

# NORTON SCIENCE AND LANGUAGE ACADEMY

LEWIS CENTER FOR EDUCATIONAL RESEARCH



*Creating Global Citizens*

**CHARTER RENEWAL**  
**July 1, 2017 – June 30, 2022**



## **AFFIRMATIONS & DECLARATION**

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

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

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



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October 21, 2016

## CHARTER SCHOOL COMPLIANCE WITH NEW LEGAL REQUIREMENTS

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

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

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

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

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

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



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

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

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

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

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

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

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

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



## **CHARTER RENEWAL CRITERIA**

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

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

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

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

#### **\*Note on Testing Data**

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

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

#### **Meeting Education Code Section 47607(b)(4)**

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

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

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

(CAASPP Testing Operations Management System, September 2016)

## **B. Additional Justification for Charter Renewal**

### **Analysis of Charter Renewal Criteria – Student Subgroups**

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

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

(CAASPP Testing Operations Management System, September 2016)

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

## **EXECUTIVE SUMMARY**

### **Introduction**

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

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

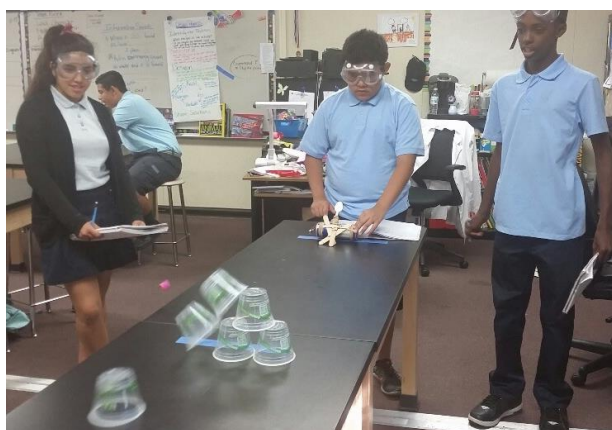
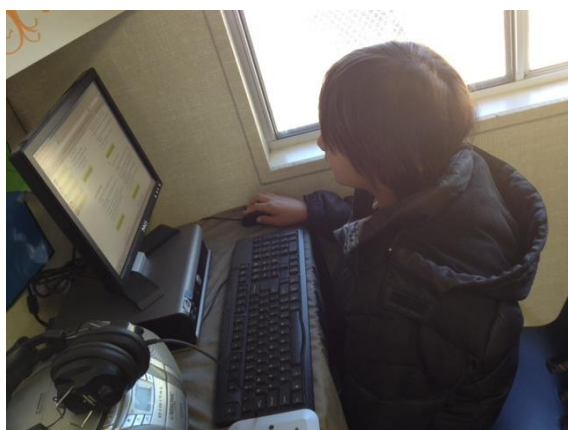
NSLA puts research-guided programs into best practices in the areas of professional development, curriculum development, instructional practices, and educational pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase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

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

### **Name Change**

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

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



8<sup>th</sup> Grade students in Science class

### WASC

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

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

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

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

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

### Partnerships

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

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

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



(United States Congressman Pete Aguilar visits NSLA.)

### Summary of Academic Achievement

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

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

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



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

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

#### Increases in Academic Achievement Toward Goals and Outcomes

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

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

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

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

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

#### CAASPP 2016 Similar Schools - Math

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

(CAASPP Testing Operations Management System, September 2016)

#### CAASPP 2016 Similar Schools - ELA

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

(CAASPP Testing Operations Management System, September 2016)

### Biliteracy Achievement Award

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

#### Kindergarten Biliteracy Achievement Award

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

#### Fifth Grade Biliteracy Achievement Award

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

#### Eighth Grade Biliteracy Achievement Award

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

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

### NSLA Organizational Structure

#### Founding Group

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

#### Lewis Center for Educational Research Board of Directors

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

#### Current LCER Board of Directors

David Bains\*\*

Duberly Beck\*

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

R. Everett “Buck” Goodspeed

Andrew Jaramillo\* - Secretary of the Board

Scott Johnson\* - Vice Chairman of the Board

Robert Lovingood \*\*

Kirtland Mahlum - Treasurer of the Board

Jose Palafox\*\*

D. Kevin Porter\*\*

Tom Rosenbaum\*

Donna Siegel

Russell Stringham\*\*

Marcia Vargas\*

Regina Weatherspoon-Bell

Rick Wolf\*\*

\* NSLA School Board Committee Member

\*\* AAE School Board Committee Member

#### LCER Executive Team

Lisa Lamb, Interim President/CEO

Ryan Dorsey, Director, IT

Stacy Newman, Director, Human Resources

Jim Quinn, Director, Finance

Paul Rosell, Director, Special Education

#### NSLA Administrative Staff

Guadalupe Girard, Principal

Toni Preciado, Vice Principal

Myrna Foster, Dean of Students

#### Countywide Benefit

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

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

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

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

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

## 2015-2016 School Year- Districts of Origin

Pie Chart



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

(NSLA Illuminate Data, 2015-2016)

### Demographics

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

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

(CAASPP Testing Operations Management System, September 2016)

## **ELEMENT I: EDUCATION PROGRAM**

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

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

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

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

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

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

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



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

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

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

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

### Enrollment at NSLA 2008-2017

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

(NSLA Enrollment Data as of September 2016)

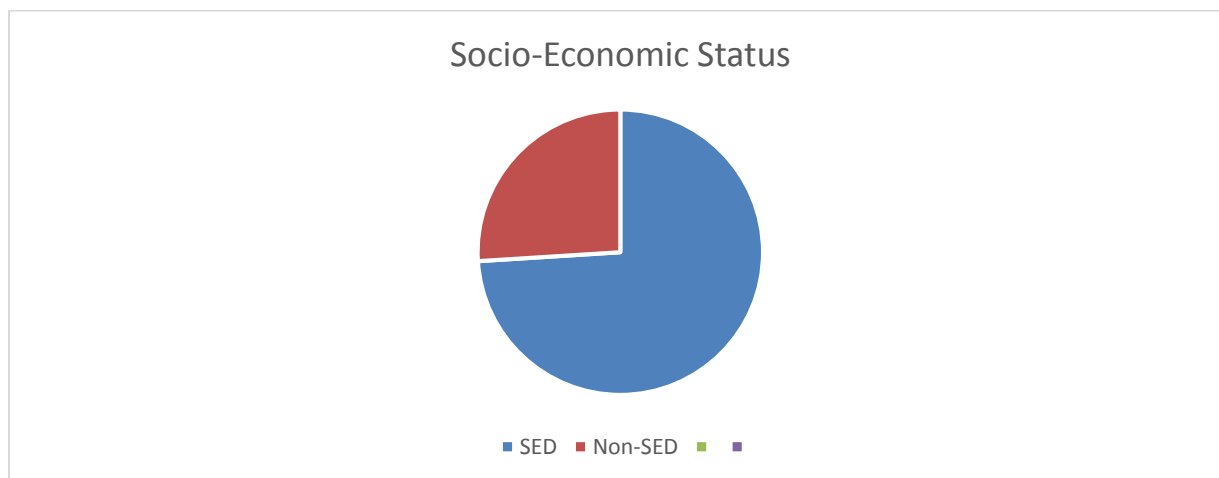
### Projected Enrollment at NSLA 2017-2023

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

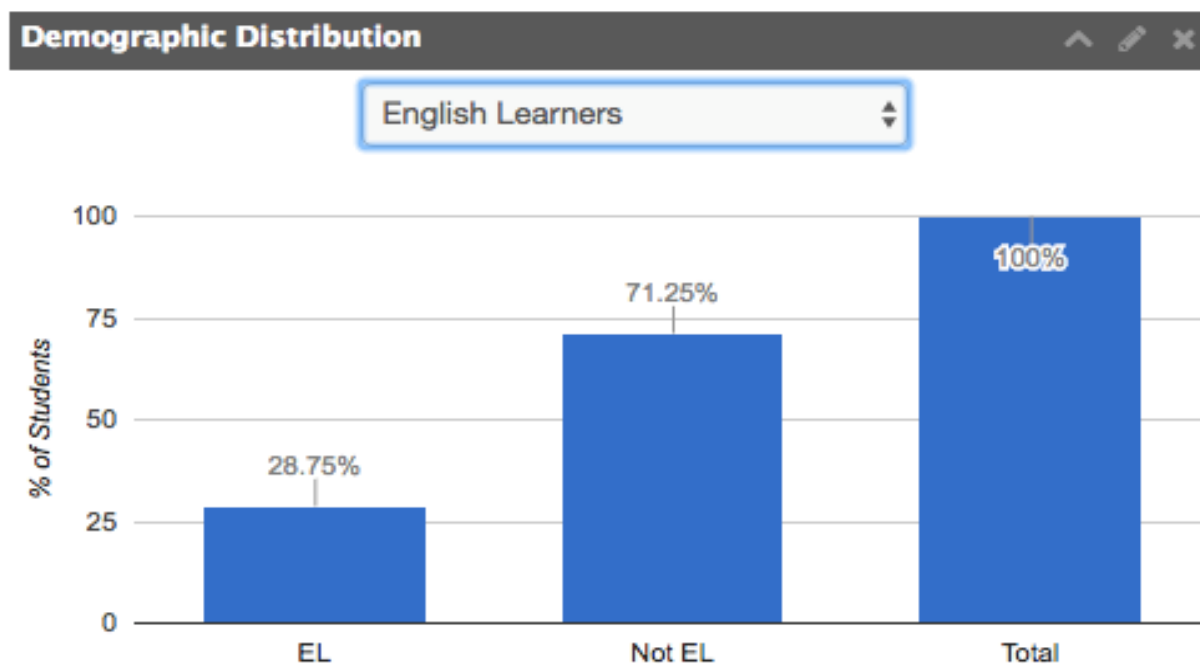
The increased enrollment projections are based upon the addition of a traditional program in the secondary grades. NSLA is anticipating high community interest in the school, since it would be one of the select few dual immersion high school programs in the state of California, and the only dual immersion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

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

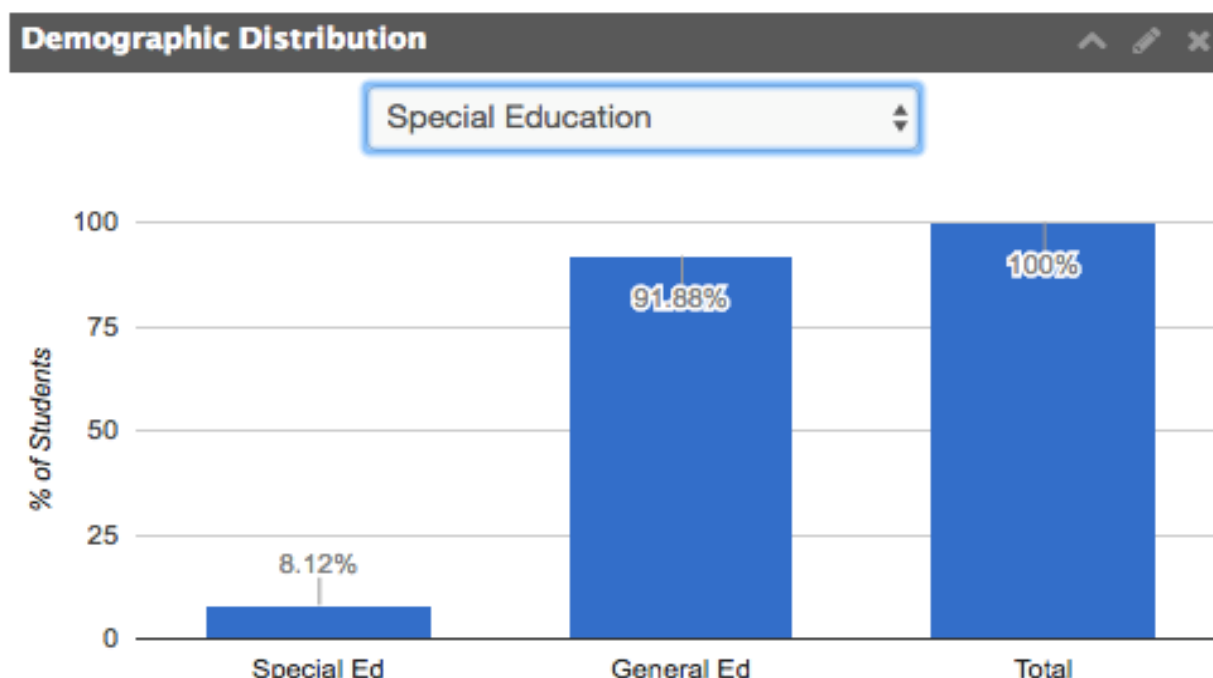
The NSLA's current 2016-2017 demographic breakdowns are represented in the following charts:



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



(NSLA Illuminate Student Data System, September 2016)



(NSLA Illuminate Student Data System, September 2016)

## **B. Mission, Vision, Educational Philosophy and Environment**

### NSLA Mission

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

### NSLA Vision

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

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

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

### Educational Philosophy

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

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

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

### Educational Environment

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

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

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



Students in Art Class



Baseball Athletes-Middle Grades

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

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

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

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

#### Basic Learning Environment

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

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

### **C. How Learning Best Occurs and What It Means to be an Educated Person in the 21<sup>st</sup> Century**

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

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

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

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

The NSLA prepares students to be fully educated, contributing citizens of the 21<sup>st</sup> 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 21<sup>st</sup> century is someone who:

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

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

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

The goals of the academic program are:

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



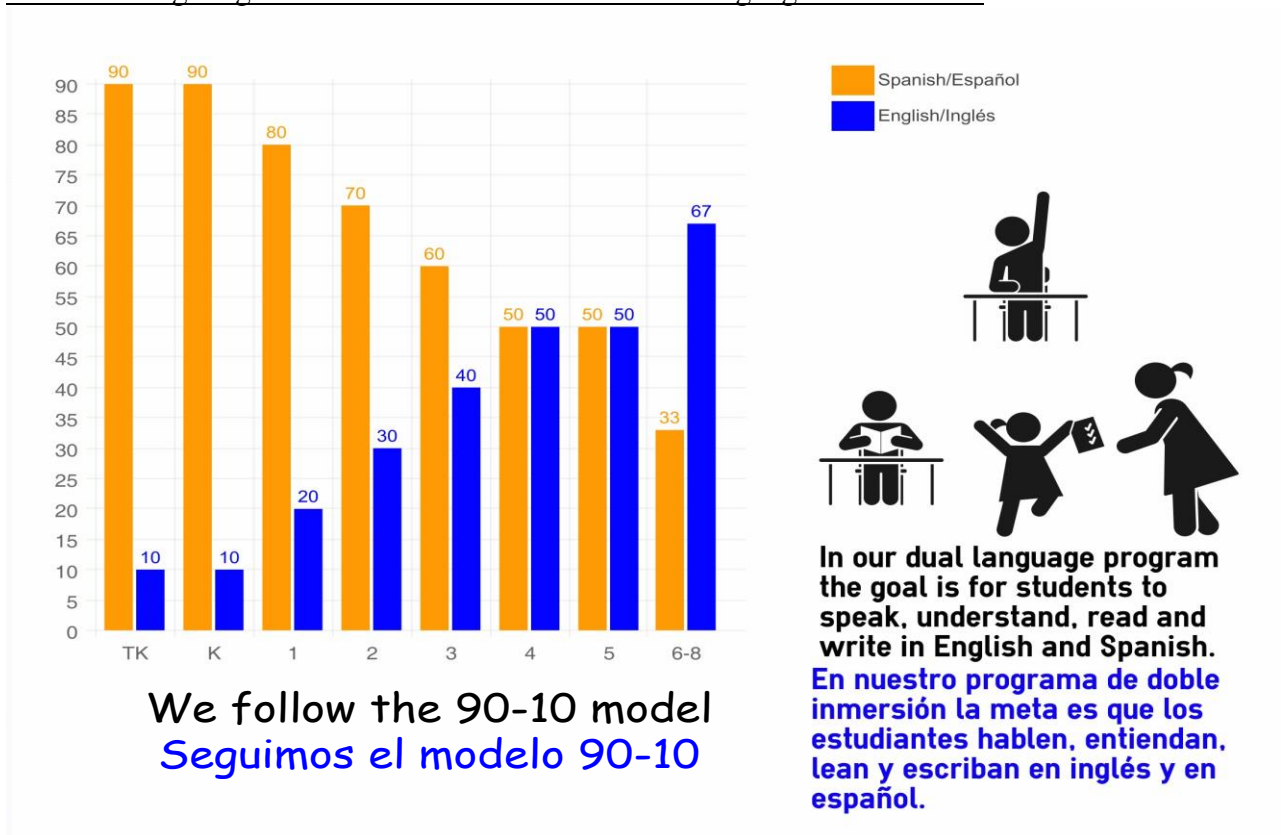


(Black History Month Celebration/Performance by Middle Grades Students)



Folklorico Group in the Multicultural Health Festival

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



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

## **D. Curriculum and Instructional Design**

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

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

This is accomplished by:

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

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

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

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

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

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

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

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

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

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

NSAA 2015-2016

Technology Scope & Sequence

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

NSAA 2015-2016  
Technology Scope & Sequence

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

### Enrichment Learning Opportunities

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

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



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

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

#### Secondary Education Program—Plan for Growth

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

#### Proposed High School Expansion Timeline

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

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

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

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

#### College Bound Emphasis

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

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

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

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

#### Scholarships / Financial Aid: Grade 12

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

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



### Pilot Curriculum Projects

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

### Examples of Additional Curricular and Co-Curricular Programs

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

### Academic Curriculum Materials

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

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

### Information Technology

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

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

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

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

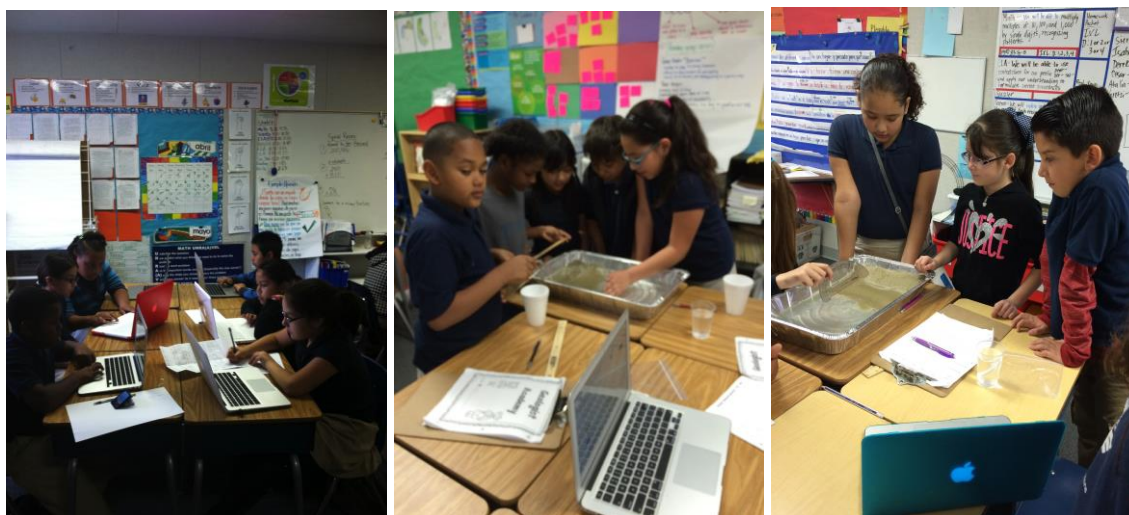
Student to Computer Ratio	
Grades TK-3 <sup>rd</sup>	4:1
Grades 4 <sup>th</sup> -8 <sup>th</sup>	1:1

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

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

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

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



(Pictures of Science & Technology Integration at NSLA)

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

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

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

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

## **F. Plan for English Learners**

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

### Home Language Survey

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

### CELDT Testing

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

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

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

### Reclassification Procedures

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

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

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

#### Strategies for English Learner Instruction and Intervention

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

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

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

### English Language Development

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

### Guidelines (Assessment/Determination of needed services):

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

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

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

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

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

- Emerging
- Expanding
- Bridging

### Plan for English Learners

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

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

### **G. Plan for Students Who Are Academically Low Achieving**

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

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

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

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

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

#### Fall Rocket Report 2015

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

(NSLA Illuminate Student Data System 2015)

#### Referral Process

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

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

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

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

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

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

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

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



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

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

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

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




### Assessments











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

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

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

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

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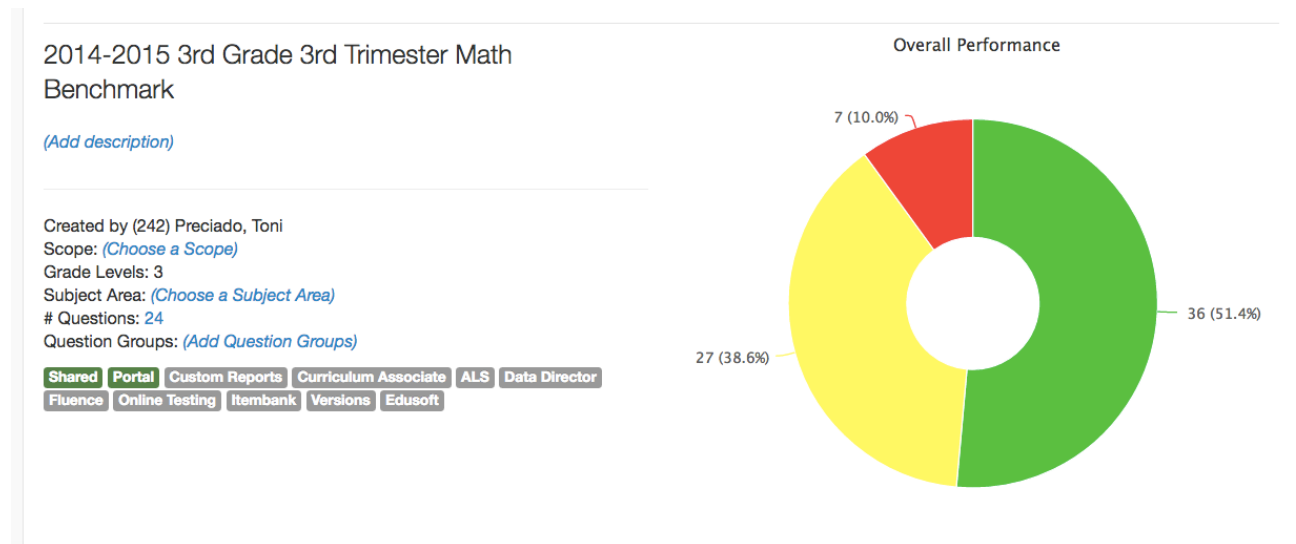
<input type="checkbox"/>	ID	Type	Title	Owner	Date Created	Last Accessed	Actions
<input type="checkbox"/>	12664	Assessment	2015-2016 6th Grade SLA 1st Trimester Benchmark 	Preciado, Toni	November 21, 2015	November 21, 2015	Action ▾
<input type="checkbox"/>	9286	Assessment	2014-2015 3rd Grade 3rd Trimester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

(NSLA Illuminate Student Data System 2016)

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

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

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



(NSLA Illuminate Student Data System, September 2016)

## H. Plan for Students Who Are Academically High Achieving

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

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

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

## **I. Plan for Students with Disabilities**

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

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

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

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

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

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

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

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

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

#### Search and Serve

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

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

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

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

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

#### Interim and Initial Placements of New Charter School Students

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

#### Referral for Assessment

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

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

#### Assessment

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

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

#### The NSLA follows the following assessment guidelines:

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

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

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

#### Development and Implementation of IEP

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

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

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

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

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

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

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

The student's IEP will include the following:

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

IEP meetings are held according to the following schedule:

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



## IEP Review

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

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

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

## Staffing

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

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

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

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

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

### Reporting

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

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

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

### Procedural Safeguards

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

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

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

### Dispute Resolution

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

### Complaint Procedures

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

### Special Education Strategies for Instruction and Services

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

### Professional Development for Special Education Department Staff

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

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

### Section 504 of the Rehabilitation Act

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

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

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

accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the 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 are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

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

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

#### Services for Students under the “IDEIA”

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

#### **J. Plan for Attendance Accounting**

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

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

Incentives include:

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

The NSLA communicates with parents regarding student attendance including:

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

### Middle Grades Detention Policy

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

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

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

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

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

### **A. Local Control and Accountability Plan (LCAP)**

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

### **B. Alignment of Outcomes to the Eight State Priorities**

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

### **C. Methods of Assessment**

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

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

### Illuminate – Student Data System

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

### Benchmark Assessments

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

### Writing Benchmarks

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

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



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

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

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

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

#### **D. Use and Reporting of Data**

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

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

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

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

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

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

#### Professional Learning Communities

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

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

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

### **E. Annual Performance Report**

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

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

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

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

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

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

## **ELEMENT IV: LOCATION OF FACILITIES**

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

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

### **Facilities**

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

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

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

### **Transportation**

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

## **ELEMENT V: GOVERNANCE STRUCTURE AND PARENTAL INVOLVEMENT**

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

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

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

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

### **A. Board of Directors**

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

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

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

#### **Board Member Candidate Selection and Terms**

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

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

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

### Board Duties

The LCER Board has adopted a Conflict of Interest Code, which complies with the Political Reform Act, Corporations Code, Conflict of Interest rules, and any charter school specific conflict of interest regulations<sup>2</sup>. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors and is located in Appendix D.

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

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

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

School Board Committee Activities include the following:

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

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



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

3. Brown Act Training:

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

4. Board Policies:

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

- Conflict of Interest:

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

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

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

## **B. Family Involvement and Commitment**

### Parent Involvement

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

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

### SSC

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

### English Language Advisory Committee

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

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

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



Parent & Students at the Multicultural Health Festival

### Parent Teacher Organization

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

### Parents' Role in Governance

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

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

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

### Parent Communication

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

### Parent Volunteers

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

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

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

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

(See Appendix F for Parent Volunteer Information.)

## **C. School Leadership**

### The Principal

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

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

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

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

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

## **ELEMENT VI. EMPLOYEE QUALIFICATIONS**

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

### Qualifications of School Employees

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

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

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

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

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

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

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

The current LCER Employee Handbook is located in Appendix M.

### Qualifications of Key Personnel

#### *President/Chief Executive Officer*

##### Qualifications:

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

##### Job responsibilities/duties:

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

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

### *Principal*

#### Qualifications:

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

#### Job responsibilities/duties:

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



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

### *Vice Principal*

#### Qualifications:

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

#### Job responsibilities/duties:

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

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

### *Dean of Students*

#### Qualifications:

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

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

Job responsibilities/duties:

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

## *School Counselor*

### Qualifications:

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

### Job responsibilities/duties:

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

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

### *School Psychologist*

#### Qualifications:

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

#### Job responsibilities/duties:

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

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

### *Dual Immersion Support Teacher*

#### Qualifications:

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

#### Job responsibilities/duties:

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

### *Instructional Coach*

#### Qualifications:

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

#### Job responsibilities/duties:

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

### *Teacher*

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

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

#### Qualifications:

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

Job responsibilities/duties:

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

(See Appendix M for detailed teacher credentialing information.)



## **ELEMENT VII: HEALTH AND SAFETY PROCEDURES**

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

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

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

### Procedures for Background Checks

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

### Role of Staff as Mandated Child Abuse Reporters

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

### Tuberculosis Risk Assessment and Examination Testing

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

### Immunizations

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

### Medication in School

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

### Diabetes

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

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

### Emergency Preparedness

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

### Blood-borne Pathogens

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

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

### Drug Free/Alcohol Free/Smoke Free Environment

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

### Facility Safety

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

### Campus Supervision

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

### Parent-Student Handbook

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

### Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

## **ELEMENT VIII: RACIAL AND ETHNIC BALANCE**

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

### **Non-Discrimination**

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

### **Recruitment Methods**

The following methods of broad outreach shall be implemented:

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

## **ELEMENT IX: INDEPENDENT FINANCIAL AUDIT**

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

### **Audits**

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

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

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

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

## **ELEMENT X: SUSPENSION AND EXPULSION**

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

### Suspension/Expulsion Procedures

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

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

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

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

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

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

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

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

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

#### Grounds for Suspension and Expulsion of Students

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

#### Enumerated Offenses

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

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



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

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

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

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

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

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

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

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

#### Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

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

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

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

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

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

### Authority to Expel

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

### Expulsion Procedures

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

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

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

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

### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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



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

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

#### Record of Hearing

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

#### Presentation of Evidence

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

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

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

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

#### Written Notice to Expel

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

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

### Disciplinary Records

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

### Right to Appeal

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

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

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

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

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

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

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

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

- a. Stipulated Postponements. Where all parties jointly seek, in writing, a postponement to a later agreed upon hearing date, and file such written request with the Secretary to the County Board. Then the Secretary to the County Board shall reset the hearing date to the date specified in the written request or to a date as soon thereafter as the matter can reasonably be heard by the County Board.
  - b. Request by Either Party. Either party may request one postponement by means of a written notice at least forty-eight (48) hours in advance, except that the School's request may not extend the hearing beyond thirty (30) school days following the filing of a request for hearing unless the pupil agrees. The Secretary to the County Board shall upon receipt of said request reset the hearing date to the next regularly scheduled County Board meeting date and shall immediately notify all parties in writing of the new hearing date.
  - c. Subject to the limitations set forth in 3.b above, the County Board may grant a postponement at any time should it determine that such postponement is necessary to avoid injustice.
  - d. Hearings shall commence promptly at the time designated by the County Board. If good cause prevents such an appearance, notification of such good cause shall be given to the County Board at least twenty (20) minutes prior to the hearing time designated. Absent exceptional circumstances, if the pupil does not appear at the designated time, or within twenty (20) minutes thereafter, the appeal shall be deemed withdrawn and the decision of the NSLA affirmed.
4. The County Board shall hear the appeal in closed session unless the pupil requests in writing, at least five (5) days prior to the date of the hearing, that the hearing be a public meeting. Upon the timely submission of a request for a public meeting, the County Board shall be required to honor the request.

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Appeal Hearing Procedures

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

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

3. The appellants will present their case first.

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

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

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

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

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

#### Hearing De Novo Procedures

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

#### Expelled Pupils/Alternative Education

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

### Rehabilitation Plans

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

### Readmission

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

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

#### 1. Notification of SELPA

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

#### 2. Services During Suspension

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

#### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

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

#### 4. Due Process Appeals

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

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



## 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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

## **ELEMENT XI: RETIREMENT SYSTEMS**

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

### **Compensation and Benefits; Retirement Systems**

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

### **STRS and PERS Contribution**

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

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

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

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

## **ELEMENT XII: DISPUTE RESOLUTION**

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

### Disputes Arising from Within the Charter School

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

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

### Disputes between the LCER Board and the SBCSS

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

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

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

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

### **ELEMENT XIII: ADMISSION REQUIREMENTS**

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

#### **Enrollment Policy**

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

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

#### **Application and Enrollment Process**

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

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

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

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

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

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

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

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

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

#### **ELEMENT XIV: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

##### **Public School Attendance Alternatives**

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

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

## **ELEMENT XV: EMPLOYEE RETURN RIGHTS**

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

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

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



## **ELEMENT XVI: CLOSURE PROCEDURES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## MISCELLANEOUS CHARTER PROVISIONS

### Potential Civil Liability Effects

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

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

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

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

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

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

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

### Budgets and Financial Reporting

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

### Budget/Cash Flow

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

### Financial Reporting

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

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

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

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

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

### Insurance

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

## Administrative Services

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

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

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

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

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

## **CONCLUSION**

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

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