoing Special Education testing and training;
- *Love and Logic* trainings for staff and parents;
- Special Education teachers and staff work closely with the school assessment coordinator regarding student progress and appropriate testing conditions;
- Special Education teachers work closely and collaborate with Regular Education teachers; and
- Regular Education teachers attend IEP meetings.

The NSAA will provide timely and accurate reports of its assessment and planning to all its various stakeholder groups, including teachers, administrators, parents, students, support staff, facilities, and board members.

- School and State-wide Achievement Data :
 - STAR
 - API
 - AYP
 - SAT
 - PSAT
 - AP
 - CAHSEE
- SARC (School Accountability Report Card)
- Department Chair meetings
- All Staff meetings
- School and CDE websites
- Newspaper Articles
- School Newsletters
- Minutes from school meetings
- Teacher/Staff In-service days
- Report cards/ quarterly warning
- Basmati
- Prep periods
- School and Foundation presentations
- District presentations
- Classroom presentations
- Auto dialer messages
- Direct mail letters

The NSAA will establish a number of systems and procedures to gather and review data in order to ensure that the most effective decisions are made pertaining to student achievement consistent with State standards and Expected School-wide Learning Results (ESLRs).

- Monthly Executive Team meetings involving the CEO, principal, and other educational leaders, will be held to review financial considerations in determining educational needs leading to the best educational practices. Decision filters (i.e., ESLRs and LCER/NSAA mission statements) will be utilized
- Weekly Academic Team Meetings (ATM) will be held where staff meets to review the latest data and make decisions. Staff members include the principal, school counselor, school psychologist, dean of students, regular and special education teachers, and others as needed
- Monthly department chair meetings will be held where data is reviewed and considered in decision-making processes
- Monthly staff meetings will be held to discuss goals and directions of the school and ways in which to adjust for an optimum learning environment
- A school leadership team comprised of teachers, classified staff, and parents will meet monthly to review specific needs of the overall school related to student success
- Child find activities using the Academic Review Process (Student Study Team) will be utilized to identify specific student needs and design appropriate interventions.
- Student academic information will be provided via a school web page (Basmati) where parents, students, and appropriate staff will have daily access from which to make appropriate educational decisions.

<p>The NSAA will develop and implement on-going processes of providing and disseminating data to all relevant individuals to facilitate decision-making in order to evaluate students who are not showing academic progress and/or are struggling academically and to ensure that all parties involved have access and knowledge of those students' academic progress.</p>	<ul style="list-style-type: none"> • Report cards will be sent quarterly to each parent providing vital information regarding student academic progress. Included will be information regarding progress towards IEP goals for special education students • Weekly and Quarterly testing (CRTs) that show skill mastery determined by student goals and achievements • Quarterly student progress notices will be sent to parents • Resolution team – intervention by staff and administration; focusing on meeting with the parents and students to resolve ongoing academic concerns • A full-time assessment coordinator will organize all standardized assessments and provide results, which are used for educational decisions • A Parent Teacher Organization will be highly active in assisting school staff and parents in communication and sharing of information
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Use and Reporting Of Data

On a regular basis, staff members, students, and parents will access data that guides in the development of curriculum, teaching approaches, learning methodologies, and support mechanisms to enhance and ensure the best possible learning situation. In other words, data is the proverbial engine that will propel forward all that is done at the NSAA. The data in many ways will become a filter by which the process of formative evaluation, that is deciding what to teach, teaching, evaluating the learning and then, based on data, determining what and how needs to be done to cement true learning within our students.

The AAE currently partners with Datawise; a data collection, analysis and reporting Internet based system. The NSAA will use the same or a similar system to assist with assessment results. Datawise allows users to upload assessment results from a variety of sources including STAR, CSTs, running records, and locally created assessments, as well as the CAHSEE when necessary. Faculty will be 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 online. These online assessments will be used as monthly and quarterly Criterion Reference Testing (CRTs) to assess student programs and make a determination if the student is mastering the skills and knowledge in a specific course, identify areas of needs, and provide the vehicle by which students are referred to the Assessment Center for further needs analysis. Utilizing a student-specific password, parents are able to log on to view their child's assessment results.

In addition to providing parents a portal, the NSAA will provide parents with an Internet accessible site that will allow them to view student grades, missing assignment and attendance records. The AAE currently uses a site named Basmati to report this information and the NSAA

will adopt the same or a similar program. Basmati integrates with EasyGrade Pro, an inclusive grading program, which allows faculty, students and parents to view up-to-date information regarding student progress. The NSAA will have a web presence on the currently established Lewis Center for Educational Research website. The NSAA website will have a calendar of events, individual instructor sites and provide a direct link to programs such as Datawise and Basmati. For families without a computer or Internet access at home, the school will provide computers for parents to access. Information will also be distributed via newsletters, parent meetings, and the telephone.

A continuous examination of assessment results, growth of students with IEPs or ILPs, CRT results, and state standardized testing result is planned as 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 will take 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 will help to ensure that the NSAA's educational program will continue to improve, to achieve API growth targets, and involve parents in student progress.

Annual Performance Report

The NSAA will also compile and provide to the County Office of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both an NSAA-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 NSAA's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the NSAA and their qualifications.
- A copy of the NSAA's health and safety policies and/or a summary of any major changes to those policies during the year,
- Information demonstrating whether the NSAA implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of the NSAA'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 NSAA'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 NSAA relative to compliance with the terms of the charter generally.

The NSAA and County Office of Education will jointly develop the content, evaluation criteria, timelines and process for the annual performance report.

The NSAA and County Office of Education will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

The NSAA will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

NSAA and the County Office/Board of Education will jointly develop a visitation process to enable the District to gather information needed to validate the NSAA's performance and compliance with the terms of this charter. However, NSAA agrees to and submits to the right of the County to make random visits and inspections in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3 NSAA 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. NSAA shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605.6(m).

IV. GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The NSAA will be a directly-funded independent charter school and will be operated by the High Desert "Partnership in Academic Excellence" Foundation ("HDPIAEF"), a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. The HDPIAEF also operates the AAE.

The NSAA will operate 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 NSAA. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the NSAA, 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.

Board of Directors

The HDPIAEF is governed by a Board of Directors ("HDPIAEF Board" or "Board"). The NSAA will be governed by a committee of the HDPIAEF Board of Directors ("School Board

Committee”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The NSAA School Board Committee will meet in the San Bernardino area.

In addition, in accordance with California Education Code Section 47604(b), the authority that grants the charter to the NSAA to be operated by the HDPIAEF shall be entitled to a single representative on the Board of Directors of the HDPIAEF.

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

Board Member Candidate Selection, Terms, and Elections

Any 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.

- 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 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.
- Each elected Director shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.
- The terms are to be staggered at the discretion of the Board.
- Special elections will be called whenever necessary to fill an unexpected vacant board seat.

Board Duties

The School Board Committee of the NSAA will meet at least once a month and in accordance with the Brown Act. The HDPIAEF Board of Directors is fully responsible for the operation and fiscal affairs of the School; HDPIAF will delegate the following responsibilities to the School Board Committee but will retain final supervisory authority and responsibility, including but not limited to the following:

- Hiring, supervising, evaluating, disciplining, and dismissing the Principal of the NSAA
- Hiring, promoting, disciplining, and dismissing all employees of the NSAA after consideration of a recommendation by the Principal of the NSAA
- Approving all contractual agreements
- Approving and monitor the implementation of general policies of the NSAA. These will include effective human resource policies for career growth and compensation of the staff
- Approving and monitor the NSAA’s annual budget and budget revisions

- Acting as a fiscal agent. This includes the receipt of funds for the operation of the NSAA in accordance with NSAA laws and the receipt of grants and donations consistent with the mission of the NSAA
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establishing operational committees as needed
- Regularly measuring progress of both student and staff performance
- Involving parents and the community in school related programs
- Executing all applicable responsibilities provided for in the California Corporations Code
- Strategic planning
- Approving the school calendar and schedule of Board meetings
- Reviewing requests for out of state or overnight field trips
- Participating in the dispute resolution procedure and complaint procedures when necessary
- Approving charter amendments as necessary and submitting material revisions as necessary for Granting Agency consideration
- Approving annual fiscal audit and performance report
- Appointing an administrative panel or act as a hearing body and taking action on recommended student expulsions

The HDPIAEF Board and the School Board Committee may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

All HDPIAEF Board and School Board Committee meetings shall comply with the Brown Act.

The HDPIAEF Board has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations². As required, the Conflicts Code has been submitted to the County Board of Supervisors.

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 NSAA 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 Board however, 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

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

The HDPIAEF 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 Conflicts of Interest, and the Brown Act.

The Principal

The Principal will be the leader of the school. The Principal will ensure 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 school and the supervision of all employees in the school.

The Principal is assigned to 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 evaluate teachers and staff
- Communicating and reporting to the School Board Committee and HDPIAEF Board
- Overseeing school finances to ensure financial stability
- Participating in and develop professional development workshops as needed
- Serving or appointing a designee to serve on any committees of the NSAA
- Interviewing and recommending employee hiring, promotion, discipline, and/or dismissal
- Ensuring compliance with all applicable state and federal laws and 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 HDPIAEF Board of Directors
- Completing and submitting required documents as requested or required by the charter and/or HDPIAEF Board of Directors and/or the SBCSS
- Identifying the staffing needs of the school and offering staff development as needed
- Maintaining up-to-date financial records
- 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, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hiring qualified substitute teachers as needed
- Ensuring the security of the school building
- Promoting and publishing the NSAA in the community, and promoting positive public relations and interacting effectively with media
- Encouraging and supporting teachers in on-going professional development
- Attending SBCSS Administrative meetings as requested and staying in direct contact with the SBCSS regarding changes, progress, etc. as necessary

- Attending meetings with the Chief Financial Officer of the SBCSS on fiscal oversight issues once monthly or as otherwise agreed upon
- Providing all necessary financial reports as required for proper ADA reporting
- Developing the School annual performance report and SARC
- Presenting the fiscal audit to the HDPIAEF Board of Directors and after review by the HDPIAEF Board presenting audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Managing student discipline, and as necessary participating in the suspension and expulsion process
- Participating in special education meetings as necessary

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

Parent Advisory Council

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the NSAA on any and all matters related to the strengthening of the NSAA community.

Parent Involvement

Parents will be strongly encouraged to contribute a minimum of 30 hours per family, per academic year to the NSAA. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the School Board Committee (as member or observer), or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities.

V. HUMAN RESOURCES

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

Qualifications of School Employees

Overview

NSAA will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. NSAA believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees.

Offers of employment are extended contingent upon successful completion of a current fingerprinting and background report and clearance through the Department of Justice and a reference check. At least three references are a pre-requisite for all applicants for employment.

Additionally, all employees are expected to have Child First Aid/CPR Certification (or will receive training through COVA), current TB testing and clearance.

NSAA maintains a drug, alcohol and smoke free work place.

Principal

Minimum qualifications:

- Current California Teaching Credential
- Current California Administrative Credential
- Minimum of five (5) years of successful teaching experience
- Ability to supervise others

Desired qualifications:

- Experience in elementary and or high school administration
- Demonstrated commitment to high academic standards
- Ability to adopt and adapt to the collegial model, in which the NSAA, teachers, parents and students are partners and accountable to the academic success of each student
- A desire to continue growth as an educator within a standards-based education reform model using a variety of creative teaching strategies
- Ability to work effectively with the research team in on-going studies of the academic model
- Ability to implement and willingness to support organizational principles of team-building and individual empowerment

Teachers

Highly Qualified Requirements

NSAA teachers shall meet the “highly qualified” requirements of the “No Child Left Behind Act” and thus, a teacher of core academic subjects must have:

- A Bachelor’s Degree;
- A State Credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential; and
- Demonstrated core academic subject matter competence. “Demonstrated core academic subject competence” for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”). When appropriate,

7th and 8th grade teachers who will be teaching in a multiple subject format shall utilize the same credentialing and NCLB requirements. If 7th and 8th grade teachers are hired for a core single subject concentration, they will be required to meet the highly qualified requirements for the subject area in which they are hired in the same manner as a high school teacher.

Credentialing

The NSAA shall comply with California Education Code Section 47605(l), which states in pertinent part:

“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 shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

The NSAA will make every effort to only hire teachers with Cross-cultural Language and Academics Development (CLAD) certification or Bilingual Cross-cultural Language and Academics Development (BCLAD) certification or EL Authorization.

Should NSAA seek to exercise any flexibility with regard to non-core, non-college classes, the NSAA shall submit a list of those courses that it deems to be non-core and non-college to the SBCSS.

Experience and Required Abilities

NSAA, whenever possible, prefers teachers with two or more years of experience working as a teacher with inner city students. In addition, an NSAA teacher should possess:

- High academic standards
- The ability to be flexible and adjust easily to change
- The ability to recognize and support the parent as an integral partner in the student's total educational experience
- A desire to continue growth as an educator within a standards-based education reform model using a variety of progressive and innovative teaching strategies
- The ability to adapt to the collegial model, in which the NSAA, teachers, parents, and students are partners and accountable to the academic success of each student
- The ability to integrate technology into the course of study
- The ability to write course work guides, and design lessons and curriculum using the NSAA, and California State Standards
- The ability to organize and present ideas effectively in oral and written form
- The ability to make skillful decisions
- The ability to work under pressure and meet deadlines
- The ability to operate a PC computer, word processor, copier, FAX, and other office machines

Education

NSAA shall seek to hire teachers with advanced coursework in education: i.e. a masters or doctoral degree.

Other Key Employees

Qualifications for other key employees are included in the attached job descriptions.

Compensation and Benefits

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. California Education Code Section 47605.6 (b) (5) (K).

The Lewis Center for Educational Research endeavors to offer employees similar types and amounts of retirement benefits that they would receive in most school districts.

- California State Retirement System (CalSTRS): Certificated employees
- California Public Employees Retirement System (CalPERS): Non-Certificated employees
- Social Security: Non-Certificated Employees
- Alternate Retirement System: Part-time non-certificated employees with less than 20 hours per week

Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California Education Code Section 47605.6 (b) (5) (M).

The NSAA shall be deemed the exclusive public school employer of the charter school for purposes of the Education Employment Relations Act (Chapter 10.7 – commencing with Section 3540 – of Division 4 of Title 1 of the Government Code). The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Rights of County Employees

*Governing Law: A description of 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 a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.
California Education Code Section 47605.6 (b) (5) (P).*

All staff at the NSAA shall be considered employees of the NSAA and shall have no automatic right to employment or reemployment in SBCSS except as might be allowed under SBCSS policies and procedures and applicable collective bargaining agreements. Absent agreement with

SBCSS to the contrary, staff of the NSAA shall not continue to earn service credit (tenure) at SBCSS while employed by the NSAA.

Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

California Education Code Section 47605.6(b) (5) (G)

In order to provide safety for all students and staff, the NSAA will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

Please see Appendix I for the NSAA Policies on Health and Safety, Emergencies and Disaster Preparedness, Risk Management, Tobacco Free Schools, Environmental Safety Precautions, Pest Management, Security Incidents and Key Control, Crime Data Reporting, Earthquake Emergency Preparedness, Hazardous Chemicals, Insurance Management, and Transportation. These policies will all be adopted by and used for the NSAA.

The following is a brief summary of the health and safety policies of the NSAA:

Procedures for Background Checks

Employees and contractors of the NSAA will be 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the School Board Committee on a quarterly basis. The School Board Committee Chairman shall monitor the fingerprinting and background clearance of the Principal. Volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the SBCSS.

TB Testing

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

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

Vision and Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The NSAA will adhere to California Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Blood-borne Pathogens

The NSAA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School Board Committee shall establish 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 NSAA shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The NSAA shall comply 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 NSAA 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 NSAA shall conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

The NSAA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The NSAA has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the NSAA (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 NSAA sexual harassment policy, a copy of which is attached as Appendix J.

Dispute Resolution

*Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.
California Education Code Section 47605.6 (b) (5) (L).*

Disputes between the County Board of Education and the School

In the event of a dispute between the NSAA and the SBCSS, the staff and HDPIAEF Board and SBCSS agree to first frame the issue in written format and refer the issue to the County Superintendent of Schools, President/CEO of the Lewis Center for Educational Research and Principal of the NSAA. 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. However, nothing in this procedure is meant to impede or impair the ability of the SBCSS to pursue revocation of charter in accordance with Education Code Section 47607.

The President/CEO, Principal and County Superintendent of Schools or designee shall informally meet and confer in a timely fashion, to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the County Superintendent of Schools or Designee, President/CEO and Principal of the NSAA and attempt to resolve the dispute within 10 school days of the informal meeting. If this joint meeting fails to resolve the dispute, the County Superintendent of Schools or Designee, President/CEO and Principal shall meet to jointly identify a neutral third party mediator to mediate the dispute. The format of the mediation session shall be developed jointly by the County Superintendent of Schools or Designee, President/CEO and Principal and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The cost of the mediator shall be split between the Parties equally unless otherwise agreed. Mediation shall be held within 30 school days of the informal meeting. All timelines under this Section may be extended by mutual agreement.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

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

Enrollment Policy

All students who reside in the State of California may attend the NSAA subject only to capacity at each grade level.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunization
- Proof of Withdrawal from previous school
- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card
- Completion of Family Survey

Applications will be accepted year round. Applications shall be counted to determine whether any grade level at any site has received more applications than availability. In this event, the NSAA will hold a public random drawing 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 shall be allowed as follows:

1. Siblings of currently enrolled students
2. Children of NSAA employees
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 random public drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

The NSAA will incorporate the policies and procedures developed and used by AAE. The AAE has been oversubscribed for several years with a waiting list of approximately 2,500 students. Their public random drawing was reviewed and observed by their Auditor and certified to meet the requirements of State and Federal law. 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

Non-Discrimination

*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.
California Education Code Section 47605.6(b) (5) (H).*

The NSAA shall strive, 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 race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.

The following methods of broad outreach shall be implemented:

- The Charter developers will seek to work closely with the office of the Mayor of San Bernardino, the Loma Linda Medical Center, Norton Neighborhoods and the Alliance for Education (which is connected to faith-based organizations), the YMCA, and civic groups to broadly inform the neighborhood of our plans.

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

- The NSAA will undertake county-wide recruitment in the form of advertising in all newspapers serving San Bernardino County, including Spanish-language newspapers.
- Press releases will be written in Spanish and English for all news outlets including television and radio stations serving the targeted population.
- Town Hall type meetings will be held at the site and at other sites such as community centers and churches 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 assist English Learners attending, as well as provide a forum for parents to become fully involved. It is our goal to promote within these meetings the need for diversity within the school's student population. The charter developers believe that early exposure to various cultures and nationalities expands a student's understanding of others generating acceptance and friendship.

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.
California Education Code Section 47605.6(b) (5) (O).*

Students who opt not to attend the NSAA may attend school district of residence schools or pursue an 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 NSAA 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 charter school, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

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

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 NSAA. 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 NSAA'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.

NSAA 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 Student Handbook and will clearly describe discipline expectations.

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, suspension and expulsion.

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.

NSAA 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 these Policy and Administrative 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 NSAA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures. The NSAA will follow Section 504, the IDEIA, and 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 NSAA 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 the NSAA or at any other school or an NSAA-sponsored event at anytime 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

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- 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 students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.

- 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.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- 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.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing of another.
- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

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 school employee who referred the student to the Principal. 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 school 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 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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 school

officials 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.

Suspension Time Limits/Recommendation for Placement/ Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/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. This determination will be made by the Principal or designee upon either of the following determinations: 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 HDPIAEF Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the HDPIAEF 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 HDPIAEF 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 a 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 unless the pupil makes a written request for a public hearing three (3) days prior to the 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:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the NSAA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The NSAA 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 which shall be examined only by the NSAA 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.

- 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 days 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.
- The NSAA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person 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.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person 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.
- 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the NSAA must present evidence that the witness' presence is both desired by the witness and will be

helpful to the NSAA. The person 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.

- 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.
- 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.
- 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 and 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 California 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. The Decision of the Board is final.
- If the expulsion hearing 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 School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the SBCSS and the District of residence.

This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with California Education Code Section 47605(d)(3), upon expulsion of any student, the NSAA 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.

Disciplinary Records

The NSAA shall maintain records of all student suspensions and expulsions at the NSAA. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the NSAA as the HDPIAEF Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

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.

Rehabilitation Plans

Students who are expelled from the NSAA 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 NSAA 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 and the pupil and 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 shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the NSAA's capacity at the time the student seeks readmission.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

*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/Cashflow

In Section IX on page 63, please find a multi-year fiscal plan including but not limited to:

- 1) a proposed first year operational budget, including start up costs; and
- 2) cash flow and financial projections for the first three years of operation.

Financial Reporting

The NSAA shall annually prepare and submit the following reports to the SBCSS along with additional reports as requested by the Superintendent:

1. On or before July 1, a preliminary budget
2. On or before December 15, an interim financial report, reflecting changes through October 31st.

3. On or before March 15, a second interim financial report reflecting changes through January 31st.
4. On or before September 15, a Charter School Unaudited Actuals Financial Report.

Insurance

No later than 90 days prior to opening, the NSAA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size and location, with SBCSS named as additional insured.

No later than 90 days prior to opening, the NSAA shall provide evidence of the above insurance coverage to the SBCSS.

Attached, as Appendix K, please find an example of the types and amounts of coverage.

Administrative Services

Governing Law: The manner in which administrative services of the School are to be provided. California Education Code Section 47605.6(h).

The Lewis Center for Educational Research (“LCER”) will provide the business/administrative services for NSAA, as it does for the AAE. LCER has personnel and procedures in place to offer a full range of business services. Personnel include: Human Resources Specialist, Payroll Specialist, Accounts Payable Specialist, Compliance Manager, Director of General Administration, and Chief Financial Officer. PayChex currently processes the payroll, but beginning July 1, 2007, payroll will be completely processed in-house.

LCER currently follows California Public Contract Code bidding requirements when entering into contractual agreements and researches the least expensive supplier for non-contractual expenses and services. Currently, LCER contracts with the following companies. For NSAA, we will contract with many of these companies, or similar companies, to fulfill the school’s needs:

- Prepared Meals System provides school lunches to our students. The National School Lunch Program has approved our lunch program at AAE and sends reimbursement for free, reduced, and paid lunches.
- The law firm of Best, Best, & Krieger provides legal services regarding labor issues and the non-profit organization.
- The law firm of Spector, Middleton, Young, & Minney provides legal services dealing with charter schools and charter school law.
- The auditing firm of Nigro, Nigro, and White conducts annual audits of our non-profit organization, which includes the schools.
- LCC 3 Construction Services is the builder of the present facilities.
- Waxie Cleaning Products
- Xerox
- CBE Design Studies, LLC (graphic designs)
- Various companies for school and office materials, supplies, computer software/hardware, etc.

Facilities

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

The location of the proposed site for the NSAA is land owned jointly by the City of San Bernardino and the County of San Bernardino. The building was formerly an elementary school and is located at 503 E. Central Avenue in San Bernardino. This property was deeded over to the City and County with the closure of the elementary school. The property includes 9 classrooms, office, kitchen/cafeteria, multipurpose room, playground, swimming pool, and ball field. This building has a number of rooms currently being used as classrooms by Head Start, which will be moving to another facility. The City has offered the site to the Lewis Center for Educational Research to be used for the Norton Space and Aeronautics Academy.

The NSAA will be applying for Prop. 1D funds to build additional buildings on the site and are working with the City and Base Redevelopment Agency to acquire additional acreage at the same site. To open the school in 2007, NSAA may lease portable classrooms.

If the NSAA is unable to locate in the proposed location, the school may instead locate in an alternative site with comparable facilities. This alternative site will also be located close to the Norton Air Force Base.

Transportation

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

NSAA will contract for transportation services (most likely with County Schools) for any Special Education student who has a special need for transportation as written in the Individualized Educational Plan (IEP). The school will charter buses for class field trips.

Audits

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code Section 47605.6(b)(5)(I).

An annual independent fiscal audit of the books and records of the NSAA will be conducted as required under the Charter Schools Act, section 47605.6(b)(5)(I) and 47605.6(m). The books and records of the NSAA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the SBCSS describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SBCSS along with an anticipated timeline for the same.

The independent fiscal audit of the NSAA is public record to be provided to the public upon request.

Closure Protocol

*Governing Law: A description of the procedures to be used if the charter school closes.
California Education Code Section 47605.6(b)(5)(Q).*

The following procedures shall apply in the event the NSAA closes. The following procedures apply regardless of the reason for closure.

Closure of the NSAA will be documented by official action of the Board. The action will identify the reason for closure. The NSAA Board School Board Committee will promptly notify the SBCSS of the closure and of the effective date of the closure. The Board of Directors shall appoint a person or persons to be responsible for the close-out of the school and as contacts to the County.

The Board will ensure notification to the parents and students of the NSAA of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

Notification will be initiated by the NSAA and the SBCSS and directed to the Charter Schools Unit at the CDE.

Parents and students of the NSAA should be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. High school students will receive specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

The NSAA will notify any school district that may be responsible for providing education services to the former students of the NSAA so that the receiving district(s) may assist in facilitating student transfers.

The NSAA and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The NSAA will request that the County agree to maintain and store student records in the event the NSAA is unable to do so.

The NSAA will have an independent audit of the NSAA completed as soon as possible (typically) within four months after the closure of the school. The purpose of the audit is to determine the net assets or net liabilities of the NSAA. The assessment will include an accounting of all NSAA assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit should also assess the disposition of any restricted funds received by or due to the NSAA. The cost of the audit and any other costs of close-out will be accounted for as a liability of the NSAA.

In addition to a final audit, the NSAA shall submit any required year-end financial reports to the CDE and the SBCSS in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Upon completion of the closeout audit the NSAA will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the NSAA.

On closure of the school, all net assets of the school, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of HDPIAEF Board and shall be distributed to another public school operated by HDPIAEF or if none exists to another public school or public educational entity. If HDPIAEF dissolves, assets shall be distributed in accordance with the Articles of Incorporation of HDPIAEF and in accordance with law to another public educational entity. On closure, the NSAA shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

VIII. IMPACT ON CHARTER AUTHORIZERS

Governing Law: 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. California Education Code Section 47605.6(h).

NSAA shall be operated as a California non-profit public benefit corporation. 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 23701d.

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 Charter School 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 shall not be liable for the operation of the Charter School.

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

The corporate bylaws of HDPIAEF shall provide for indemnification of the School's Board, officers, agents, and employees, and the 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 Charter School's insurance company for schools of similar size, location, and student population. County shall be named an additional insured on the general liability insurance of Charter School.