

AFFIRMATIONS/ASSURANCES STATEMENT

An authorized representative of the applicant, I, Gordon Soholt, hereby certify that the information submitted in this petition for renewal of the California public charter school Academy for Academic Excellence (“AAE” or the “Charter School”), authorized and overseen by Apple Valley Unified School District (“AVUSD” or the “District”), is true to the best of my knowledge and belief. Further, I understand that if awarded a charter renewal, 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 will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)]
2. The Charter School shall on a regular basis consult with its parents, legal guardians and teachers regarding AAE's education programs. [Ref. California Education Code Section 47605(c)(2)]
3. The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any students 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. California Education Code Section 47605(d)(1)]
4. The Charter School will admit all students who wish to attend Academy for Academic Excellence and who submit a timely application. [Ref. California Education Code Section 47605(d)(2)(A)]. If the number of students who wish to attend AAE exceeds AAE's capacity, attendance, except for existing students of the AAE, shall be determined by a public random drawing process. Except as required by Education Code Section 47605(d)(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(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. [Ref. Education Code Section 47605(d)(2)(A)-(C)]
5. If a pupil is expelled or leaves the AAE without graduation or completing the school for any reason, the AAE 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. This paragraph applies only to students subject to compulsory full-time education pursuant to Section 48200. [Ref. California Education Code Section 47605(d)(3)]
6. 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 in Education Improvement Act of 2004.

7. 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)]
8. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
9. 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).
10. 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)]
11. The Charter School shall comply with any jurisdictional limitations to location of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
12. 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]
13. The Charter School shall comply with the Brown Act.
14. The Charter School shall comply with the Political Reform Act.
15. The Charter School shall comply with the Public Records Act.
16. The Charter School shall comply with the Family Educational Rights and Privacy Act.
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).

Signature

Date

I. INTRODUCTION

Founding Group

The High Desert 'Partnership in Academic Excellence' Foundation, Inc.(the "Foundation") was established in 1992 to bring community leaders into the educational process and to oversee the Apple Valley Science and Technology Center, an educational facility built primarily through community donations and located on a campus of Apple Valley Unified School District. In July of 1997, the Academy for Academic Excellence charter was granted by the AVUSD. In April 1998, the Apple Valley Science and Technology Center was renamed the Lewis Center for Educational Research ("LCER"). The current LCER administration is listed in our organization chart (see Appendix A).

Charter Renewal

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 must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (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.

The following shall serve as documentation confirming that AAE exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix D: CDE DataQuest Reports, 2010-2014):

- AAE has attained its API growth target in the last three years, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- AAE has achieved a statewide API rank of 7 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

- AAE has achieved a similar schools API rank of 8 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, the Charter School had the following API scores:

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met Schoolwide Growth Target?
2013-2014 and 2014-15	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). Weighted 3-Year Average API: 848 2013 Statewide Rank: 7 2013 Similar Schools Rank: 8				
2012-2013	7	9	842	A (-14)	Yes
2011-2012	7	9	855	A (+7)	Yes
2010-2011	7	10	848	A (+2)	Yes
<p>“A” means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed February 27, 2015.)</p>					

Note on 2013-14 and 2014-15 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 in 2013–14 and 2014–15 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 pupilsschoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>; also see CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp>)

Analysis of Charter Renewal Criteria – Schoolwide

AAE’s API growth scores have far exceeded the statewide performance target of 800 in the last three years; in 2013, the API growth score was 842, and the Weighted3-Year Average API was 848. Therefore, the Charter School has scored high enough that the school has not been assigned

a growth target for the last three years and is noted to have met its growth target for each year. Moreover, for the last three years, AAE has had a statewide API rank of 7 or higher and a similar schools rank of 8 or higher. Therefore, AAE has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) 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.

AAE’s numerically significant student subgroup API performance data is demonstrated in the tables below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	828	A (-14)	Yes
White	Yes	853	A (-12)	Yes
Socioeconomically Disadvantaged	Yes	821	A (-16)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed February 27, 2015.)				

2011-2012 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2012 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	842	A (0)	Yes
White	Yes	863	A (+7)	Yes
Socioeconomically Disadvantaged	Yes	819	1 (+20)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2011. (Source: CDE DataQuest, accessed February 27, 2015.)				

2010-2011 API Growth Scores: Significant Student Subgroups

Subgroup	Numerically Significant in Both Years?	2011 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
Hispanic or Latino	Yes	842	A (+3)	Yes
White	Yes	856	A (+3)	Yes
Socioeconomically Disadvantaged	Yes	799	A (-7)	No
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2010. (Source: CDE DataQuest, accessed February 27, 2015.)				

AAE's student subgroups have demonstrated API growth scores over (or one point under) 800 for the last three years. All subgroups have also scored high enough that they have not been assigned a growth target and are noted to have met their growth target for each year.

Thus, AAE's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A description, for the charter school, of annual goals, 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(b)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

MISSION

"The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education."

Students graduating from the AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. The AAE maintains high academic and behavioral standards, and stresses both academic skills and a

broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining and deepening a connectedness between parents, students, and the Charter School.

EDUCATIONAL PHILOSOPHY

AAE is committed to meeting each student at his or her academic level and guiding him or her toward mastery of content standards. Our desire is that each of our students graduate either meeting or exceeding our Expected Schoolwide Learning Results (“ESLRs”). Mastery of these ESLRs will be assessed in the context of standards-based academic tasks, projects and assignments.

Students at the AAE will demonstrate the following skills upon graduation:

Mastery of Core Academic Standards will be demonstrated with a variety of assessment methods including:

- Smarter-Balanced Assessments (California Assessment of Student Performance and Progress, or “CAASSP”) scores or other standardized tests adopted by the State
- Passing scores on the California High School Exit Exam (“CAHSEE”)
- Scholastic Aptitude Test (“SAT”)/American College Testing (“ACT”)
- Early Assessment Program (“EAP”)
- Core academic standards-based benchmark assessments
- Teacher developed assessments

Expected Schoolwide Learning Results

The AAE staff, faculty, parents and students have adopted the following ESLRs:

Academic Achievement

- Use acquired knowledge and skills to connect school to life by being able to prioritize goals, access information, and use time effectively.
- Demonstrate academic excellence by achieving and exceeding California Content and Common Core Standards.
- Identify academic strengths and career interests.

Analytical Thinking

- Demonstrate problem solving skills and critical thinking.
- Logically evaluate, synthesize, and apply new information.
- Use acquired skills to be a responsible citizen at the school and in the community.

Effective Communication

- Articulate ideas, opinions, and information clearly.
- Use verbal, written, technical, and creative expression.
- Develop individual and collaborative working skills.

WASC Accreditation

The ESLRs are also part of the self-study for accreditation awarded the AAE by the Western Association of Schools and Colleges (“WASC”), the accrediting body for all California public schools. The AAE was awarded a six-year accreditation with a midterm review. In April 2012, the WASC visiting team reaffirmed the accreditation through June 2018 (see Appendix B).

AN EDUCATED PERSON IN THE 21ST CENTURY

Life-Long Learning Skills

Students will develop skills that will enable them to pursue their own path of learning throughout their adult lives. Students will develop the ability to plan, initiate, and complete a project, and then reflect on and evaluate their own learning.

Social/Interpersonal Skills

Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups.

Life Skills

Students will demonstrate the skills necessary for a healthy adult life including:

- Financial management skills (budget development, balancing a check book, etc.)
- Job readiness and career development skills (developing a resume, job internship skills, etc.)
- Higher education continuance skills (college applications, financial aid forms, etc.)

Student outcomes are further divided into grade level skills and essential standards. These specific grade level skills and standards are based on the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”) and other state standards, and when applicable, national standards. Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the AAE that meets the “a-g” requirements for the University of California (“UC”) and California State University (“CSU”) campuses. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of benchmark performances each year. The AAE will also administer the CAHSEE and the CAASPP (or other state mandated) tests, in accordance with state law.

In order to best serve our students and community, the AAE will continue to examine and refine its list of student outcomes to reflect the AAE’s mission and changes in standards.

It is the objective of AAE to enable students to become self-motivated, competent, lifelong learners.

HIGH SCHOOL PROGRAMS

Courses offered in the AAE high school program will meet or exceed the California State High School Graduation requirements and are identified in a Course Catalog, which is available to students and parents annually. High school “a-g” courses are submitted to the UC system for approval. Advanced Placement (“AP”) Courses are approved through College Board and submitted for addition to the UC “a-g” Course List (see Appendix C).

The methods and procedures for notifying parents of credit transfer to other schools will be published annually in the AAE Parent-Student Handbook. Access to the handbook is also provided as part of the registration process (see Appendix F).

Students must pass both the Mathematics and Language Arts portions of the CAHSEE to receive a diploma from the AAE. The AAE will follow state and federal law in regard to students with disabilities and the requirement for the CAHSEE.

STUDENTS TO BE SERVED

The AAE serves students in grades K-12 in a traditional academic program. Currently, the student population is approximately 1,400 for grades K-12. There is an increased emphasis on science and technology, including a one to one laptop program for all students in grades 4-12. The student population is at capacity due to facility limitations. As facilities become available, AAE anticipates the development of a transitional kindergarten program.

After the consolidation of the three school campuses onto the Mojave River Campus at 17500 Mana Road, the AAE will maintain the same approximate number of traditional students. The AAE plans to use the Thunderbird campus to explore additional educational opportunities for students with varying needs.

CURRICULUM AND INSTRUCTIONAL DESIGN – HOW LEARNING BEST OCCURS

Standards Based Content

The content of the K-12 curriculum is aligned with CCSS. The AAE offers a full range of courses including: Language Arts, Mathematics, 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 essential skills of reading, written and oral communications, mathematics, science, and history
- Emphasizing experiential learning by providing hands-on projects
- A focus on information literacy, giving students the tools necessary to access relevant information and applying it to specific situations
- Providing access to state of the art technology through partners such as: Apple Computers, National Aeronautics and Space Administration (“NASA”)/Jet Propulsion Laboratory (“JPL”), Mojave Water Agency (“MWA”), and the Department of Defense Education Activity (“DoDEA”)
- Research-based designed strategies that provide students with opportunities to implement projects using advanced technologies, such as:
 - Goldstone-Apple Valley Radio Telescope (“GAVRT”)
 - Apple One to One Laptop Program
 - Video Studio
 - Technology courses

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

accelerate their college preparedness or to take advantage of courses not offered. The AAE articulates with other institutions of higher learning including aligning courses with the UC “a – g” requirements and meeting College Board’s AP standards (see Appendix C).

Instructional Settings

Instructional activities occur in a variety of settings. The AAE offers a traditional, full-time classroom program employing a combination of traditional and block scheduling. Students select from a full menu of courses and all programs meet applicable legal requirements. The AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff and students are equally accountable for the success of each student in the AAE.

The AAE uses short and long term independent study programs, in compliance with Education Code Section 51745, *et seq.*, to meet the diverse needs of students.

Student learning not only occurs in the classroom, but instructional activities occur in other non-traditional settings. These include the Mission Control Center for the GAVRT program and outdoors in the rich biome of the Mojave River campus. The AAE’s Mojave River campus is situated on 150 acres that include a 133-acre natural riparian environment and a fresh water marsh. The wildlands are used as a natural laboratory setting to study ecology, biology, geology, and natural and human history.

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Attached as Appendix K, please find AAE’s Local Control and Accountability Plan, which address the Charter School’s annual goals and actions in the state priorities, schoolwide and for all numerically significant student subgroups.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW/HIGH ACHIEVING

The AAE has implemented the Professional Learning Communities (“PLC”) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are academically low or high achieving. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/ Language Arts.

Universal access to differentiated academic support is available in all grade levels. High school students have an opportunity to take Honors and/or AP courses in the areas of English, Mathematics, History and Science (Refer to the AAE Course Catalog for a complete list of course offerings).

PLAN FOR ENGLISH LEARNERS

Each student enrolling in the AAE will complete a family home language survey. If a language other than English is indicated, the student will be referred for annual California English Language Development Test (CELDT) testing. CELDT testing is coordinated through the office of Research and Development. This assessment aids in determining a student's eligibility and need for language development instructional support. The performance bands are broken into five levels: beginning, early/intermediate, intermediate, early/advanced, and advanced. Once the official CELDT scores are received from CDE, the student designation is determined according to the Lewis Center for Educational Research Criteria for EL Designation. (See below)

LCER Criteria for EL Designation

1. If a student has been designated as I-FEP (initially Fluent) or R (reclassified) by a prior district, we honor that, regardless of whether the Lewis Center would have made that designation according to our criteria.
2. If a student scores Early Advanced (level 4) or Advanced (level 5) as an overall score on their initial test, they are considered I-FEP, so long as each and every subtest section has a score of level 3 or higher. If a subtest (for example, Reading) has a score of level 2, but the overall score is a 4 or 5, that student is flagged as an English learner because of the low score in reading. If the overall score is 4 or 5, and the individual sections are something like this: Listening - 4, speaking =4, reading = 3, writing = 3, then the student is marked I-FEP (if it is the first time they have taken the test). In this case, they are not in the process and they never enter the process, because they have avoided it altogether by scoring fluent on the first test. IFEP students will never take the CELDT again.
3. If the student has a 4 or 5 as an overall score, and all the subtests are level 3 or higher, but the student has taken the test in the past and been flagged an English Learner, then the student **MAY** qualify for reclassification from the EL designation by looking at the other criteria established by The Lewis Center. Other criteria for re-designation includes most recent ELA grade, school wide Writing Assessment and CAASPP ELA scores. If all criteria are met, then proceed with the reclassification process.

RFEP - if he/she has been Reclassified, which means that the student was, at one time, designated as an EL, but has successfully met all your school/district's criteria to "graduate" from your EL program designation, and the student is now flagged as a 4 (RFEP), in Illuminate) and will not take the CELDT anymore. However, a Reclassified student needs to be monitored for 2 years in order to assure their continued academic progress.

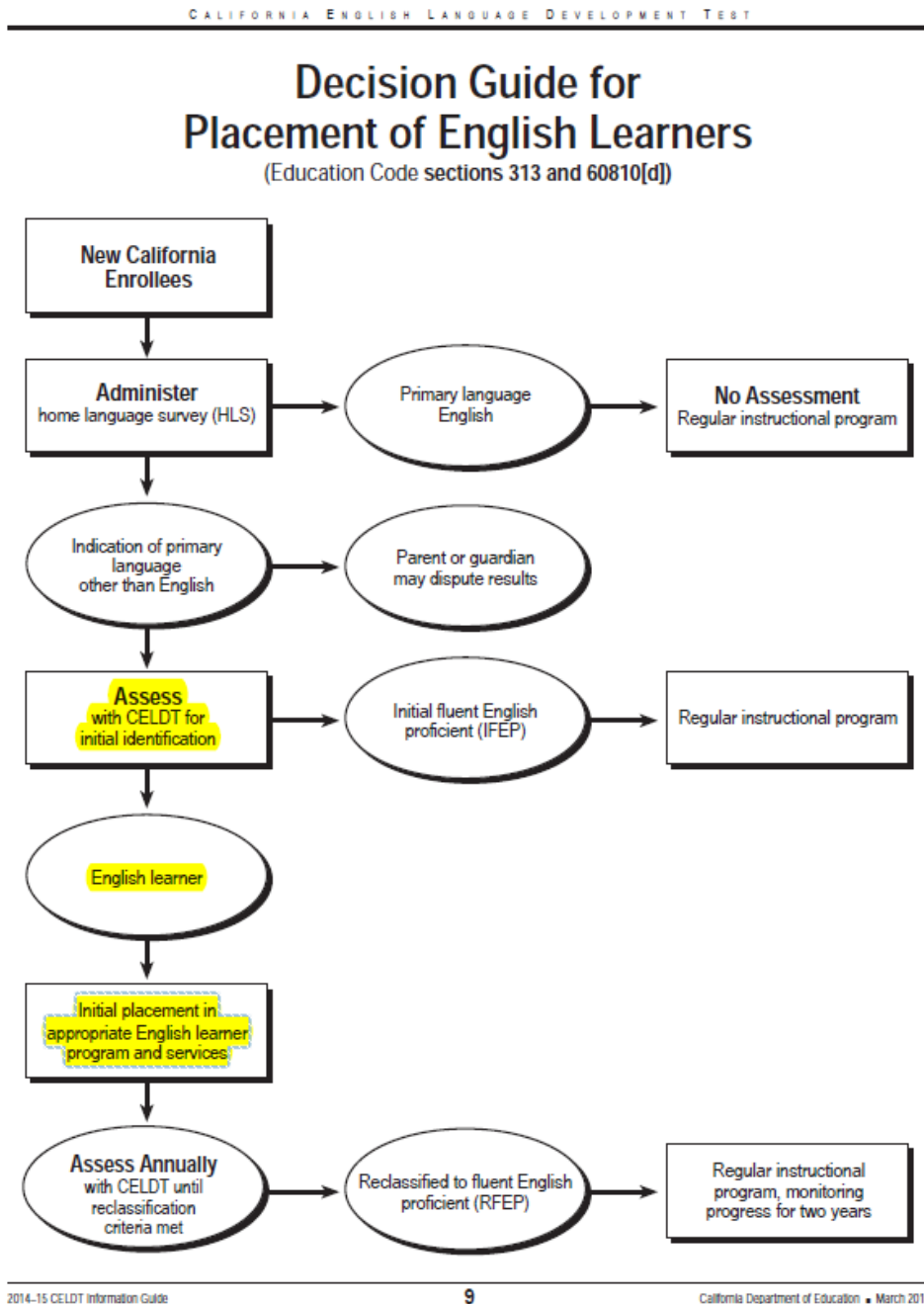
Forms

1. CELDT Scores
 2. ELD K-12 Profile
 3. Redesignation Form
4. EL - if a student scored an overall CELDT score of 1, 2, or 3 **OR** they scored overall 4 or 5, but have a subtest area that is 1 or 2 (ALL subtests must be at level 3 or above, with an overall of 4 or 5 to be considered for reclassification). A student flagged as EL will take the CELDT every year until he/she is reclassified or graduates from high school.

For continuing EL students, annual CELDT scores are also compared to current academic performance. If a student is not currently passing his/her classes, the administration works with teachers to ensure that the academic needs of EL students are met through additional supports,

modifications, and/or accommodations. If a student is excelling academically and is within the early/advanced to advanced proficiency level on the CELDT, he/she will be evaluated for re-designation as set forth in law and LCER established criteria.

AAE teachers and staff will conduct academic assessments of English Learners (“EL”) to ensure appropriate academic support and provide a program for EL students to successfully master English Language proficiency. The AAE serves the EL population by providing in-class supports and accommodations. Additional supports are provided based on specific student need.



PLAN FOR SPECIAL EDUCATION

AAE, for purposes of providing special education services, is an independent local education agency (LEA). As such, the AAE is responsible for all Child Find activities, in addition to all other legal requirements for serving special education students. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (“FAPE”). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students.

The AAE has established policies and procedures, including the development of an intervention team to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the intervention team.

Once a child is referred for an assessment, all required referral paperwork will be completed, to include an assessment plan (15 day timeline). An Individualized Education Plan (“IEP”) meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance of all aspects of the IEP.

Determination of any and all special education services will be accomplished through the IEP team process. Additionally, the AAE partners with the Desert Mountain Special Education Local Planning Area (“SELPA”) for support and oversight in regard to the implementation and compliance of special education services. The AAE will participate in any and all state review programs to ensure program compliance and effectiveness.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. 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(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(b)(5)(C).

Attached as Appendix K, please find AAE’s Local Control and Accountability Plan, which address the Charter School’s pupil outcomes aligned with the state priorities.

MEASURABLE STUDENT OUTCOMES

The AAE will work toward ensuring that students who graduate the educational program are prepared for post secondary success. The following student outcomes will be sought to ensure success:

- Increase in student attendance

- Proficiency in the areas of writing and mathematics
- The ability to effectively utilize technology
- Growth in the number of students who have completed the “a-g” requirements

ACADEMIC PERFORMANCE INDEX

The results from the administration of the CAASSP will render proficiency rates for students in grades three through eight and also eleven. This data will serve as a baseline reference for future years. The AAE will expect to see a positive growth target to be determined by the Charter School's PLC. The aforementioned goals are expected to be met with the school wide implementation of the PLC and Response to Intervention (“RtI”) models. These proven processes not only work to ensure that staff pedagogy is continually improved and refined, but also focus various resources around identified student need (see Appendix D).

METHOD(S) OF ASSESSMENT

- CAASPP System
- California Physical Fitness Test (PFT)
- CAHSEE
- CELDT
- AAE Research Related Assessments
 - AP
 - ACT
 - Armed Services Vocational Aptitude Battery (ASVAB)
 - Preliminary Scholastic Aptitude Test (PSAT)
 - SAT
- Third Party Assessments such as
 - Key Data Systems
 - Renaissance Learning STAR Math
 - Renaissance Learning STAR Reading
- Teacher Created Assessments
- Informal Formative Assessment
- Data analyzed through Student Information System

USE AND REPORTING OF DATA

The AAE is a Professional Learning Community. Following the PLC process, data is not only gathered, but is the foundation from which the academic program is continually improved to better meet student needs. With this said, the bell schedule itself, which governs each school day has been designed around the need for professional collaboration, disaggregation of student data and formulating specific interventions. Currently, all AAE Teachers have a weekly early release day for the purpose of professional development, collaboration and planning. The ongoing PLC collaborative process is generally as follows: a teaching team plans instruction, designs a common assessment, analyzes results, groups students based on need, and implements intervention tied to a specific skill during designated intervention time. These intervention times vary based on grade level. Students who do not adequately respond to the prescribed intervention may be referred to the AAE Intervention Team through the prescribed referral process. This team consists of Site Administration, Counseling Department, Librarian and Special Education Department.

On a macro level, summative data from the CAASP, CAHSEE, AP, SAT, ACT and PSAT can be collected and analyzed by the LCER Research and Development Department and made available to show trend data. Such data is available to review program effectiveness and student

growth. Through analysis of this trend data, school wide improvement goals can be established to support AAE's strive toward excellence.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

GOVERNANCE

The AAE is governed by the Board of Directors of The High Desert 'Partnership in Academic Excellence' Foundation, Inc., a California Nonprofit Public Benefit Corporation pursuant to California law and doing business as the Lewis Center for Educational Research, AAE, and Norton Space and Aeronautics Academy ("NSAA").

The Foundation Board will appoint no fewer than 5 members to a School Board Committee who will act in the capacity of a school board for the AAE, all of whom shall also be members of the Foundation Board. At least one must be a parent of a child currently or previously enrolled in the AAE, and one may be a representative of the Apple Valley Unified School District. The Charter School is governed pursuant to the Foundation's bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The AAE School Board Committee will meet monthly or as otherwise specified by its members (see Appendix E).

The Foundation Board's major roles and responsibilities include: establishing and approving all policies, approving the annual budget and overseeing fiscal affairs, and selecting and evaluating the President/CEO of the Foundation. The Foundation Board which includes all of the sub-committee board members receives annual training on the Brown Act, and its legal obligations, and its roles and responsibilities with regard to the Charter School. The President/CEO of the Foundation evaluates and reviews the work of the Charter School principal and administrators of the AAE.

FOUNDATION BOARD COMPOSITION

The Foundation Board is comprised of not less than five (5) or more than seventeen (17) members unless changed by an amendment to the bylaws. Members of the Foundation Board represent the community in which the Foundation and its businesses operate. As such, they demonstrate high moral character and integrity. Members are nominated by other Foundation Board of Directors or by the President/CEO of the Foundation and are approved by a majority vote of the Foundation Board. Members serve terms of three years, which terms may be renewed by vote of the Foundation Board of Directors at an annual meeting. The members of the Foundation Board may not be employed or compensated by the AAE or LCER other than normal reimbursement for meals or lodging associated with a scheduled meeting of the Foundation Board away from the principal offices. The Foundation maintains insurance policies for general liability and board errors and omissions (see Appendix E).

PARENTS' ROLE IN GOVERNANCE

Parents are an important component of the Charter School governance process. 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 Foundation and AAE School Boards to address concerns publicly at each Board meeting.

Parents of AAE 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 AAE and its programs. AAE administrators use these results as important input in the ongoing operational and policy-making activities of the Charter School administration and the Boards. All parents are encouraged to attend regularly scheduled open forum and PTC meetings, and have access to appropriate representatives of the Charter School to assure successful communication among parents, students, and the Charter School. Parents and students are given access to the AAE 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.

Non-Sectarian Education

The AAE is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The AAE is a public school and does not charge tuition. The AAE does not discriminate on the basis of the characteristics listed in Education Code Section 220 in the admission of students or in its employment practices.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

AAE recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. AAE believes that all of its employees play a key role in creating a successful learning environment and fulfilling the school's mission. As such, AAE will continue to recruit qualified employees.

Offers of employment are extended contingent upon successful completion of current fingerprinting and background report and clearance through the Department of Justice and a reference check. At least three references are a prerequisite for all applicants for employment. Additionally, all employees are expected to have current tuberculosis (TB) testing and clearance.

Principal

Minimum qualifications:

- Current California Teaching Credential
- Current California Administrative Credential
- Minimum of five (5) years of successful teaching experience
- Four years of successful administrative experience in a school setting

Job Requirements (Skills, Knowledge and Abilities):

- Knowledge of WASC accreditation process and implementation
- Knowledge of API
- Knowledge of conflict resolution, facilitation skills & shared decision making
- Knowledge of current teaching and learning strategies

- High academic standards
- Ability to be flexible, adjust easily to change, work under pressure and meet deadlines
- Ability to recognize and support the parent as an integral partner in the student's total educational experience
- Ability to establish and maintain effective organizational, public and community relationships
- Ability to manage personnel while demonstrating sensitivity to individual differences and promoting mutual respect of others
- Ability to promote teamwork, trust and a cooperative work environment
- Ability to adapt to a collegial model, in which the AAE teachers, parents and students are partners and accountable to the academic success of each students
- Ability to work confidently, with discretion and make skillful decisions
- Ability to organize and present ideas effectively in oral and written form
- Ability to operate a computer, word processor, copier, and other office machines
- Knowledge of applicable aptitude, interest and achievement appraisal instruments, techniques and procedures
- Knowledge of appropriate curriculum and instructional programs and strategies pertaining to students with a variety of aptitudes and interests
- Knowledge of Love & Logic, special education laws and timelines
- Knowledge of electronic media and computer programs utilized at the school
- Knowledge of public school reform efforts.

Teachers

Highly Qualified Requirements:

AAE core, college prep teachers must meet the "highly qualified" requirements of the No Child Left Behind Act (NCLB) and ESEA(Elementary and Secondary Education Act) and thus, a teacher of core academic subjects must have:

- A bachelor's degree
- Appropriate state teaching credential
- Demonstrated core academic subject competence for elementary grades is done through California Department of Education's ("CDE") approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE"). When appropriate, 7th and 8th grade teachers who will be teaching in a multiple subject format shall utilize the same credentialing and ESEA requirements. Teachers in 7th through 12th grades, who are hired for a single core subject concentration, are required to meet the highly qualified requirements for the subject area in which they are hired as mandated by the CDE.

Note: The AAE will remain in compliance with federal legislation governing highly qualified teachers.

Credentialing:

The AAE shall comply with Education CodeSection 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 shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

The AAE makes every effort to hire teachers with Cross-cultural Language and Academics Development (“CLAD”) certification.

Experience and Desired Qualifications:

AAE, whenever possible, prefers to hire teachers with three or more years of experience working as a teacher in a public school. In addition, an AAE teacher should possess:

- High academic standards
- Ability to recognize and support the parent as an integral partner in the students’ total educational experience
- Ability to provide resources, advice and support to parents
- A desire to continue growth as an educator within a standards-based education model using a variety of progressive and innovative teaching strategies
- Ability to adapt to the collegial model, in which the AAE, teachers, parents, and students are partners and accountable to the academic success of each student
- Ability to write lessons and curriculum using CCSS and other standards
- Ability to organize and present ideas effectively in oral and written form
- Ability to make skillful decisions
- Ability to work under pressure and meet deadlines
- Ability to be flexible and adjust easily to change
- Ability to operate a computer, word processor, copier, and other office machines
- Ability to integrate technology into the course of study using the one to one laptop program

Education

AAE seeks to hire teachers with advanced coursework in education: e.g. a masters or doctoral degree.

Other Key Employees

Qualifications for other key employees—classified and certificated—are compliant with human resource guidelines and are available upon request. These positions include, but are not limited to: instructional assistants, character development officers, office staff, facilities, and food service workers.

COMPENSATION AND BENEFITS; 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(b)(5)(K).

Annually, the AAE conducts an in-house compensation survey with AVUSD to offer wages and benefits sufficient to attract, hire and retain the most qualified individuals.

The AAE endeavors to offer employees similar types and amounts of retirement benefits that they would receive in most school districts:

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

The Director of Finance shall be responsible for ensuring that the required contributions are made.

PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The Foundation shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Education Employment Relations Act ("EERA"). The Foundation shall comply with the EERA (see Appendix G: Uniform Complaint Procedure).

EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

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

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the AAE has adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts.

The Foundation Board and AAE Administration maintains and approves Health and Safety policies (see Appendix J). These include, but are not limited to:

- Emergencies and Disaster Preparedness
- Tobacco Free Schools
- Environmental Safety Precautions
- Pest Management
- Security Incidents and Key Control
- Crime Data Reporting
- Earthquake Emergency Preparedness
- Hazardous Chemicals
- Insurance Management
- Transportation

AAE employs a school nurse who:

- Assesses and evaluates the health and development status of pupils to identify specific disorders relating to the learning process
- Assures immunization status of pupils and screenings are in compliance with state health and education codes
- Refers pupils and parents or guardian to appropriate community resources for necessary services
- Consults with and conducts in-service training to teachers, appropriate staff and administrators in implementing health care for students
- Teaches classes on health, as requested

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

Medication in School

The AAE adheres to Education Code Section 49423 regarding administration of medication in school.

Immunizations

All enrolled students and staff will be 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. Students and staff with insurance are referred to their health care provider/clinic for required or recommended immunizations. Those without insurance are referred to clinics that are free or low cost. Each student's immunization record is reviewed upon admission and as state requirements change. Parents who do not want to immunize their child must adhere to AB 2109 (personal beliefs exemptions to immunizations required for school effective January 1, 2014).

Vision and Hearing/Scoliosis

The AAE adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the AAE. Students are screened for vision and hearing upon admission to the school and/or at grades K, 2, 5, 8 and 10 (unless a written exemption is provided). Female students in grade seven and male students in grade eight are given scoliosis screening again unless a written exclusion is provided in advance of the scheduled screening.

Diabetes

The school nurse provides an information sheet regarding Type 2 diabetes to the parent/guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to the following:

- Description of Type 2 diabetes
- Description of the risk factors and warning signs associated with Type 2 diabetes
- 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
- Description of treatments and prevention of methods of Type 2 diabetes
- Description of the different types of diabetes screening tests available

Blood-borne Pathogens

The AAE meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The AAE conducts annual infectious disease control training 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 AAE functions as a drug, alcohol and tobacco free workplace.

Procedures for Background Checks

Employees and contractors of the AAE are required to submit to a criminal background check and a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Human Resources shall monitor compliance with this policy. 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.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws.

Facility Safety

The AAE complies with 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 AAE 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 AAE shall conduct fire drills as required under Education Code Section 32001.

Campus Supervision

The AAE ensures the supervision of students before and after school, on campus, and during student drop off and dismissal. In addition, the school has a procedure for visitors entering and leaving campus. The AAE employees Character Development Officers who are specifically trained in school safety and who actively monitor the students and campus.

AAE Parent-Student Handbook

The AAE annually updates the AAE Parent-Student Handbook for distribution to families. The handbook is accessible on the school website. At a minimum, the handbook includes 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 AAE may be made throughout the year (see Appendix F).

Comprehensive Sexual Harassment Policies and Procedures

The AAE is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as the characteristics listed in Education Code Section 220. The AAE has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the AAE. Misconduct of this nature is very serious and will be addressed in accordance with the AAE sexual harassment policy.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Arising from Within the School

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

The AVUSD 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 AVUSD agrees not to intervene or become involved in the dispute unless the dispute has given the District 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 AVUSD to intervene in the dispute.

Disputes between the Foundation Board and Apple Valley Unified School District

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

In the event of a dispute between the Foundation and AVUSD, the staff and governing board members of the Foundation and AVUSD agree to first frame the issue in written format and refer the issue to the Superintendent of the AVUSD and Foundation President / CEO. In the event that the District 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 President/CEO and the Superintendent 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 and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and President/CEO 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, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Charter School and the District jointly agree to bind themselves. 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 District and the Charter School.

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

Student Admission Policies and Procedures

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The AAE admits all students who wish to attend into its traditional program, as space allows.

- The AAE requires all parents who desire admission to the AAE to complete an application. Applications and informational materials are available in English and Spanish as requested. Only completed applications will be considered.
- The AAE accepts applications throughout the year. However, admission periods for any semester will be determined by the AAE.
- When applications have been received and processed, the following admission priorities will be applied (in accordance with Education Code Section 47605(d), existing students will be guaranteed admission for the following year):
 1. Siblings of current AAE students, space permitting by grade level.
 2. Children of LCER salaried-regular full time employees, space permitting by grade level.
 3. Children of LCER salaried-regular part time employees, subs and coaches (employed in the aforementioned position for a minimum of two consecutive school years), space permitting by grade level.
 4. Students residing within the boundaries of AVUSD, space permitting by grade level.
 5. All other students from San Bernardino and contiguous counties only, space permitting by grade level.
 6. All other applicants.

Whenever the number of applicants in any of the priority groups exceeds the grade level capacity, they will be admitted by public lottery as required by state and federal law.

Applicants are maintained on a waiting list until the admission period begins. Applicants are considered according to the priorities described above only, and not by date of application except

that applications must be completed by published deadlines for consideration during any semester.

- Once all selections have been processed according to the priority and lottery policies above, parents are required to attend a pre-enrollment confirmation meeting during which important policies, programs and agreements will be discussed.
- To complete admission, parents sign written agreements that they and their students will abide by the rules and policies of the AAE. These policies may include, but are not limited to:
 - Compliance with AAE attendance requirements.
 - Compliance with AAE behavior and uniform requirements.
 - Compliance with the AAE Internet Use policy.
 - Other requirements as outlined in the Parent/Student Handbook.

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(b)(5)(G).

The AAE seeks to achieve a racial and ethnic balance among its student population that is reflective of the general population residing within the territorial jurisdiction of AVUSD by working with various groups in the community to educate parents about the Charter School and its admission process. The AAE does not discriminate in any way in its recruitment or admissions policies 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).

The AAE follows the guidance of Ed. Code 220 and 47605, Gov. Code 11135, Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d- 7), Americans with Disabilities Act (42 USC 12101-12213), Section 504 of the Rehabilitation Act of 1973 (29 USC 794) which uphold that the school cannot discriminate in admissions on the basis of the protected classes included in these statutes, including race and ethnicity.

As a public school and in accordance with charter law, the AAE admits all students unless there is limited enrollment space, and then they are admitted according to a random public lottery (Ed. Code 47605). Enrollment at the AAE is optional for all students and no student can be compelled to attend the AAE by any other school authority or entity.

The AAE provides information about the school and its programs to the widest possible audience whenever there is new capacity for admission. Families and community groups are encouraged to visit the AAE campuses and tour our facilities. Applications and informational materials are available in English and Spanish as requested.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Students who opt not to attend the AAE may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the AAE will be informed that their student has no right to admission in a particular school of any LEA as a consequence of enrollment in the AAE, except to the extent that such a right is extended by the LEA.

SUSPENSION/EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the AAE Parent-Student Handbook. These expectations and policies address: dress code, attendance patterns, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

A formal administrative review meeting may be scheduled for any student in repeated violation of the expectations and policies set forth in the AAE Parent-Student Handbook. At this meeting, the administrative team will review the interventions and accommodations that have been previously implemented and examine their effectiveness. Interventions and accommodations may include, but are not limited to: School Attendance Review Team (SART) meetings, Student Study Team meetings, counseling, behavioral interventions and support plans, behavior and/or attendance contracts, and parent conferences. As outlined in the AAE Parent-Student Handbook, the administrative review team will review a student's ability to benefit from the academic environment at the AAE. If a student has been through the intervention process, to include SART, and excessive absences continue, administration may refer the student to the AAE Board in lieu of a School Attendance Review Board (SARB). At that time, the attendance and intervention records will be reviewed, and the school board can recommend a return to the student's home school for the following school year.

Students, who present an immediate threat to the health and safety of other students, employees, or themselves, will be immediately suspended, and possibly later expelled, by the AAE School Board upon recommendation of an Expulsion Review Panel. Parents may choose to stipulate the expulsion in order to expedite the expulsion process. The AVUSD and the AAE may, upon mutual agreement, share resources regarding Expulsion Review Panels. The AAE provides all students with an opportunity to due process and follows applicable state and federal law regarding students with exceptional needs.

The AAE administration attends regular training on Education Code and discipline legal updates in order to inform periodic reviews and modifications to its policies.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

BUDGET

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 cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

The current fiscal plan and budget for the AAE is provided in the Appendix H.

FINANCIAL REPORTING

The AAE shall annually prepare and submit the following reports to AVUSD along with any additional reports as requested by the Superintendent:

1. On or before July 1, a Foundation Board approved budget
2. On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. On or before December 15, a first interim financial report, reflecting changes through October 31st
4. On or before March 15, a second interim financial report reflecting changes through January 31st
5. On or before September 15, a Charter School Unaudited Actuals Financial Report for the prior fiscal year
6. On or before December 15, an annual audit for the prior fiscal year

INSURANCE

AAE has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size and location, with AVUSD named as additional insured (see Appendix I).

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The LCER provides the business/administrative services for AAE. 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 serves as the liaison to AVUSD.

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

- 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 charter schools and charter school law
- Auditing services for annual audits ofAAE
- Architectural and construction services for campus building projects
- Cleaning and/or janitorial.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

The Charter School is presently conducted at three locations.

1. The Mojave River Campus (“MRC”) is located at 17500 Mana Road, Apple Valley, California. Fifth grade through twelfth grade classes are held at this campus, as well as Special Needs classes, sports fields, and gymnasium facilities. In addition, our Administrative/Business Services, GAVRT, K16 Bridge, and Educational Outreach programs are headquartered at MRC.
2. Corwin Campus (CC) houses second through fourth grades.
3. Thunderbird Campus (TBC) houses kindergarten and first grade. Also located at TBC are the observatory, the fighter jet trainer, the signature mounted fighter jet, and other facilities.

Note: We are in the midst of consolidating grades kindergarten through twelfth to MRC. The CC is a rented facility. It will be vacated and the students moved to the MRC with a proposed moving date during the summer of 2015, which will provide many advantages and savings to the AAE. TBC will continue to be used for instruction though the final usage is not yet determined. The use of the TBC facilities will be mutually agreed upon by AVUSD and the AAE.

TRANSPORTATION

With the exception of special education students whose transportation is mandated by their IEP, the AAE shall not provide transportation of students to and from school.

AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of the AAE is annually conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the AAE are kept in accordance with generally accepted accounting principles, as required by applicable law. The audit employs generally accepted auditing standards. The audit 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 an independent auditor. At a minimum, the auditor will be a certified public accountant, have educational institution audit experience, and 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 is to be completed and forwarded to AVUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The President/CEO or designee, along with the budget/audit committee, if any, reviews any audit exceptions or deficiencies and reports to the Foundation Board with recommendations on how to resolve them. The Foundation Board submits a report to AVUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of AVUSD along with an anticipated timeline for the same. Audit appeals or requests for summary review are submitted to the Education Audit Appeals Panel in accordance with applicable law.

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

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. 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 pupil records. Education Code Section 47605(b)(5)(P).

Closure of the AAE will be documented by official action of the Foundation Board. The action will identify the reason for closure. The President/CEO, or other entity selected by the Board, is the entity responsible for closure-related activities.

The Foundation Board will promptly notify parents and students of the AAE, AVUSD, the County Office of Education, its SELPA, the retirement systems in which the AAE's employees participate, and the 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. Notification to the CDE will take place no later than 10 days after closure, and will also include a description of the circumstances of the closure and the location of student and personnel records.

The Foundation Board will ensure that the notification to the parents and students of the AAE regarding the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Foundation Board's decision to close the AAE. Parents will be provided with a certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information. This will facilitate transfer to another school. High school students will receive specific information on completion of college entrance requirements.

The Foundation Board 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 AAE will provide parents, students and AVUSD 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 AAE will ask AVUSD to store original records of AAE students. All records of the AAE shall be transferred to AVUSD upon closure.

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 reasonably feasible, the AAE will prepare final financial records. The AAE will also have an independent audit completed within six months after closure. The AAE will pay for the final audit. The audit will be prepared by a qualified certified public accountant selected by the LCER and will be provided to AVUSD 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 AAE/LCER.

The AAE will complete and file any annual reports required pursuant to CA Ed. Code section 47604.33.

On closure of the AAE, all assets of the AAE, including but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the AAE, remain the sole property of the LCER and shall be disbursed, upon the dissolution of the Foundation, to a public education organization serving students in AVUSD. Any assets or property acquired from AVUSD will be promptly returned upon Charter School closure to AVUSD. 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 Foundation shall remain solely responsible for all liabilities arising from the operation of the AAE.

As the AAE is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the AAE, the Foundation Board 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 H, the AAE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The California non-profit public benefit corporation, the High Desert ‘Partnership in Academic Excellence’ Foundation Inc., shall operate AAE. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

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

The corporate bylaws of the Foundation shall provide for indemnification of the AAE School Board, officers, agents, and employees, and the LCER 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 AVUSD and AAE’s insurance company for schools of similar size, location, and student population. The AVUSD shall be named an additional insured on the general liability insurance of AAE.

CONCLUSION

By renewing this charter, the AVUSD 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 AAE is eager to work independently, yet cooperatively, with the AVUSD to establish the highest bar for what a charter school can and should be. To this end, the AAE pledges to work cooperatively with the AVUSD to answer any concerns over this document and to present the AVUSD with the strongest possible proposal requesting a five-year renewal term from June 1, 2015 through June 1, 2020.

Any and all AAE written policies and procedures referenced in this charter will be provided to AVUSD upon written request.