

## Element 4: Governance

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

### *Nonprofit Public Benefit Corporation Status*

JLPAA will be a directly funded independent charter school, which is a California nonprofit public benefit corporation that has applied to become a 501(c)(3) tax-exempt entity. The JLPAA Board of Directors has contracted with Charter School Management Corporation (CSMC) to provide the charter school with back office support and human resources support. JLPAA is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, Conflict of Interest Code, Brown Act, and Articles of Incorporation, which are consistent with the terms of this charter (See Appendix).

As provided for in the California Corporations Code, the school is governed by its Governing Board, whose members have a legal fiduciary responsibility for the well being of the School. The Charter School will operate as a separate legal entity, independent of the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, 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.

### *Central Office*

The central office supports the instructional and operational needs of the JLPAA school. This ensures accountability to the core beliefs and replication of the successful JLPAA model. The central office will provide a level of autonomy to the school principal.

The central office is structured to provide excellent school support to drive student achievement at the school level and build cohesive relationships between the central office and Charter School staff. Monthly meetings between the central office and Charter School Leadership, plus monthly Charter School visits will provide an open-minded and reflective environment for continuous improvement and professional growth.

The central office and Charter School functions outlined in the matrix below ensure that the Charter School is supported so that the JLPAA administrator(s) can prioritize their time and energy on students, staff, and parents, without having to be pulled away by operational tasks. The bars show the level of responsibility that falls between the Charter School and the central office for each given function

**Figure- 2.2 Central Office-School Responsibilities**

Area	Charter School	Central Office
Human Capital		
Facilities		
Technology		
Finances		
Internal Communications		
External Compliance		
Curriculum		
Instruction		
School Culture		
Assessment		

*Executive Director Role*

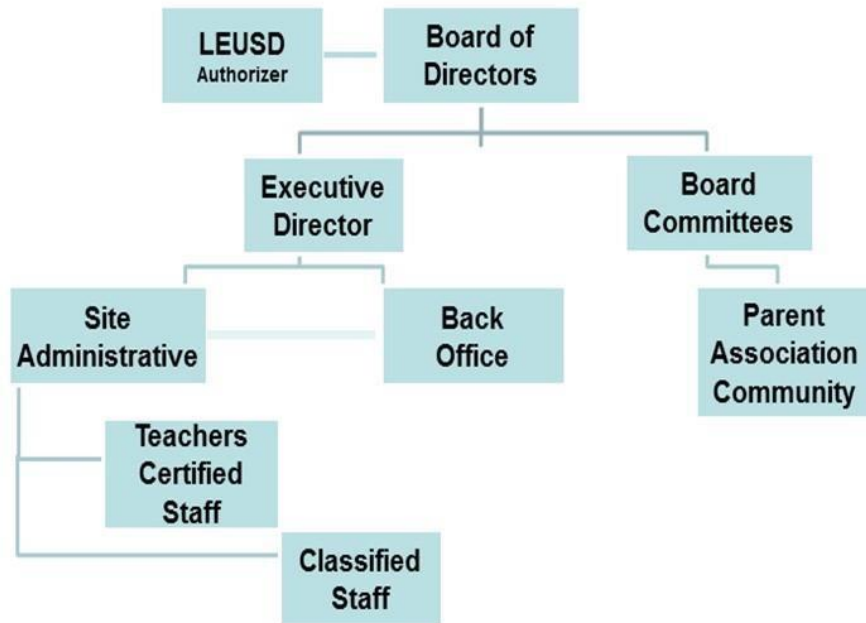
The Executive Director shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the employees of the Corporation. The Executive Director shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors.

- a. The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b. He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.

- c. He or she shall be expected to anticipate the developing needs of the Corporation, charter schools and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d. He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e. The Executive Director, or his or her designee, shall be an ex-officio member of all committees related to the CMO.
- f. At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g. The Executive Director shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all other Charter School and CMO staff, setting salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct or cause to be conducted annual reviews of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.
- h. The Executive Director shall be responsible for all required reporting to authorizer(s) and the California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by the Bylaws, or by the Charter School's Charter, the Executive Director shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i. The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

*Organizational Chart*

# Organizational Chart



*Composition of Governing Board*

The number of directors shall be no less than five. The purpose of the Board is to assume responsibility for the governance of the JLPAA charter school(s). At its option, the Riverside County Board of Trustees may appoint one representative on the JLPAA Board. The Board shall seek representatives and members of the communities served by JLPAA charter school(s), including Julia Lee Performing Arts Academy. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, community outreach, marketing and philanthropy. Individuals paid by the Corporation will not serve on the Board.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the

Corporation may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

JLPAA will adhere to Government Code section 1090, which restricts interested persons from service on the board because of limits on conflicts of interest in contracting. JLPAA will adhere to the Political Reform Act (Government Code section 81000, et seq.) and will adopt and promulgate a conflict of interest code that incorporates by reference the Fair Political Practices Commission's standard conflict of interest code at 2 CCR section 18730.

Except for the initial Board of Directors and the County Director(s), the term of office for members of the Board of Directors shall be three (3) years. Insofar as possible, directors' terms shall be staggered. With the exception of the initial Board members, who may serve an unlimited number of terms, no Board member may serve more than two consecutive three-year terms.

The Executive Director of JLPAA shall not serve on the Board and shall not vote in Board elections. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected or appointed.

The following members will constitute the initial Board of Directors. In addition, the Board will continue to secure additional persons with expertise as needed to sustain an excellent organization and ensure the effective and responsible use of public funds.

*Initial Board*

(See Appendix for full Bio of all Board Members)

**Jennifer Oglesby M.Ed**  
**Board President**

**Dr. Kim Scott, Member**

**Pietro E. Canestrelli, Treasurer**

The Board may establish committees, other than an executive committee, each consisting of two (2) or more directors, in accordance with Section 5212 of the California Nonprofit Corporation Law. Such committees may include, but are not limited to, Finance, Audit, Governance, Personnel, and Development Committees. The Corporation may also create such committees as may from time to time designate by resolution of the Board of Directors. Such other committees it may consist of persons who are not also Directors of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees. Such committees shall operate in accordance with the applicable provisions of the Brown Act.

### *Selection and Development of Board Members*

In selecting directors, the JLPAA Board shall look for expertise in school administration, business, accounting, and legal, political, nonprofit and fundraising. Board members must have a commitment to the vision, mission and values of JLPAA charter schools and to the equitable allocation of funds. Board representative must also have a commitment and a readiness to be an active learner in our school community. For instance, Board members are willing to participate in trainings and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our school. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.).

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

### *Roles and Responsibilities of Board Members*

The Governing Board shall be responsible for decision-making concerning the operation of JLPAA. The Board shall ultimately be responsible for the operation and activities of the Charter School. The primary roles and responsibilities include:

- Ensure the school meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Approve all major contractual agreements;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Receive funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and elect new Board members as necessary and ensure orientation training is provided;
- Participate in fundraising to support the school;

- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to hear appeals on recommended student expulsions; and
- Advocate on behalf of the Charter School by working to fundraise and establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

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

The Charter School has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board 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 Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

### *Conduct of Meetings*

All Charter School Governing Board meetings and committees will be conducted according to regulations listed below:

- The Board of Directors will meet at least quarterly during the school year. Additional meetings may be called as necessary.
- For advisory committees, committee members may determine the degree of formality necessary to conduct business.
- Each committee will select a recording secretary. Minutes of each meeting will be recorded by the recording secretary and made available to the staff, public, and Governing Board.
- Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted on the school's website, near the entrances of each school site operated by JLPAA and at the entrance of each school site's main office for public viewing at least 72 hours in advance of scheduled meetings.
- The schedule for regular Board meetings will also be posted on the school website.
- Agendas for special meetings will be posted at least 24 hours before the meeting. Copies of Board minutes will be available upon request in the main office of the school.
- The Board agenda for special meetings will be posted on the school's website, near the entrances of each school site operated by JLPAA and at the entrance of each school site's main office for public viewing at least 24 hours in advance of scheduled meetings.
- Meetings will be held at the school site or at the JLPAA Central Office. If at any time JLPAA operates multiple school sites, then the location of the board meetings will rotate amongst the sites.
- Public accessibility will be administered through in person participation and/or teleconference, depending on the location of the meeting as described above.
- Meetings shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.*), as the same may be modified from time to time, and shall occur within the jurisdictional boundaries of the charter school.
- Members of the Board may participate in meetings by teleconference. If the Board elects to use teleconferencing, it shall comply with all provisions of the Brown Act



and post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting. Members of the public shall be provided with an opportunity to address the Board directly at each teleconference location. □ A majority of the authorized number of directors shall constitute a quorum.

### *Board Training*

The Board will attend conferences and in-service opportunities for the purpose of training individual board members regarding their conduct, roles and responsibilities to ensure all members have the necessary information and capacity to be effective. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at regularly scheduled Board meetings and retreat each year. Trainings may be provided by JLPAA legal counsel, the California Charter Schools Association, or other experts. Topics may include, but are not limited to, such items as:

- conflict of interest
- charter school legal compliance
- Brown Act
- special education □ budget and finance

### *Process for Parent Involvement*

Julia Lee Performing Arts Academy believes that parent engagement is key to student's success. However, no parent involvement plan shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service to or other contribution to the Charter School.

We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Julia Lee Performing Arts Academy values above all else is parental concern and home support of the Charter School's efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement, both formal and informal, will be made available to parents.

### *Recommended Commitments*

- " Commitment and willingness to adhere and support all policies as outlined in the Julia Lee Performing Arts Academy Family Handbook.

" Two-way communication between the Charter School and home regarding the education and well being of the student.

*Encouraged*

Figure 4.1 – Parent Participation Opportunities (see below)

**Figure 4.1 – Parent Participation Opportunities**

Informal	Formal
<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Homework Center</li> <li>• Classroom volunteer</li> <li>• Parenting classes</li> <li>• Parent workshops</li> <li>• Parent-teacher conferences</li> <li>• Family fieldtrips</li> <li>• Community-building activities and celebrations</li> <li>• My Community</li> <li>• Eighth grade Exit Interview Teams</li> <li>• Family orientation sessions</li> <li>• Prospective parent tours</li> <li>• Various other committees as deemed necessary</li> </ul>	<ul style="list-style-type: none"> <li>• ELAC, CAC,SSC</li> <li>• Safety Team</li> <li>• Leadership Team</li> <li>• Leadership Training</li> <li>• Schools Advisory Committee</li> <li>• Governing Board</li> </ul>

Local group comprised of parents, teachers and administration that are responsible for such school level matters as fundraising, review of parent surveys, review of parent involvement opportunities, community celebrations and activities, audit of instructional practices and student achievement, etc.

*Informal:*

Every attempt will be made to accommodate parents to allow them to participate in some capacity at the Charter School according to their schedules and interests. Parents will be surveyed as to what topics are of interest to them and to the best of our ability we will design and plan workshops to meet their needs. In addition, Julia Lee Performing Arts Academy will add programs and opportunities as needs are assessed. Notices will be placed on a community bulletin board at the Charter School and sent home with students in both English and Spanish every Tuesday (Tuesday Envelope).

Julia Lee Performing Arts Academy will invite community services and businesses to Charter

School events to support our families' development. Additionally, we will have a Parent Liaison, who supports Julia Lee Performing Arts Academy families locate the services they need. He or she will compile a community referral resource in order to direct families that require services. He or she will be able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the Parent Liaison makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

We will invite community organizations onto our campus. For example, a local dentist may come to our Back-to-School Ice Cream Social to provide families with information about dental care. The community organization PIQE may hold a seminar that guaranteed the participants' children admission to a CSU school upon completing high school. Additionally, Family and Children Services may host a series of seminars on parenting strategies.

Parents are expected to attend two student conferences per year, where parents are provided with a copy of their student's report card with all academic standards. This report card is available in both English and Spanish, so all parents are able to access and understand these expectations. Classrooms will have academic standards posted, as well as a data representation wall, so students and families can track academic achievement. In this way, parents will be able to visually understand the progress their child is making relative to their peers and ultimate goals.

We will also host yearly meetings for parents of English Learners so parents understand both what the ELPAC test entails and what the score reports mean. All of these meetings provide families with an opportunity to understand the goal and their child's progress relative to that goal. Additional informal methods of parent communications will include:

- Report cards

- Phone calls home (informational from teachers, and satisfaction check-ins from liaison)
- Surveys (annual, parent-teacher conference, events, activities, workshops, etc.)
- Tuesday envelope (weekly information)
- Website
- Social media
- Principal open door policy □ Auto call system

JLPAA strongly believes in the voice of all stakeholders being heard. This belief is reflected in its governance structure, parent involvement and leadership opportunities. Moreover, we recognize that many of the parents in our community have been marginalized and their voices unheard. Many may have had limited education and leadership opportunities, or are non- English speakers. Nonetheless, their voice matters and we have established a process for parent empowerment and leadership development to ensure parent voice at all levels of Charter School decision-making.

The JLPAA community will be kept informed regarding school-wide and sub-group specific issues through written materials, website, and public forums such as the Leadership Team, ELAC, and SSC community meetings which are held on-site. The whole-school parent community participates in electing fellow parents, as applicable, to leadership positions within these groups. These elected leaders will have opportunities to develop through leadership trainings provided by the school or arranged with outside agencies. These individuals will be developed so that they likely consider participation at the Schools Advisory Committee and Governing Board level.

The Schools Advisory Committee will be comprised of at least one parent, the principal, and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws. The committee shall operate in accordance with the applicable provisions of the Brown Act.

Parent members of the Schools Advisory Committee will be encouraged and developed to consider participation at the Board level (although participating through this leadership development trajectory is not necessary for parent board participation).