



Julia Lee Performing Arts Academy

Charter Renewal Petition

**Respectfully Submitted to the
Riverside County Board of Education
For The Term
July 1, 2021 through June 30, 2026**

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION	3
EXECUTIVE SUMMARY	6
ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM.....	15
ELEMENT 2: MEASURABLE PUPIL OUTCOMES.....	82
ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES.....	93
ELEMENT 4: GOVERNANCE STRUCTURE.....	97
ELEMENT 5: EMPLOYEE QUALIFICATIONS.....	104
ELEMENT 6: HEALTH & SAFETY PROCEDURES.....	109
ELEMENT 7: STUDENT POPULATION BALANCE.....	114
ELEMENT 8: ADMISSION POLICIES & PROCEDURES	116
ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS	121
ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES.....	122
ELEMENT 11: RETIREMENT SYSTEMS	142
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	143
ELEMENT 13: EMPLOYEE RIGHTS TO RETURN	144
ELEMENT 14: DISPUTE RESOLUTION PROCEDURES	145
ELEMENT 15: CLOSURE PROTOCOL	147
MISCELLANEOUS CHARTER PROVISIONS.....	149
APPENDICES:.....	154
APPENDIX A: ARTICLES OF INCORPORATION.....	154
APPENDIX B: BOARD BYLAWS.....	154
APPENDIX C: CONFLICT OF INTEREST CODE.....	154
APPENDIX D: BOARD BIOS & BOARD ROSTER	154
APPENDIX E: PARENT/STUDENT HANDBOOK	154
APPENDIX F: 5-YEAR BUDGET; 3-YEAR CASH FLOW	154

AFFIRMATIONS AND DECLARATION

As the lead petitioners, we, Rachel Thomas & Tanya Taylor, hereby certify that the information submitted in this renewal petition for Julia Lee Performing Arts Academy (“JLPAA” or the “Charter School”), located within the boundaries of the Lake Elsinore Unified School District (“LEUSD” or the “District”) and authorized by the Riverside County Board of Education/Riverside County Office of Education (collectively referred to herein as “RCOE” or the “County”), is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if this charter petition is granted, 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 be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
2. The Charter School will not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(e)(1)]
3. The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
6. 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)]
7. The Charter School will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School will not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(e)(2)(B)(i)-

(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(A)-(C)]

8. 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 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School will comply with the Ralph M. Brown Act.
12. The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
13. The Charter School will comply with the Political Reform Act.
14. The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act.
15. The Charter School will comply with the Public Records Act.
16. The Charter School will comply with the Family Educational Rights and Privacy Act.
17. 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).
18. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil’s last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had

been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]

19. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
20. The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
21. The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
22. The Charter School will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
23. The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
24. The Charter School will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Tanya Taylor, CEO

Rachel Thomas, Principal

EXECUTIVE SUMMARY

HISTORY

Julia Lee Performing Arts Academy was established in Fall 2018 serving grades TK-5. Currently, Julia Lee Performing Arts Academy serves 261 students in grades TK-6 and will expand by one grade level annually, and provides a rigorous and engaging CA standards-aligned educational program with a focus on the performing arts.

The following chart reflects our school's enrollment for the past 2 years (Source: CALPADS).

ENROLLMENT BY GRADE LEVEL								
	TK/K	1	2	3	4	5	6	TOTAL
2018-19	65	26	26	18	18	13	0	166
2019-20	74	40	35	41	26	20	25	261

MISSION

The Julia Lee Performing Arts Academy will be a high quality educational program for students in grades TK-8 that develops the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop the students academically, artistically and socially so that they leave the school as independent, cooperative, responsible and creative young adults with a lifelong interest and ability in learning and the arts. As we encourage and provide our students with the foundation of these skills and qualities, we will prepare our students to pursue further educational goals and allow them to contribute to the life and wellbeing of society as a whole.

VISION

The Julia Lee Performing Arts Academy is a supportive educational community where our students achieve high academic standards and pursue excellence in the performing arts. We believe in inspiring confident lifelong learners who have the courage to dream, imagine, explore and to realize their full potential through hard work, curiosity and creativity.

PROJECTED STUDENT ENROLLMENT

The following chart provides JLPAA's projected enrolment for the term of the charter:

PROJECTED ENROLLMENT BY GRADE LEVEL										
	TK/K	1	2	3	4	5	6	7	8	TOTAL
2021-22	75	50	50	50	50	25	25	25	0	350
2022-23	90	50	50	50	50	50	25	25	25	415
2023-24	90	50	50	50	50	50	50	25	25	440
2024-25	90	50	50	50	50	50	50	50	25	465
2025-26	90	50	50	50	50	50	50	50	50	490

CHARTER RENEWAL CRITERIA

- A. Evidence of Meeting Charter Renewal Criteria Pursuant to:
- Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Julia Lee Performing Arts Academy fits into the middle tier, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

Julia Lee Performing Arts Academy does not have performance levels/colors for the California School Dashboard because the Charter School has only one year of schoolwide assessment data, Spring 2019, which served as the Charter School’s baseline.

Further, as a result of COVID-19 school closure in Spring 2020, the CAASPP and ELPAC assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, there will not be any state indicators for the Fall 2020 Dashboard for any school in the state of California.

However, in accordance with Section 47607.2(b)(2), JLPAA has included the following charts, which reflect the one-year (baseline) student performance on the Spring 2019 CAASPP assessment for ELA and Math as “measurements of academic performance.”

2019 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	34.89%	25.58%
HISPANIC	25.00%	17.86%
SOCIO ECON DISADV.	31.71%	26.83%

2019 ELA & MATH CAASPP RESULTS

The following chart outlines the achievement levels for the Spring 2019 CAASPP (ELA & Math) for Julia Lee Performing Arts Academy, compared with Riverside County and the State of California by grade level; and overall schoolwide.

2019 ELA CAASPP: GRADE 3				2019 MATH CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE	ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE
MEAN SCALE SCORE	2384.3	2419.3	2425.2	MEAN SCALE SCORE	2391.7	2426.2	2434.3
STD EXCEEDED: LEVEL 4	0%	22.92%	26.35%	STD EXCEEDED: LEVEL 4	0%	18.15%	22.51%
STD MET: LEVEL 3	33.33%	23.24%	22.19%	STD MET: LEVEL 3	26.67%	28.47%	27.71%
STD. NEARLY MET: LEVEL 2	26.67%	24.93%	23.42%	STD. NEARLY MET: LEVEL 2	33.33%	25.31%	23.03%
STD NOT MET: LEVEL 1	40.00%	28.91%	28.01%	STD NOT MET: LEVEL 1	40%	28.07%	26.75%
2019 ELA CAASPP: GRADE 4				2019 MATH CAASPP: GRADE 4			
ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE	ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE
MEAN SCALE SCORE	2445.8	2460.9	2466.1	MEAN SCALE SCORE	2453.3	2463	2472
STD EXCEEDED: LEVEL 4	11.76%	24.03%	26.87%	STD EXCEEDED: LEVEL 4	0%	15.39%	20.02%
STD MET: LEVEL 3	29.41%	23.59%	22.59%	STD MET: LEVEL 3	29.41%	25.41%	24.92%
STD. NEARLY MET: LEVEL 2	41.19%	20.47%	19.35%	STD. NEARLY MET: LEVEL 2	47.06%	32.63%	30.32%
STD NOT MET: LEVEL 1	17.65%	31.92%	31.18%	STD NOT MET: LEVEL 1	23.53%	26.56%	24.75%
2019 ELA CAASPP: GRADE 5				2019 MATH CAASPP: GRADE 5			
ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE	ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE
MEAN SCALE SCORE	2463	2496	2502.4	MEAN SCALE SCORE	2487.3	2485.2	2495.3
STD EXCEEDED: LEVEL 4	9%	20.47%	23.66%	STD EXCEEDED: LEVEL 4	18%	16.52%	21.19%
STD MET: LEVEL 3	18.18%	29.19%	28.02%	STD MET: LEVEL 3	0.00%	16.65%	16.80%
STD. NEARLY MET: LEVEL 2	36.36%	20.78%	19.88%	STD. NEARLY MET: LEVEL 2	45.45%	28.79%	26.73%
STD NOT MET: LEVEL 1	36.36%	29.57%	28.44%	STD NOT MET: LEVEL 1	36%	38.03%	35.27%
2019 ELA CAASPP				2019 MATH CAASPP			
ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE	ACHIEVEMENT LEVEL	JULIA LEE	RIVERSIDE	CA STATE
STD EXCEEDED: LEVEL 4	6.98%	18.76%	22.48%	STD EXCEEDED: LEVEL 4	4.65%	14.42%	19.69%
STD MET: LEVEL 3	27.91%	29.09%	28.62%	STD MET: LEVEL 3	20.93%	19.72%	20.04%
STD. NEARLY MET: LEVEL 2	34.88%	23.74%	22.28%	STD. NEARLY MET: LEVEL 2	41.86%	27.33%	25.41%
STD NOT MET: LEVEL 1	30.23%	28.41%	26.63%	STD NOT MET: LEVEL 1	32.56%	38.53%	34.86%

Julia Lee Performing Arts Academy has one year of CAASPP results (baseline) for Spring 2019; and its numerically significant student groups: Hispanic and Socio-economically Disadvantaged. The following chart includes the list of schools our students would otherwise attend. It provides the percentage of students who met/exceeded standards on the 2019 CAASPP ELA & Math assessment (schoolwide).

2019 CAASPP % MET/EXCEEDED		
SCHOOL	ELA	MATH
EARL WARREN ES	45.50%	40.29%
JULIA LEE PERF ARTS	34.89%	25.58%
LAKELAND VILLAGE	30.81%	14.27%
MACHADO ES	21.77%	21.69%
RICE CANYON	55.33%	47.04%
WILLIAM COLLIER	40.06%	32.67%
WITHROW ES	30.86%	27.71%

The following chart reflects the percentage of Hispanic students who met/exceeded standards on the 2019 CAASPP ELA and Math assessment.

2019 CAASPP % MET/EXCEEDED: HISPANIC		
SCHOOL	ELA	MATH
EARL WARREN ES	43.13%	37.74%
JULIA LEE PERF ARTS	25.00%	17.86%
LAKELAND VILLAGE	27.63%	12.18%
MACHADO ES	22.22%	21.73%
RICE CANYON	50.49%	43.05%
WILLIAM COLLIER	34.71%	31.45%
WITHROW ES	29.17%	26.13%

The following chart reflects the percentage of Socioeconomically Disadvantaged (SED) student group who met/exceeded standards on the 2019 CAASPP ELA and Math assessment.

2019 CAASPP % MET/EXCEEDED: SED		
SCHOOL	ELA	MATH
EARL WARREN ES	41.20%	35.82%
JULIA LEE PERF ARTS	31.71%	26.83%
LAKELAND VILLAGE	28.75%	12.06%
MACHADO ES	20.90%	20.53%
RICE CANYON	49.17%	40.14%
WILLIAM COLLIER	36.89%	26.54%
WITHROW ES	25.71%	23.92%

As demonstrated above, JLPAA students perform comparably against students from schools where they would have otherwise attended in both ELA and Math.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

- (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

In accordance with Education Code Section 47607.2(b)(3)(A), JLPAA has included the following charts that show the 2019-20 NWEA MAP Assessment results by grade level and disaggregated by the following student groups: English learner and Students with Disabilities (SWD) for Fall and Winter as “verified data” to show measurable increases in academic achievement. The 2020 Spring NWEA MAP assessment was not administered as a result of school closure, so the data is limited to the 2019-20 Fall and Winter NWEA MAP Assessment results.

2019-20 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD		
GRADE K	140.5	137.4	131.3	148	142	138.8	+7.5	153
GRADE 1	154.6	149.4	152.3	163.2	161.2	159.3	+8.6	173
GRADE 2	173.3	169	180	177.1	172	183.2	+3.8	191
GRADE 3	180.5	174.8	180	188	178.3	174	+7.5	202
GRADE 4	190	173	179.3	198	186	189	+8	209
GRADE 5	196.6	200.5	215	197.1	199.5	221	+0.5	214
GRADE 6	208.6	202.3	196.5	213.1	207.5	196.5	+4.5	218

2019-20 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD		
GRADE K	134.8	128.2	124.3	149.5	143	138.5	+14.7	156
GRADE 1	154.1	148.5	156.8	164.3	158.4	163	+10.2	176
GRADE 2	174.3	167.56	183.6	182.8	183.5	191.6	+8.5	192
GRADE 3	177.3	171.8	167.3	183.5	177	188	+6.2	204
GRADE 4	193.4	187.7	176.7	200.3	195	182.3	+6.9	217
GRADE 5	198.5	201.5	205	199.2	207	206	+0.7	229
GRADE 6	206.2	199.5	192.5	213.4	210	190	+7.2	230

Due to the two-year initial charter term, along with unforeseeable school closures due to COVID-19, JLPAA has limited “verified data” to show students’ measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

However, as the Fall and Winter NWEA results demonstrate above, JLPAA students at each grade level have shown growth between the fall and winter in both Reading and Math.

Pursuant to Education Code Section 47607.2(b), “the chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal” and “[i]n addition . . . shall consider clear and convincing evidence showing . . . (A) The school achieved measurable increases in academic achievement” as demonstrated by verified data.

JLPAA has demonstrated that its students have met and exceeded standards on both the CAASPP ELA and Math assessments at rates comparable to the schools its students would otherwise attend. JLPAA has also shown that its students have improved on their NWEA Reading and Math assessments between the 2019-20 Fall and Winter assessments.

As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.

JLPAA STUDENT DATA:

ENGLISH LEARNERS

The following chart provides the total number of English Learners (EL) for the past 2 years.

ENGLISH LANGUAGE LEARNERS		
	TOTAL #	TOTAL %
2018-19	12	7.2%
2019-20	33	12.6%

According to researchers from the California Linguistic Minority Research Institute, “The clear conclusion emerging from these data sets is that even in two California districts that are considered the most successful in teaching English to LEP students, oral proficiency takes 3 to 5 years to develop, and academic English proficiency can take 4 to 7 years.” Due to our small number of English language learners, there may be years in which our classification rates fluctuate. This being said, our Charter School still falls within typical expectations for student reclassification as compared to other districts in California (Hakuta, et al).

STUDENTS WITH DISABILITIES

Julia Lee Performing Arts Academy provides a full inclusion educational model for Students with Disabilities. The following chart provides the total number of Students with Disabilities (SWD) for the past 2 years. Our SELPA provider is the Desert Mountain SELPA.

STUDENTS WITH DISABILITIES		
	TOTAL #	TOTAL %
2018-19	9	5.4%
2019-20	37	14.1%

AVERAGE DAILY ATTENDANCE DATA

The following chart provides the attendance rates for the past two years. Julia Lee Performing Arts Academy ADA improved this academic year. (Source: CALPADS)

ATTENDANCE RATES	
	TOTAL %
2018-19	87.2%
2019-20	92.2%

CHRONIC ABSENTEEISM RATES

The following chart provides the 2018-19 chronic absenteeism rates schoolwide and disaggregated by student group that includes cumulative enrollment, chronic absenteeism count (number of students identified as chronically absent) and the chronic absenteeism rate.

Note – some subgroups are not “numerically significant.”

JULIA LEE PERFORMING ARTS ACADEMY			
2018-19 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	193	55	28.5%
AFRICAN-AMERICAN	31	12	38.7%
HISPANIC	115	26	22.6%
WHITE	25	8	32.0%
2+ RACES	16	6	37.5%
EL	17	4	23.5%
SOC. ECON DISADV.	149	42	28.2%

This year, our school developed and implemented a highly engaging attendance plan which includes calling parents regularly when a student is late/absent, communicating with families via Parent Square app, and sending notifications and reminders; discussing the impact of truancy and absenteeism during all Coffee with the Principal meetings, including SSC and ELAC., and the use of independent study packets for identified students.

PARENT SURVEY RESULTS

The following are the findings of the most recent parent survey:

- 95% agree/strongly agree they feel respected by teachers.
- 94% agree/strongly agree they feel comfortable sharing their concerns with teachers.
- 94% stated the school invites parents to school events often.
- 84% stated the school offers parents opportunities to participate.
- 94% stated that to some/great extent the school makes them feel like a partner with the teacher
- 100% stated that to some/great extent it is easy for parents to contact their child’s teacher.
- 89% stated that to some/great extent parent’s voice is valued at JLPAA.
- 94% are extremely likely to recommend JLPAA to another parent.

SUCSESSESS & ACCOMPLISHMENTS

The following is a list of accomplishments that support our Carter School’s mission and vision:

1. In the first year of operation, our school had a 98% teacher retention rate; and after our second year of operation (current year), a 100% teacher retention rate.
2. Our partnership with Home Depot has resulted in the construction of a playground for our students.
3. Walmart provided our school with a \$4,000 grant to fund technology.
4. The Lake Elsinore Chamber of Commerce awarded Julia Lee Performing Arts Academy the Non-Profit Business of the Year Award.
5. Our Scholastic Book Fair Fundraiser raised funds to implement and purchase classroom libraries.
6. The National Alumni Association at Spelman College purchased books for our school library.
7. Parent Engagement and participation has flourished at our school. Approximately, 30

parents volunteered over 300 hours supporting our school's mission and vision and were recognized by Assemblywoman Melissa Melendez.

8. High parent participation as a result of our active grade-level parent representatives.
9. Our Principal hosts monthly Coffee with the Principal that results in high parent participation.

ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii)

MISSION

The Julia Lee Performing Arts Academy will be a high quality educational program for students in grades TK-8 that develops the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop the students academically, artistically and socially so that they leave the school as independent, cooperative, responsible and creative young adults with a lifelong interest and ability in learning and the arts. As we encourage and provide our students with the foundation of these skills and qualities, we will prepare our students to pursue further educational goals and allow them to contribute to the life and wellbeing of society as a whole.

VISION

The Julia Lee Performing Arts Academy is a supportive educational community where our students achieve high academic standards and pursue excellence in the performing arts. We believe in inspiring confident lifelong learners who have the courage to dream, imagine, explore and to realize their full potential through hard work, curiosity and creativity.

OUR CORE VALUES

The following illustrate the core values of the Julia Lee Performing Arts Academy and are the Six Pillars of Character targeted in Character Counts:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

TARGETED STUDENT POPULATIONS

Julia Lee Performing Arts Academy (JLPAA) currently serves 261 students grades TK-6 and will expand annually to serve a total of 490 students in grades TK-8 by the 2025-26 school year. The students at Julia Lee Performing Arts Academy reside within the City of Lake Elsinore.

Currently, our school student demographics include:

RACIAL/ETHNIC DEMOGRAPHICS: PERCENTAGES									
	AFRIC-AM	AM IND	ASIAN	FILIPINO	HISPANIC	PAC ISL	WHITE	2+ RACES	NR
2018-19	19.3%	0.0%	0.0%	0.0%	59.6%	0.0%	12.7%	6.6%	1.8%
2019-20	13.4%	0.0%	0.0%	0.0%	64.0%	0.7%	15.7%	5.0%	0.7%

Our school site is situated at 19740 Grand Ave. Lake Elsinore 92530.

PROJECTED STUDENT ENROLLMENT

The following chart provides JLPAA’s projected enrollment for the term of the charter:

PROJECTED ENROLLMENT BY GRADE LEVEL										
	TK/K	1	2	3	4	5	6	7	8	TOTAL
2021-22	75	50	50	50	50	25	25	25	0	350
2022-23	90	50	50	50	50	50	25	25	25	415
2023-24	90	50	50	50	50	50	50	25	25	440
2024-25	90	50	50	50	50	50	50	50	25	465
2025-26	90	50	50	50	50	50	50	50	50	490

INSTRUCTIONAL MINUTES

Julia Lee Performing Arts Academy shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by Title 5, California Code of Regulations Section 11960.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	140	220	0	0	40	150	0	0	180	36000	36800	800
1	Yes	140	375	0	0	40	255	0	0	180	50400	62700	12300
2	Yes	140	375	0	0	40	255	0	0	180	50400	62700	12300
3	Yes	140	375	0	0	40	255	0	0	180	50400	62700	12300
4	Yes	140	375	0	0	40	255	0	0	180	54000	62700	8700
5	Yes	140	375	0	0	40	255	0	0	180	54000	62700	8700
6	Yes	140	375	0	0	40	255	0	0	180	54000	62700	8700
7	No	140	375	0	0	40	255	0	0	180	54000	62700	8700
8	No	140	375	0	0	40	255	0	0	180	54000	62700	8700

ACADEMIC CALENDAR & SCHEDULE

Julia Lee Performing Arts Academy’s school year starts in August and ends in June. The Charter School runs on a traditional school year calendar, and provides all students with at least 180 instructional days.



JULIA LEE PERFORMING ARTS ACADEMY 2020 –2021 SCHOOL YEAR

CALENDAR

July 2020				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2020				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2020				
Mon	Tue	Wed	Thu	Fri
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2020				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2021				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2021				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

	Minimum Day
	Holiday
	Student Attendance Day
	Teacher Work Day
	No School
	Student Testing Window

	NWEA/MAP Sep.
	NWEA/MAP Sep.
	ELPAC Sep.
	NWEA/MAP Jan.
	ELPAC - Apr.
	CAASPP May
	NWEA/MAP June

First Day of School: August 24,2020
 Last Day of School: June 11,2020
 Total Number of School Days: 180
 Total Early Release Days: 35

Calendar Reading Board Approval

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

JLPAA believes children in the 21st century must be prepared to understand and solve complex and novel problems. JLPAA aims to develop five central attributes in our students necessary to adapt and thrive in this time of change. To be educated in the 21st century, one needs to be:

- Academically and intellectually motivated; college and career -ready.
- Able to use technology and digital media strategically and capably.
- In possession of a broad range of skills and interests including the Performing/Visual Arts
- Able to collaborate with others.
- A lifelong learner.

Learners in the 21st century need to be academically and intellectually motivated. Students not only need to cover academic content areas, but also develop mastery over key academic concepts in order to be high school, college, and career ready. Students need to comprehend and evaluate complex texts across a range of types and disciplines, and construct effective arguments and convey intricate or multifaceted information. Likewise, learners in the 21st century should be able to discern a speaker's key points, request clarification, and ask relevant questions. They should build on others' ideas, articulate their own ideas, and confirm they have been understood. Aligned with the state content standards, curriculum at JLPAA is structured so students can delve deeply into core subject areas with a focus on inquiry, exploration, and understanding. In addition to content knowledge, our students will have the metacognitive skills to understand their own learning process. They will strive to learn because they are self-directed, inquisitive, and in charge of their learning. In other words, they will not only learn how to read, write, and do arithmetic, but will possess a self-awareness in order to build upon their academic and intellectual foundations.

Learners in the 21st century must be able to use technology and digital media strategically and capably. Students need the ability to employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They should be able to tailor their searches online to acquire useful information efficiently, and then integrate what they have learned through technology with what they learn offline. Learners in the 21st century need to be familiar with the strengths and limitations of various technological tools and media and select those best suited to their communication goals.

Learners in the 21st century must be in possession of a broad range of skills and interests including the Performing/Visual Arts. The critical skills of creativity, critical thinking and problem solving can be developed by design using the arts as tools. Business leaders and visionary thinkers know that the ability to be creative is native to the arts and is one of the primary processes learned through arts education. The arts promote work habits that cultivate curiosity, imagination, creativity, and evaluation skills. Students who possess these skills are better able to tolerate ambiguity, explore new realms of possibility, express their own thoughts and feelings, and understand the perspectives of others. Furthermore, the study of the arts can help produce globally aware, collaborative, and responsible citizens. Anyone who has ever seen a student become excited, energized, and confident through artistic exploration has seen first-hand how arts education engages children and contributes to their overall development.

The arts—dance, music, theatre, and the visual arts—have their own unique set of knowledge, skills, and processes. The arts share common characteristics that make arts education a powerful preparation for college, career, and a fulfilling life.

Learners in the 21st century must be able to collaborate with others and engage with different relationships and ideas among an increasingly diverse and global community. The 21st century classroom and workplace are settings in which people from often widely divergent cultures, and who represent diverse experiences and perspectives, must learn and work together.

Students will need to understand other perspectives and cultures through reading and listening, and be able to communicate effectively with people of varied backgrounds. The JLPAA graduate will be able to identify and respond to emotions within themselves and others, work collaboratively, and will be compassionate, self-confident learners.

JLPAA will focus on developing these social and emotional competencies through the use of the Theory of Multiple Intelligence and Cooperative Learning instructional strategies.

Moreover, by reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students will vicariously inhabit worlds and have experiences much different from their own.

Learners in the 21st century need to be lifelong learners. JLPAA intends to enable our students to become self-motivated, competent, and lifelong learners. Our students need to recognize challenges in and out of school and to have the confidence, resourcefulness, and optimism to not only confront those challenges, but to know that change is possible. A lifelong learner is therefore a problem solver; s/he needs the critical thinking and reasoning skills to gather information from a variety of sources and the creativity and divergent thinking skills to come up with novel ideas. In addition, strong communication skills are vital as are questioning, reflection and perseverance. Beginning in kindergarten, JLPAA students will engage in solving a variety of practical and intellectual problems. By the time they leave JLPAA, students will have developed the problem solving skills and confidence to succeed in high school, college and career, as well as the intrinsic motivation to be lifelong learners.

HOW LEARNING BEST OCCURS

At Julia Lee Performing Arts Academy learning best occurs when there is:

- A clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- A curriculum, instruction and assessments aligned with state standards
- Academic content integrated with the performing arts
- Frequent monitoring of learning and teaching
- Focused professional development; and
- A high level of family and community involvement.

- All stakeholders including administrators, teachers, and parents have a unity of purpose and a consensus on values, show consistency of practice in adapting particular approaches to instruction, offer academic and behavior expectations that have a positive impact on the progress of students, and enjoy a spirit of collegiality and collaboration. Staff members work to ensure student achievement, building on individual strengths and learning styles, and providing interventions where indicated to improve student learning and achievement.
- Learning best occurs when all Julia Lee Performing Arts Academy staff members have high standards and expectations for all students. This involves all staff members taking an active role in supporting and monitoring students' progress in their academic standards, communicating expectations about grade level achievement levels for all students, promoting a professional dialogue in response to evidence-based research on what works for students with learning difficulties, and directing and supporting teachers to recognize and support diversity in student learning to ensure that all students experience success in academics and meet challenging learning outcomes in academic, creative, and other pursuits.
- Effective instructional and administrative leaders must have leadership qualities and a vision consistent with the school's mission and educational program. Effective leaders proactively nurture an instructional program and school culture conducive to learning and professional growth.
- There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- The educational program offers a curriculum, instruction, and assessments aligned with state standards. The planned and actual curriculum is aligned with the California Content Standards, Next Generation Science Standards, and English Language Development standards. Research-based teaching strategies and materials are used. Staff members understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
- The academic content is integrated with the arts. Research has shown that the arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives. Arts education has been shown to improve the ability to approach all subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.
- The staff members use frequent monitoring of learning and teaching. Teachers monitor student progress frequently, and alter instructional methods or provide specific interventions as needed to ensure students are successful. More support and instructional time is provided, either during the school day or outside normal school hours. Assessment results are used to focus and improve instructional programs.
- The staff members are provided focused professional development. A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the Charter School's vision or mission.
- There is a high level of family and community involvement in the Charter School. There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community

colleges/universities all play a vital role in this effort. Research documents that students are successful when they are supported by caring adults and when school and homework as partners to create high expectations for student behavior and achievement. Parents are encouraged to play an active role in their child's education. Parents and teachers are partners, nurturing each child's social, emotional, and physical well-being and development, thus empowering every child for learning success. The Charter School offers a process for parent empowerment and leadership development to ensure parents have a voice at all levels of the Charter School decision-making.

EDUCATIONAL PHILOSOPHY

“To neglect the contribution of the arts in education... is to deny children access to one of the most stunning aspects of their culture and one of the most potent means for developing their minds.”
-Elliot W. Eisner, Professor of Education and Art, Stanford University

Julia Lee Performing Arts Academy aligns itself with the considerable body of educational theory and research supporting an “arts-integrated” model for the education of children. JLPAA believes that offering and encouraging a sound curriculum through visual and performing arts into our children's daily education and curriculum can be rewarding for the student. According to the U.S. Department of Labor, the arts build the “foundation” skills (creative thinking problem-solving, collaboration, and self-esteem) needed to meet future employment needs. Arts education has been affirmed by federal policy in many states across our country. A broad education in the arts reaches the whole student, and this motivates the student to achieve. Music engages students in thinking about and organizing sounds; drawing, sculpting, and other visual arts develop spatial acuity; the study of theater strengthens memory through repeating stories and memorizing dialogues; and dance builds motor control, awareness of the body, and directionality. Through this curriculum, students have opportunities to construct meaning through dance making, music making, theater making, and visual art making, or creating within other art forms.

Because of its wide-ranging applications, art inherently belongs in any serious exploration of the California Content Standards. This integrated curriculum sets a foundation for academic success at each grade level. While every lesson cannot be expected to be “arts-based,” teachers will endeavor to integrate the arts whenever possible.

The teachers at JLPAA will bring a wide variety of intellectual experiences and teaching approaches to their classrooms. A student who spends their entire TK-8th grade education at JLPAA will be exposed to a wide range of educational methodologies including Multiple Intelligences, Direct Instruction, and Cooperative Learning. We believe that exposure to such a multitude of approaches ensures that students will succeed no matter where they may continue their education beyond JLPAA.

We actively seek to bring into the school community members and professional artists from around the world who are willing to share their special talents. Though our talents and experiences may be vastly different, one thing will be consistent: At JLPAA we believe that the practical and wholly integrated application of the arts with a positive, caring learning environment is the best way to educate children.

A positive, caring learning environment will permeate the Charter School. Children will be nurtured and supported by the entire school community (teachers, school leaders, fellow students, families and community volunteers) in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life.

Our small school environment with smaller class sizes will help foster a child-centered approach to learning in which children form meaningful relationships with several adults (classroom teachers and aides, dance/arts instructors, parent and community volunteers) and receive daily, individualized instruction and attention. Students, parents, teachers, and staff will develop an important sense of “belonging” in our school community; this sense is a powerful force in combating the challenges faced outside our school walls.

INSTRUCTIONAL PROGRAM

Powerful, applicable and relevant learning for all students is Julia Lee Performing Arts Academy’s goal. An integrated curriculum, acceleration, intervention, ongoing assessments and meaningful parent engagement are the means. Julia Lee Performing Arts Academy’s chosen instructional approaches will enable the Charter School’s students to achieve the objectives specified in the charter and master the California Content Standards, Next Generation Science Standards, and English Language Development Standards as adopted by the State Board of Education and meet the social/emotional needs of our student body.

Across the curriculum, teachers will employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.

JLPAA will utilize fall, winter and spring cumulative interim assessments based on standards (math, reading, and language usage). After each assessment, teachers will analyze the data and complete an Assessment Analysis and Instructional Plan to map out further instruction and re-teach strategies. Each assessment is followed by a re-teach period during which teachers have the opportunity to target whole group, small group or individual classroom instruction for any standards students have not mastered. Students needing additional support are referred for school interventions. All data is stored and desegregated by the administration, which further measures year-to-year gains and losses.

PROFESSIONAL LEARNING COMMUNITY (PLC) - ESSENTIAL COMPONENTS

The instructional staff JLPAA participate in Professional Learning Communities (PLC) in which teachers could create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. JLPAA is a school based on best practices, innovative initiative and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

Teachers at JLPAA will actively and enthusiastically participate in a Professional Learning Community. According to Dufour (2005), “teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who

observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.” A professional learning community is characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams
- Action-Research Orientation
- Continuous Improvement

RESULTS ORIENTATION

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/planning, and coaching by the principal who serves as the school’s instructional leader.

Besides learning, teachers in a PLC will have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by:

- Making their teaching “public”;
- Observing and giving each other critical feedback;
- Leading professional development;
- Presenting at professional conferences;
- Welcoming visiting educators and other observers into their classrooms, and
- Mentoring new teachers

MICRO & MACRO GRADE LEVEL PLANNING

Boot Camp

New teachers to JLPAA will spend additional professional workshop days immersed in professional development facilitated by the principal, coach, and experienced teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers will read research, learn how to implement strategies, and become familiarized with school curriculum and resources.

Grade level Team Collaboration

Julia Lee Performing Arts Academy teachers use the weekly minimum day, Wednesday, for professional development with the principal across grade levels. The teachers are better able to deconstruct standards, teachers are given time to work with their grade level teams to talk about data and look at the results of the learned practices.

In order to facilitate the meeting, the teachers will be given a planning form called the Data Meeting Reflection Sheet, it allows team members to maintain a clear focus on that day’s objective. These reflection sheets are turned in to the principal who analyzes them for patterns or difficulties that need to be addressed during professional development times or for teams needing extra support so a coach can support more intensely.

Teachers create common assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the “How” in instruction will be a common topic of conversation in data meetings. The data reflection document serves as a guide to allow teachers to question not only what does not work in the classroom, but deeply discuss what does work

in the classroom. The data meeting and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms.

All of JLPAA's instructional models and instructional techniques have been chosen because they are research-based and have been proven to be best practices for all learners including English learners, students with special needs, high achievers, and students from diverse ethnic backgrounds. Teachers will successfully address students' needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. Approaches and methods that will be utilized within the curriculum and instructional design at JLPAA include:

- Understanding by Design (UbD)
- Direct Instruction
- Integrated Studies

UNDERSTANDING BY DESIGN (UbD)

Understanding by Design (UbD), also known as Backwards Design, is an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, 1998. When using Backwards Design, teachers start with the desired results (goals, standards, or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then create those lessons necessary for students to perform successfully.

While instructional staff will have significant flexibility to make innovative instructional decisions, a unified backwards planning and assessment system will ensure consistency and accountability. Because English Learners, students with learning disabilities, and students performing below grade level have been shown to benefit from consistent instructional routines (Dutro & Kinsella, 2009), teachers at JLPAA plan vertically to develop shared core instructional techniques and language.

Using Backwards Design, JLPAA faculty collaboratively plan units of study based on a systematic prioritization and clustering of the California Content Standards. There are four distinct stages to the Backwards Design process that JLPAA teachers will be trained to use when planning units of study:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. Specifically, the JLPAA staff will apply a concrete process for analyzing standards, which helps them internalize the standards as well as determine the following information:

- Level of thinking required by students to reach mastery of the standard (this is tied to creating assessments);
- Percentage of questions from the California Assessment of Student Performance and Progress test (CAASPP) or annual statewide assessments that relate to each strand of the standards (this is tied to creating assessments); and
- Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards with each unit designed by them (this is tied to creating assessments for units as well as individual lessons within the

unit).

Stage 2: Aligning Assessments (Formative and Summative) to Content Standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify five overarching assessment methods (selected response, multiple intelligence response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard; and
- Establish and articulate clear criteria for reaching proficient performance on standards.

Sample assessment strategies may include:

- Authentic assessments;
- Phonics skills assessments;
- Mathematics assessments given to students at the beginning of the year, mid-year, and the end of the year to measure growth;
- Writing prompts;
- Oral reports;
- Presentations;
- Projects;
- End of chapter tests;
- Teacher-made assessments;
- Rubric self-assessment; and
- Multiple Intelligences projects.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs);
- Using a variety of assessment results to assist in creating standards-based lesson plans;
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles (such as Multiple Intelligences surveys); and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system.

Sample instructional strategies may include:

- Collaborative investigations and demonstrations;
- Mini-lessons that address specific skills within the context of larger projects;
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;

- Art projects;
- Musical selections;
- Movement;
- Reader's Theatre;
- Field trips;
- Graphic organizers;
- Guest speakers;
- Mentoring program; and
- Peer study groups.

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Using Professional Learning Communities (PLCs) to collaborate on lesson planning;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and other types of assessments are prepared. Teachers use this process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms.

Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and/or subjects at JLPAA. Specifically, all teachers will be required with the responsibility of meeting no less than weekly, as a grade-level or departments, to engage in lesson study, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

DIRECT INSTRUCTION

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short-term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long-term memory.

Direct instruction is characterized by five phases at Julia Lee Performing Arts Academy:

- Orientation - Teachers activate students' relevant prior knowledge and experiences and help them to connect it to the new knowledge they will gain from the lesson. They also familiarize learners with the focus of a lesson. In student-friendly language, they explain the lesson's purpose, telling students what they are expected to be able to do.
- Presentation (I do) - Teachers identify a specific strategy for students, then model exactly where, how, and why to apply the strategy. Throughout this and other phases of direct instruction, teachers check frequently for understanding of all students and provide immediate corrective feedback when needed.
- Highly Structured Practice (we do) - Teachers begin the process of handing over to students the strategy or concept that they have modeled. Using new but related

material, teachers apply the steps of a strategy or the dimensions of a concept, involving students in ways in which they cannot fail.

- Guided Practice (we do) - Teachers give students increasing responsibility for applying a strategy or concept to more new material. Teachers use structured response techniques to ensure that every student participates and to check the accuracy of students' responses in order to provide immediate corrective feedback, if necessary. The teacher withdraws support gradually and only when students show that they can work on their own.
- Independent Practice (you do) - Students independently practice work with a strategy or concept, applying their new knowledge in unfamiliar situations. During this phase, students have the main responsibility for completing academic tasks on their own, although teachers still monitor what they do and respond to their efforts

There is extensive research on the effective use of Direct Instruction in the classroom: The changes in reading achievement from first to fifth grade students in a large urban school system with a high proportion of economically disadvantaged students were investigated in one such study. Students were taught reading by Direct Instruction (DI), Open Court, or a mixture of other curricula selected by the individual schools. At the outset of the study, the first grade students in the DI schools had lower vocabulary and comprehension scores than students in either of the other two treatment groups. By fifth grade, however, the DI students had the highest vocabulary and comprehension averages: averages that exceeded the fifth grade national average. These results "suggest that the (DI) curriculum has long-term impacts and, at least for students in this high-poverty school system, can help counter the well documented tendency for declining achievement over time." (Stockard, J., 2010)

Moreover, a panel of experts convened by the National Institute of Child Health and Human Development spent three years assessing thousands of scientific research studies on reading and its implications for reading instruction. These experts concluded that effective reading programs had certain key features, all of which were related to the use of Direct Instruction as a teaching strategy. Direct Instruction was used in these reading programs when teaching phonics and phonemic awareness, the use of decodable text, and oral practice formats. The report found that repetition and multiple exposures to vocabulary items were important and confirmed the validity of DI techniques to improve comprehension. These included questions and answering strategies in which the reader answered questions posed by the teacher and received immediate feedback as to correctness and summarization, and where readers were taught to integrate ideas and generalize from the text information. (What the Research Says: Prepared by the Education Consumer Foundation, November 28, 2011).

Another five-year study focused on the impact of using Direct Instruction when teaching mathematics in the Baltimore City Public School System. This report compared math achievement for schools using DI with similar schools in the system. First grade students who received Direct Instruction had significantly higher levels of achievement on the Comprehensive Test of Basic Skills (CTBS) subtests of mathematics computations, mathematics concepts and applications. Among the students who began first grade in the school district and remained in the same schools five years later as fifth grades, those who received Direct Instruction as first graders had significantly higher scores on the measure of mathematics concepts and applications than students attending the other schools.(Improving

Elementary Level Mathematics Achievement in a Large Urban District-The Effects of Direct Instruction in the Baltimore City Public School System: *Journal of Direction Instruction*, 10, 1-16.)

INTEGRATED STUDIES

At Julia Lee Performing Arts Academy an integrated approach occurs when the instructional staff infuses the performing arts with the regular curriculum across all grade levels.

An integrated curriculum brings together a combination of subjects in a comprehensive manner enabling students to develop a meaningful understanding of the relationships among concepts, preparing students for lifelong learning in the 21st century. As mentioned by Campbell and Henning (2010), knowledge today is becoming more interdisciplinary and integrated, which calls for more interdisciplinary and integrated learning in public schools.

Also known as interdisciplinary studies/cross-curricular teaching, this approach is often seen as a way to address some of the recurring problems in education, such as fragmentation and isolated skill instruction. It is seen as a way to support goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students (Marzano, 1991; Perkins, 1991).

There is a body of research related to how children learn that supports curriculum integration. Cromwell (1989) looks at how the brain processes and organizes information. The brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences. The brain processes many things at the same time, and holistic experiences are recalled quickly and easily. “The human brain,” writes Shoemaker, “actively seeks patterns and searches for meaning through these patterns.” This research is supported by Caine and Caine (1991) when they connect neuro-psychology and educational methodologies and state that the search for meaning and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation. Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, with an experiential component.

An integrated curriculum goes beyond the blurring of subject area lines to a process of teaching whereby all the school subjects are related and taught in such a manner that they are almost inseparable. What is learned and applied in one area of the curriculum is related and used to reinforce, provide repetition, and expand the knowledge and skills learned in other curriculum areas. This process allows the student to quickly perceive the relationships between learning in all curriculum areas and its application throughout each of the school subjects.

Students can master the content and understand it at a higher level (Watkins & Krisonis, 2011). Critical thinking is highly emphasized in an integrated curriculum because it motivates students and teachers simultaneously. Several writers report that students in schools that focus on and take part in integrated curriculum perform better on standardized tests and state exams than students in schools that do not (Shriner et al., 2010; Campbell & Henning, 2010; Hinde, Osborn, & Dom, 2007). Achievement gaps can also diminish with the use of an integrated curriculum, especially gaps between science and math (Becker & Park, 2011).

An integrated curriculum includes the visual and performing arts. Research has shown that the

arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives. Arts education has been shown to improve the ability to approach all subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.

For example, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* published by the National Endowment for the Arts (2012) summarized, “Eighth graders who had high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than did students who had lower levels of arts engagement over the same period.”

Moreover, according to a four-year project funded by the US Department of Education’s Arts Education Model Development and Dissemination (AEMDD) program, four researchers compared three schools using the arts-integrated LATA (Learning and Achieving Through the Arts) model against three schools that used stand-alone arts instruction. “We found that schools using the arts-integrated model had an average 11% gain on standardized tests in the number of students proficient in English Language Arts (ELA) compared to an average 1% loss of students proficient in those schools without arts-integrated instruction. Even more noteworthy was the gain for English Learners. During the same time period, English Learners had an average 15% gain in the number of students proficient on English Language Arts (ELA) standardized tests. These gains suggest that arts integration models have potential value for similar student groups for increased achievement in ELA (Peppler, Powell, Thompson & Catterall, 2014).

ENGLISH LANGUAGE ARTS

The ELA/Literacy curriculum at JLPAA is based on the California Content Standards for English/Language Arts and emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers and listeners in college settings and in life. In keeping with the intent of the standards, ELA standards will be taught not only with “ELA” time during the day, but are woven through other subject areas to ensure literacy across the curriculum. Moreover, teachers develop (or adapt) long-term plans as grade levels to ensure that all ELA standards are covered in the year and build instructional units and assessments incorporating the ELA standards.

Julia Lee Performing Arts Academy teachers strive to organize courses with important factors in mind: a scaffolded staircase of complexity and meeting the needs of English Learners. Texts will progress over the course of the year with increasing complexity, both in terms of Lexile and thematic understandings. Julia Lee Performing Arts Academy teachers will also include a language objective into each lesson, Specially Designed Academic Instruction in English (SDAIE) is a teaching approach intended for teaching various academic content strategies to support ELs through rigorous texts. We equip our students with the close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that will allow students to create bridges between texts they read and technology, popular culture, media, and their own culture. Julia Lee Performing Arts Academy’s teachers balance genres in literature to foster an intellectual curiosity that enable students to better understand themselves and the world around them.

Strong foundational skills are the backbone of JLPAA's reading program. Having strong literacy skills is essential for college and career readiness. The reading program is an integrated literacy program, and so in the classroom, reading is taught alongside writing, speaking, listening, and language skills. Developing confidence and a love of reading is the heart of any successful reading program. To do this, students engage in reading across all subjects, reading a balance of fiction and nonfiction, with an increasing focus on nonfiction texts. To develop independent, self-directed readers, students analyze strengths and weaknesses in reading and in conjunction with parents and teachers, set reading goals. This allows each student to be challenged in the area of reading regardless of his/her reading ability.

Primary grade teachers focus on developing strong foundational skills and the Open Court language arts program, CCSS-aligned materials, adopted textbooks, and leveled reading books are all used. Students will receive a combination of whole class and small group instruction to teach decoding and comprehension skills. Teachers will use rhymes and songs to develop phonemic awareness and use direct instruction in phonics to teach decoding skills. In addition, repeated readings of predictable texts and guided reading at a student's instructional level will allow students to increase their fluency.

Teachers use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, teachers will modify and acquire new instructional strategies to ensure the most effective instruction for these children. Teachers also research and recommend other curricula to support and supplement the program.

Teachers use formative and summative assessments to guide their instruction. Using data, teachers target their instruction to meet the needs of all students. Guided reading books and other leveled texts allow teachers to differentiate at all reading levels. Rigorous and complex primary source texts are read and analyzed, starting with the primary grades. For developing readers, these complex texts are read aloud to model fluency and comprehension strategies and allow all learners to analyze more rigorous texts than they could independently. Citing evidence from the text and referring back to the text when engaging in discussion about reading is a key expectation meant to build foundational literacy skills for all students.

JLPAA's fourth-fifth grade ELA/Literacy program is based on an integrated model of literacy. Reading, writing, thinking, speaking, and listening are interrelated processes that support students' understanding of texts, development of complex ideas, and creation of original products. Literacy is taught across all content areas with an increasing focus on non-fiction reading skills and strategies. Students refine and expand their skills in language through structured study and independent reading of more complex literary and informational works.

To further develop reading skills, students use the adopted language arts textbook program, leveled reading books, and nonfiction sources. In addition, there will be whole class novel studies and cooperative learning group literature circles, which differentiate for all learners. These strategies allow students to engage in meaningful, self-directed discussions, asking them to cite specific evidence to support their discussion and opinions.

The Julia Lee Performing Arts Academy middle school reading program will be critical for the

literacy of our students: the rigor and demands on independence will increase, moving students along a continuum that prepares them to be high school and college-ready. By using rigorous, engaging, culturally relative, and meaningful texts in skill-based instruction, Julia Lee Performing Arts Academy teachers will make the California Content Standards in English Language Arts accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom.

Students in grades sixth-eighth will also participate in Socratic Seminars. Socratic seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the Seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. It is a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner.

Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a Seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

Julia Lee Performing Arts Academy's writing program is one where students will become unique and engaging, proficient writers. When writing, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will learn how to use technology strategically and safely when creating, refining, and collaborating on writing and become skilled at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and logical manner. As part of the program, collaboration and communication skills will be highlighted, since discussion is an essential part of rigorous and effective intellectual work. Students will use technology to collaborate with their peers and others around the world and use technology for creative purposes.

Our writing classes provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore writing, innovate his or her craft, and internalize the writing process in a pragmatic manner.

The long-term goal for Julia Lee Performing Arts Academy students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our

writing program will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects. These writing projects will reflect the enthusiasm, professionalism, understanding and application that must be present in any rigorous writing process. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend his or her work to a broader community.

Focused mini-lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and providing an equitable sharing space to reinforce a positive collaboration will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor who seeks to give constructive suggestions instead of direct corrections.

The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Julia Lee Performing Arts Academy students will leave eighth grade with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

MATHEMATICS

The mathematics program at Julia Lee Performing Arts Academy incorporates assessment and instruction organized around the California Content Standards for Mathematics. The goals of this program is have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students will then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created formative assessments, school-wide interim and state assessments. In each grade level students will learn the fundamentals of each math strand including number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. Math instruction will be characterized by teaching the children to:

- understand and apply knowledge of numbers
- solve problems
- use skills
- apply math to real-world situations

Julia Lee Performing Arts Academy will use state-adopted resources and curriculum, and locally created curricula aligned with its instructional approaches and California Content Standards for Mathematics standards. The math program provides students and teachers with real- life problem solving activities, and allows for balanced instruction for whole group, small group, partners, and individual instruction. This mathematics program includes multiple methods for basic skills practice, emphasizes communication, and builds an

enhanced home/school partnership around mathematics. The teaching staff begin by creating standards-based pacing guides in the summer and then use the Backwards Design to create units of study to support meeting the pacing guide. Other supplements are purchased to create a rich and deep, standards-based math TK-8 curriculum. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Julia Lee Performing Arts Academy also takes a unique approach to mathematics in that the connection between language and mathematics will be frequently emphasized. All math teachers will utilize SDAIE and other language learner strategies in every lesson and every math lesson will contain a language objective. Julia Lee Performing Arts Academy math teachers will be expected to be knowledgeable of student language development and make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills.

JLPAA believes that the mathematics standards are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. Additionally, mathematics instruction will incorporate cooperative group activities that promote the growth, development, and progress of the individual. JLPAA's math program ensures each student develops a solid math foundation and builds on that foundation to reach an even higher level of mathematical knowledge and skills to put them on the path to and through college.

Math skills will be utilized and reinforced in various content areas at JLPAA. For example, math skills will be reinforced in science when students measure temperature in experiments. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class.

Mathematics Intervention: Teachers will be trained to continually check for understanding and reteach as part of the core mathematics instruction. Students needing reteaching will have additional time with the teacher while their advanced and on-pace students are extending their learning through enrichment activities. Though most students will make progress using the core mathematics instructional materials and strategies for differentiation, some students may benefit from replacement core academic materials and/or supplemental programs. Students will have the opportunity to use computerized learning, such as ST Math, and remediation tools, including Khan Academy, to help students keep pace and for remediation and intervention.

SCIENCE

Science instruction at JLPAA is designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with awareness of the world around them and the world's effect upon them. The curriculum is composed of units of study, which have a performance-based discovery-centered methodology requiring substantial amounts of hands-on science experiments.

JLPAA staff develops, coordinates, and provides instruction in a science curriculum that

incorporates experimentation. As part of the science lessons, teachers will also create a standardized protocol for science notebooks (write-ups of experiments and explorations) at different grade levels that will be used at JLPAA. Middle school students will additionally create science projects each year based on a research question (hypothesis). Working in cooperative groups, they will develop presentation materials to explain their results, and will present their findings and receive feedback. These projects will provide a major point, within middle school science courses, for integration of ELA informational text reading and writing standards and of speaking and listening standards.

The curriculum will be aligned to the Next Generation Science Standards, which include:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining Evaluating and Communicating Information

Along with the Next Generation Science Standards, JLPAA staff will design science lessons designed to develop all of the following:

- Understanding of basic scientific facts and principles;
- Mathematical skills;
- Reading comprehension; and
- Analytical and intellectual skills required to pose and answer questions.

The following chart provides an overview of the science scope and sequence, with grade specific connections to NGSS, by grade:

SCIENCE SCOPE & SEQUENCE BY GRADE LEVEL			
GRADE	PHYSICAL	EARTH	LIFE
K	Materials in Our World	Trees & Weather	Animals Two by Two
1	Balance & Motion	Air & Weather	Plants & Animals
2	Solids & Liquids	Pebbles, Sand & Silt	Insects & Plants
3	Measuring Matter	Water	Structures of Life
4	Energy & Electromagnetism Motion, Force & Models	Soils, Rocks, & Landforms	Environments
5	Mixtures & Solutions	Weather on Earth, Sun, Moon & Planets	Living Systems
6	Force & Motion	Weather & Water	Diversity of Life
7	Chemical Interactions	Earth History	Human Brain/Senses
8	Electronics	Planetary Science	Populations/Ecosystems

HISTORY & SOCIAL SCIENCE

JLPAA uses the California Content Standards for History-Social Science in teaching grades TK-8th grade. The CCSS ELA and Literacy standards are integrated into all history- social science lessons.

TRANSITIONAL KINDERGARTEN/KINDERGARTEN

Students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past. Shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, and the alphabetic principle.

FIRST GRADE

Students learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students’ expanding sense of place and spatial relationships provide readiness for new geographic learning and a deeper understanding of chronology. Students will be ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Students will also begin to develop economic literacy as they learn about work both in and outside the home and the exchange of goods and services for money.

SECOND GRADE

Students in the second grade will be ready to learn about people who make a difference in their own lives and who have made a difference in the past. They will develop their own identities as people who have places in their communities. Students will start their study of people who make a difference by studying the families and people they know. Students themselves can make a difference by engaging in service learning to improve their schools or communities.

THIRD GRADE

Third-graders will prepare for learning California history in the fourth grade and United States history in the fifth grade by thinking about continuity and change in their local community. In exploring their local community, students will have an opportunity to make contact with times past and with the people whose activities have left their mark on the land. Students will build on their knowledge of geography, civics, historical thinking, chronology, and national identity. The emphasis will be on understanding how some things change and others remain the same. To understand changes occurring today, students will explore the ways in which their locality continues to evolve and how they can contribute to improvement of their community. Finally, teachers will introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two will now be ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can

ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land will give students a focus for grade three.

FOURTH GRADE

The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens. The study of California history will include pre- Columbian times, in the cultures of the American Indians who lived here before the first Europeans arrived, and the story of successive waves of immigrants from the sixteenth century through modern times. These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the people from around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, Sikhs, and other immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in the New World, people of African descent have been present throughout much of California's history, contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California's subsequent development throughout the nineteenth and twentieth centuries.

In grade four the emphasis is placed on the regional geography of California. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present. Finally, by developing a timeline, students will be able to put into chronological order events and developments that changed the course of California history, such as the Mexican-American War, the Bear Flag Republic, the Gold Rush, and California's admission to statehood in 1850.

FIFTH GRADE

The course for grade five includes the development of the nation, with emphasis on the period up to 1850. Focus will be placed on the creation of a new nation populated by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government. Students will continue to develop the civic and economic skills they will need as citizens. Students will examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlement patterns that developed in the new nation.

SIXTH GRADE

Students learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. In addition to developing basic geography skills, students will be introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study include:

- The movement of early humans across continents and their adaptations to the geography and climate of new regions.
- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing.
- The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas.
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law).
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women).
- In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

SEVENTH GRADE

Students will learn about the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students will trace the development of medieval civilizations and make connections with regional and present day world maps.

Specifically, students will learn about:

- Long-term growth in the world's population.
- A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing the global population to keep rising.
- Expansion of long-distance commercial, technological, and cultural exchanges.
- The rise of more numerous and powerful kingdoms and empires.
- Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

EIGHTH GRADE

Students will engage in an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were

trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. Students will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

TRANSITIONAL KINDERGARTEN OVERVIEW

Transitional Kindergarten (TK) will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate. The curriculum will align with the California Preschool Learning Foundations in Senate Bill 858. JLPAA TK teachers will be expected to differentiate and individualize instruction to meet the unique educational and social– emotional learning needs across the continuum of development. In TK, teachers will provide students with exposure to the California Content Standards, while kindergarten teachers will seek to guide their students towards mastery of the standards.

In ELA/Literacy, students will be provided with instruction focused on early literacy skills of conversation and oral language, alphabet knowledge, book and print rules, phonological awareness, and vocabulary and background knowledge.

The following teaching strategies below demonstrate the concrete approaches for language arts instruction expected in our transitional kindergarten classrooms. They are designed to guide developmentally appropriate TK instruction, moving students along a continuum of learning by bridging the Preschool Learning Foundations with the Kindergarten Common Core:

- Strategy 1: Understanding of Language (Receptive)
- Strategy 2: Follows Increasingly Complex Instructions
- Strategy 3: Communication of Needs, Feelings, and Interests (Expressive)
- Strategy 4: Reciprocal Communication and Conversation
- Strategy 5: Comprehension and Analysis of Age-appropriate Text, Presented by Adults
- Strategy 6: Letter and Word Knowledge
- Strategy 7: Phonological Awareness
- Strategy 8: Emergent Writing
- Strategy 9: Print Concepts
- Strategy 10: Integrated Approaches for English Language Development and Family Engagement

In mathematics, transitional kindergarten students are introduced to concepts and relationships of numbers and quantities as they recite numbers in order to 10, count up to five objects or visually compare two groups of objects and express if they are the “same” or “more.” They learn important foundations of mathematics while engaging in imaginative play, exploring the environment and materials and making new discoveries.

JLPAA TK teachers integrate ideas and content from multiple domains and disciplines through themes, projects, play opportunities, and other learning experiences so that our students are able to develop an understanding of concepts and make connections across content areas.

Using an integrated instructional approach, our teachers decide on a connecting thread and generate a lesson plan based on the interdisciplinary area of study.

JLPAA Transitional Kindergarten teachers are trained to understand that a balance of explicit instruction and student-initiated learning is important to exposing children to standards-based instruction that they will receive more definitively in kindergarten.

Further explanation of how JLPAA prepares Transitional Kindergarten students for kindergarten is listed below in the instructional approach for ELA/Literacy:

- Early listening and speaking opportunities focused on vocabulary and grammar build a foundation for kindergarten standards related to comprehension and collaboration, presentation of knowledge, vocabulary acquisition and demonstration of the conventions of standard English.
- Early vocabulary activities focused on understanding and using an increasing variety and specificity of words, categories, and both simple and complex words that describe relations between objects build a foundation for kindergarten skills related to determining and clarifying the meaning of unknown words, exploring word relationships, and using acquired words and phrases in speech and writing.
- Early phonological awareness activities focused on oral blending and deleting words and syllables, onsets, rimes and phonemes build a foundation for kindergarten phonological awareness standards related to understanding spoken words and manipulating syllables, and sounds.
- Early concepts about print activities focused on appropriate book handling, knowledge of print conventions, and understanding that print carries meaning build a foundation for kindergarten standards focused on understanding the organization and basic features of print and the craft and structure of literature and informational text.
- Early alphabetic and word/print recognition activities focused on recognizing students' names and common words in print, matching letter names to their printed forms, and beginning to recognize that letters have sounds build a foundation for recognizing and naming all upper and lowercase letters of the alphabet and understanding kindergarten phonics and word recognition standards.
- Early opportunities for and guidance in demonstrating comprehension and analysis of details in a familiar story and of information from informational text build a foundation for kindergarten literature and informational text standards (e.g., key details and ideas, integration of knowledge and ideas, comprehension and collaboration).
- Early opportunities for and guidance in developing increased control in writing and drawing, writing letter or letter-like shapes to represent words or ideas, and writing the first name correctly build a foundation for kindergarten skills related to drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, and narration of a single event.

CURRICULUM

JLPAA will work diligently to help our students believe that college is a realistic and attainable goal for every student. Therefore, JLPAA established a CA CCSS-aligned

curriculum beginning in transitional kindergarten.

Each of the instructional programs listed in the sections below will be analyzed for their alignment to the California Content Standards. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and students with special needs, and to challenge high achievers and identified Gifted and Talented students.

Curriculum materials selected for JLPAA must have the following vital components:

- A clear and documented research base.
- Evidence of its usability and efficacy with a full range of students, including English Learners.
- In all materials, principles of reading acquisition are explained.
- Instructions to teachers and students are clear and concise.
- The relationship between tasks and the expected learning outcome is clear.

Curriculum, materials, and instructional activities will be selected through the input of the teachers on each grade level. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students' reading levels. Selecting texts will be a collaborative effort made on the part of the Principal and teachers, and grade-level leaders.

SUPPLEMENTAL MATERIALS

JLPAA may utilize supplementary curricular materials for the core content areas that have been selected based on an analysis of their alignment with California Content Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous curriculum.

To ensure the rigor of the instructional curriculum effectively aligns with grade level standards, JLPAA will utilize Lexile Counts as an analysis tool for text based curriculum and supplementary materials, as appropriate.

All final decisions about curriculum and materials will be made by a collaborative curriculum utilizing a thorough and timely curriculum review process.

PERFORMING ARTS

At JLPAA, students receive a broad, integrated TK-8 experience in art, music, theatre, and dance that will provide a strong base for a rewarding educational career in the performing arts. Students work with fellow students, teachers, and administrators, to study great works of the past, to be trained in excellence, to create original works and reinvent classic masterpieces. Students gain exposure, expertise and experience connecting the core subjects and art forms to emerge a better artist/performer and a more confident student citizen.

Using the California State Framework in the Visual and Performing Arts as a guide, students will develop understanding and learn essential content, knowledge, and skills in the components of:

1. Artistic Perception,
2. Creative Expression,

3. Historical and Cultural Context,
4. Aesthetic Valuing; and
5. Connections and Relationships

MUSIC

All students have music at least once a week at JLPAA. Students Transitional Kindergarten through eighth grade work on vocal music and small instruments with a dedicated music teacher. Students in fourth-eighth grade are taught by the music teacher and have a choice of taking choral music or learning another instrument.

Teaching Resource: Music in Education

The *Music in Education* curriculum was created by Mitzi Kolar of UC San Diego, and is based upon the approach originated by Robert Pace of Teachers' College. *Music in Education* was designed to develop musical capability while enhancing intelligence. Conceptual understanding and "learning how to learn" are important components of the Pace philosophy. The curriculum and instructional activities teach music through a comprehensive approach that includes singing, playing the piano, listening, reading, learning music fundamentals, and creating music in various genres including classical, jazz and contemporary. Musical concepts are applied to each new situation and expanded upon in complexity as each student's development unfolds. Using the *Music in Education* program:

- Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- They will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
- They will apply what they learn in music across subject areas.
- Students will develop competency and creative skills in problem solving, communication, collaboration, self-direction, and management of time and resources that contribute to lifelong learning and career skills. They will also develop manual dexterity and listening and focusing skills.

DANCE

The dance program provides students with several sessions per week at each grade level taught by a teaching artist who presents a Discipline-Based Dance Program incorporating concepts of integrated studies, Multiple Intelligences, and collaboration. The dance program culminates in one semester-end performance for the entire student body and their families as well as several informal "performance parties" throughout the year. The dance teacher will incorporate Physical Education standards into the lessons. Additionally, the dance teacher works in collaboration with the music teacher and grade level teachers to make appropriate interdisciplinary connections.

Classroom teachers participate in dance classes with students, thus receiving job-embedded staff development so they can integrate dance and kinesthetic learning across the curriculum. Through dance, students demonstrate movement skills, process information, and describe movement by using the vocabulary of dance. They apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance. Students analyze the function and development of

dance in past and present cultures throughout the world and human diversity as it relates to dance and dancers.

They critically assess and derive meaning from works of dance, performance of dancers, and original works according to the element of dance and aesthetic qualities. Students apply what they learn in dance to learning across subject areas. They develop competencies and skills in problem solving, communication, and the management of time and resources that contribute to life and career skills.

Dance and choreography projects include world folk and cultural dances; as well as, Gesture Dance; Community Jobs Dance; Poetry or Text Dances; Respect Dance that integrate musical instruments; visual art; and contemporary styles of dance. Through these choreography projects, students develop the following skills: coordination, balance, rhythm, listening, cooperation, and being a respectful audience member. In addition, they practice and develop understanding of dance concepts such as Improvisation (guided, structured, free), Composition, Partnering, Analysis, and History, while learning essential dance vocabulary such as tempo, dynamics, spacing, and biomechanics.

The study of “Dance” fits well within the framework of core subjects. As children understand and develop a vocabulary of movement and interpretation of music, they become capable of engaging in dance to deepen and enrich their learning experiences. In English Language Arts, dancing and movement help with the intellectual and emotional interpretation of what is being read and serves as a method to expand students’ understanding of verbs and descriptive language. Presentation skills are also greatly affected by an awareness of gesture, posture and use and control of the body in addition to the confidence that comes with repeated performance before an audience.

In math, science, and history/social science, students can use interpretive movement to facilitate the learning of new topics and more fully explore previously learned subjects. For example, when learning about weather patterns, the movement of children’s bodies can illuminate the movement and cyclical nature of our weather systems. And dance can serve as a means to assist younger students master counting, adding, and subtracting concepts as they apply to the physical world. As students study shape in geometry, they form shapes with their bodies adding another physical dimension to spatial awareness. The universality of dance throughout all cultures of the world gives children the opportunity to literally walk or move in another person’s shoes. Recreating the folk dances of different cultures while learning about those cultures shapes an understanding of people and places throughout the world.

THEATER

Teacher Resources: *The Drama Game File, a Curriculum Program for Arts and Literacy for Preschool-High School* by Jonas Basom.

Theater Games for the Classroom: A Teacher’s Handbook by Viola Spolin

Fourth–eighth grade students at JLPAA will have lessons in theatre standards once/week from a part-time theatre specialist. Theatre standards will also be integrated with core subjects. Our goal is to provide students with standards-based theatre arts experiences so

that they acquire the content knowledge and understanding of the elements of theatre and are confident and able to work cooperatively and to participate in appropriate theatrical performances.

Basic drama strategies and techniques will be reinforced in the classroom during language arts, which include strategies of storytelling, pantomime, tableau, and role-playing. Teachers will receive staff development from a drama specialist on methods and strategies for integrating theatre activities across the curriculum. The critical elements of theatre, such as character, setting, conflict, motivation, props, stage areas and blocking will be an integral part of cooperative scriptwriting and improvisations. Students will be able to apply their knowledge of the five W's of theatre (who, what, where, when, and why) in culminating projects in which stories from around the world and universal themes are portrayed in our social studies and language arts curriculum.

PHYSICAL EDUCATION

While the dance instructor will incorporate California Content Standards (CCS) for Physical Education standards into the dance lessons, the classroom teacher will also teach physical education during the week. Physical education classes develop the students' motor skills while promoting the good health habits that will have a positive effect on students' well-being. In addition, students develop sportsmanship and teamwork skills, as in accordance with the CCS for Physical Education at each grade level following these overarching standards:

- Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

TECHNOLOGY

There are significant ways that technology assists JLPAA sustain its vision for student achievement and deliver on its mission's promise. Use of technology is a vital component of the CAASPP. Therefore, JLPAA students use technology to participate in digital instruction and assessments, build and enhance communication, research and develop problem-solving skills, and globally connect the school community with people and information. As noted by the CDE's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources.

Wherever possible, different forms of technology are integrated into core content areas to reach all types of learners. For example, English Learners and other students will be able to

create charts or diagrams via presentation software to demonstrate their comprehension of photosynthesis and digitally record explanations to accompany the presentation. Other inquiry-based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers may develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

JLPAA will utilize mobile laptops or similar devices to teach mathematics concepts (i.e. using ST Math from the Mind Research Institute) and other core curriculum. In addition, the students will use laptops for research projects, for composing and illustrating stories, word processing, differentiated instruction (e.g., math facts practice, phonics exercises), EL activities, and to research topics and find information related to thematic units in social sciences.

For middle grades in particular, JLPAA recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. JLPAA establishes technology performance standards to ensure that students have the skills to access, analyze, and present information in multiple formats. Technology instruction is woven throughout subject areas so that as students move on to high school, they will be able to know:

- How to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- How to type on a keyboard and be able to demonstrate its proper use.
- The impact of technology on society and understand how to be an ethical user of technology.
- How to create and use a spreadsheet as a tool to present and graph real data.
- How to create and use a database as a tool for storing and accessing information.
- How to use the computer to design a presentation and publication for disseminating information.
- How to use management and systems features common to multiple platforms and applications.

Many technology topics are integrated within the core subjects. Students employ technology thoughtfully to enhance their reading, writing, listening, and language use. They will tailor their searches online to acquire useful information efficiently, and they will integrate what they learn through technology with what they have learned offline. They will become familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals. Students in grades 5-8 will have access to computers, and other instructional technology. These tools will be used to enhance understanding and apply content knowledge in core subject areas. All students will be trained in keyboarding and how to responsibly use technology at school and at home.

Every teacher has access to instructional technology, which includes document cameras, laptops, and digital projectors. Close Reading is an instructional expectation at JLPAA to ensure that all students, especially our EL subgroup, will receive effective instruction. The document camera is imperative to the practice of Close Reading. All audio-visual materials shown by the teachers will be “G” rated or Administration approved.

CAREER & COLLEGE-BOUND FOCUS

JLPAA believes part of the school culture should be the encouragement for all students to continue their education beyond the high school level. Students of color, in particular, need to focus on higher education at an early age. Nationally, only twenty percent of Latino adults have a postsecondary degree, compared to 36 percent of all U.S. adults. In California, only 16 percent of Latino adults over 25 have an associate or Bachelor's degree, compared to 38 percent of all adults in that age group. Students of JLPAA need to have a realistic plan, be academically prepared to take on opportunities, and be prepared to overcome any obstacles that stand in their way. JLPAA will prepare students for higher education and high quality careers from the start of their elementary career. With the motto "Find your path and plan for the future!" JLPAA will make it known that it's never too early to plan for your future.

A coordinated TK-8 curriculum helps students develop work habits, skills for working with others, communication and presentation skills and the ability to produce quality work through their years in school. The link between school-based learning, higher education and professional careers will be highlighted in unit studies in the classroom and during "My Community" assemblies. Students will be taught information on colleges and their respective "cheers" as a way of exposing students to the idea that college is part of their future.

CHARACTER EDUCATION

Character development is meant to promote self-control and self-confidence. Through the development of character education, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. All students at JLPAA will be expected to practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers.

To instruct and reinforce character development, JLPAA will utilize Character Counts! an immersive program connecting staff and students through a shared language and framework of values called *The Six Pillars of Character*. It fosters a positive environment that has been shown to improve overall attendance and test scores while reducing negative incidents such as bullying and discipline referrals. The following are the Six Pillars of Character targeted in Character Counts!

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Once per month teachers will nominate one student from their class as Student of the

Month. This student exemplifies and embodies the character trait being highlighted that particular month. The teacher will write up an accolade to the student which is read by the principal at “My Community” and the student receives an "On My Way to College" shirt that he or she can wear.

To reinforce character development, every staff member at JLPAA can pass out Character Counts! Tickets and Character violation notes. The Character Counts! Ticket is given when a student is “caught being good” or for exemplifying one of the Six Pillars of Character. This ticket can then be entered in a raffle for a small prize at “My Community” (described below). Parents will be encouraged to praise their child for remembering to be a good citizen. The Character violation note is given out if a student is found to have violated one of the Six Pillars of Character. Parents will be encouraged to engage in a decision about making better decisions if their child brings this home.

Character Counts! is part of the JLPAA school-wide behavior system. The goal of the school-wide behavior system is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. Classroom teachers will be encouraged to implement their own classroom management systems that encourage and reward positive behaviors. Such strategies might include whole class rewards, table points, and individual student awards. The aim is that strength, courage, health and knowledge will emerge for all students who are nurtured and supported.

The school-wide behavior system is grounded on the notions of personal responsibility and restitution. For instance, a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. Therefore, students learn that there are logical consequences for poor decisions. We believe that parents and school must work together as a team and united front to ensure success for students. For that reason, teachers and administrators will communicate school violations to parents. Student habitual violation of rights may result in a Student Success Team Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract is developed, and available support services will be shared and recommended to the parent. The focus will be on helping the student exercise self-control and experience success.

In addition to fostering good citizenship, JLPAA will promote respect for diversity of all people. Students learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students learn that diversity and culture come in all shapes and sizes and include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion, and ableness. Moreover, diversity and multiple perspectives will be evident in both content and literature. Students learn how to judge information through a critical lens. That is, they will learn how to ask themselves essential questions like, “Whose perspective is this? “Is there is another point of view?” and “What do I believe about this?”

ADVISORY

Middle school tends to be a challenging period where students benefit from the guidance and support of an adult they connect with and trust. At JLPAA, advisory is not only about

helping students adjust to school, but also about creating and encouraging a sense of belonging while developing the six pillars of character (respect, responsibility, caring, citizenship, trustworthiness, and fairness), promoting academic success, developing leadership skills, and exploring life goals.

We will use different resources to facilitate powerful discussions and meaningful activities, but also make it a personal affair by encouraging students to share their personal experiences, thoughts, and perspectives, all in a positive environment. Students are given the opportunity to celebrate each other's accomplishments, to reflect on their mistakes, to set personal goals, to work on their communication and organizational skills, to develop the skills necessary to form strong positive friendships, to grow as leaders, to develop a sense of self and community, to learn about conflict resolution, to laugh with one another, to play with one another, and to learn from one another (See Appendix Sample Advisory Year Plan).

MY COMMUNITY

JLPAA students and staff will regularly gather for community-building and character development time we call "My Community". This is an opportunity for whole-school culture and climate building. My Community will include character development via the Six Pillars (caring, trustworthiness, respect, honesty, citizenship, and fairness), birthday celebrations, career exploration information, class college cheer competitions, Student of the Month acknowledgement, Good Character and Ticket recognition. Parents are always be welcomed and invited to attend!

PROFESSIONAL DEVELOPMENT

This award winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Grade level meetings, prep time and professional development happen at least once a week during this time. Mid-day block not only affords teachers with the time needed to learn and collaborate as professionals that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Students will rotate through cycles of enrichment activities (during mid-day block) throughout the year based on their grade level. These non-core courses are directed by Associate Teachers or expert consultants and may include such activities as Fitness Club, storytelling, Brazilian drumming, keyboarding, piñata making, salsa dancing, etc. Throughout the year, many of these activities will be coordinated between the instructor and classroom teacher to integrate into core subject study units and classroom themes.

ADDRESSING THE NEEDS OF ALL STUDENTS

In addition to the highly effective structures offered at JLPAA to support and challenge students, additional strategies will target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Learners, and Special Education students. Teachers will assess all new students, and administer baseline assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where

applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as CAASPP testing and trimester benchmark assessments (see Elements 2 and 3). Teachers will use a data analysis system to record results, and closely monitor the students' progress. On a frequent basis, faculty will review additional assessment data (including interim assessments, common assessments, teacher-created and publisher-issued quizzes and tests, writing assignments, etc.) in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability.

At JLPAA, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English Learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment. This procedure will be an important part of the Backwards Design meetings when study units are developed, and modifications and enrichment materials/strategies are planned.

Additionally, JLPAA will implement intervention plans/programs to address students requiring additional assistance. They will include, but are not limited to:

- The STAGE Plan (Standards Targeted for Academic Gains and Excellence)
- Skill specific small group remediation sessions
- Targeted intervention program called ART (Academically Reaching Target)
- SST (Student Success Team) meetings
- Other modifications such as differentiated instruction during lessons, scaffolding, and alternative assignments will be used to address the needs of individual students.

The STAGE Plan (Standards Targeted for Academic Gains and Excellence-see Appendices) will be used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth. JLPAA will use the STAGE Plan to inform parent(s)/guardian(s) that their child is performing below grade level. The STAGE Plan will be used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The STAGE Plan will include targeted objectives and goals focusing on the student meeting grade level standards.

Data will be gathered through statewide and frequent local assessments performed in the core subject areas. As soon as staff begins analyzing data from the previous year's state tests and assessments given at the beginning of the school year, teachers will identify those needing such a personalizing learning plan and develop a STAGE Plan with those students and their parent(s). Teachers may place additional students on a STAGE Plan as the school year progresses.

Teachers will have tools to track all of their students and ensure they are making sufficient progress. The STAGE Plan will be updated to identify if interventions have been successful, or if additional intervention is necessary. If a student is deemed as making "adequate

progress,” the student continues to be monitored to ensure academic success. The parent(s)/guardian(s), teacher, and student will attend all meetings that set goals and objectives at trimester meetings to monitor the student’s progress on the STAGE Plan.

If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

One of the interventions that will be included in the STAGE Plan will be skill specific small group sessions that will be scheduled during the school day to meet the precise needs of the child. These small group sessions will focus on those skills needing the most remediation and may range from phonemic awareness to guided reading to vocabulary development to comprehension to number sense. The small group will meet several times a week and run on four-week cycles. At the end of the four weeks students are given a posttest. Students that show proficiency levels based on pre and post-test are excused from the group. More information on these small group sessions can be found in “T. Plan for Serving Students Achieving Below Grade Level.”

In addition, teachers will provide individualized instruction for students during class, at break, or after school.

For students who are identified as needing additional interventions, a Student Success Team (SST) that may be composed of the student, the student’s parent or guardian, the Principal, and a JLPAA faculty member will be responsible for identifying the student’s needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, and strategies and techniques to enhance that student’s ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. JLPAA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. More information on the Student Success Team (SST) can be found in “T. Plan for Serving Students Achieving Below Grade Level” and “U. Plan for Serving Students with Disabilities.”

JLPAA will also employ a staffing model that provides extra support and reduces the adult to student ratio, especially in the early grades.

Students performing above grade level standards will be given the opportunity to participate in studies that challenge and address their strengths which are explained in more detail in “S. Plan for Serving High Achieving Students.”

Other components of the JLPAA program that will assist in meeting the individual needs of all our students include, but will not be limited to:

1. Direct, effective instruction that incorporates re-teaching and remediation as needed;
2. Ample instructional planning time so that teachers can use Backwards Design to create and modify lessons and curriculum to meet the needs of individual students;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers

- to learn from each other’s varying expertise in handling learning differences;
4. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
 5. Various forms of assessment that are used to guide instruction;
 6. Learning goals that are clearly articulated; and
 7. High expectations for all students.

PLAN FOR SERVING ENGLISH LEARNERS

JLPAA will comply with all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and the English Language Advisory Committee (ELAC). The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

HOME LANGUAGE SURVEY

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (“SA”): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while

the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

JLPAA will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days of receiving results from the publisher. Parents and guardians will be informed of their rights, and will be provided information regarding the reclassification process. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing. JLPAA will maintain appropriate records regarding ELPAC tests in accordance with all applicable requirements. JLPAA will adhere to all legal requirements regarding oversight and administration of the ELPAC.

SUPPORT FOR ENGLISH LEARNERS

EL students have full access to JLPAA’s curriculum. EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers. To help students understand content being taught, teachers will use support strategies such as providing instructional material at or near students’ reading levels in their native language and/or in English, explicitly teaching key vocabulary, and using appropriate instructional strategies such as anticipatory pre-reading of text and other sheltered English methods.

Specifically Designed Academic Instruction in English (SDAIE) is used to ensure that each student is making progress in developing English language proficiency and fluency. EL progress will be monitored monthly at teacher meetings and individualized tutoring sessions may be scheduled as needed. ELD instruction will be a fundamental component of differentiated instruction in English Language Arts for English Learners, with differentiation according to the each student’s particular needs. English Learners with a higher level of English acquisition may be served primarily by integrating ELD standards into English/Language Arts lessons. Teachers in all content areas use textbooks’ resources to support ELs to keep pace with the core curriculum and advance in their progress toward meeting ELD standards. Teachers will participate in professional development to develop the skills needed to effectively serve EL students, including lesson planning to meet ELs’ needs within each lesson. Instructional support staff and volunteers may provide support in the

native language and/or in English as is feasible and advisable.

ALIGNMENT TO ELA/ELD FRAMEWORKS

The ELA/ELD Framework is used as a guide for program development and implementation. The Framework guides not only program implementation, but also professional development. Staff utilizes the Framework as a guide to structure student groupings and align instruction to ELD Standards to the CCSS for ELA/Literacy.

PLAN FOR DESIGNATED AND INTEGRATED ELD INSTRUCTION

Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The CA ELD Standards will be used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Designated ELD is provided to ELs during a designated time in the regular school day in addition to core content (not separate from). Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Students may be grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), depending on the total student population, number of EL students at each grade level, and number of students at each proficiency level. EL students will be grouped by their proficiency level according to the ELPAC.

The ELA/ELD Framework is used as a guide for program development and implementation. The Framework will guide not only program implementation, but also professional development. Staff utilizes the Framework as a guide to structure student groupings and align ELD Standards to the CCSS for ELA/Literacy.

MEETING THE STATE ELD STANDARDS

To support our English learners, JLPAA will incorporate the California English Language Development Standards (CA ELD Standards) to guide the instruction of English language development (ELD) and to supplement the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, and Science and Technical Subjects (CA CCSS for ELA/Literacy), Common Core State Standards for Mathematics, Next Generation Science Standards (NGSS), and history/social studies standards to support our ELs with academic content mastery. The program meets the CA ELD Standards by ensuring that EL students have:

- Access to differentiated supports
- Additional support staff to provide targeted intervention
- The ability to regularly engage in debate and academic discourse in the classroom
- A teacher that allows students to engage with one another via negotiation, offering and supporting opinions, and applying new vocabulary in response to questions or comments.
- Frequent opportunities to express themselves in written forms via essays, research papers, and short answer responses.
- Targeted intervention during the school day and, if the parent consents, before and/or afterschool intervention.

JLPAA will recruit teachers who have bilingual or ESL endorsements (state authorization to teach ELs such as BCLAD, CLAD,) and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include preview and review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

JLPAA will train staff utilizing the Professional Learning Modules (PLMs) available on the Digital Chalkboard Web site that support teachers and administrators in delivering curriculum aligned to the CA CCSS for ELA/Literacy, CCSS for math, NGSS, and history/social studies standards. JLPAA staff will also be trained using modules designed by the California Department of Education (CDE) and WestEd. JLPAA administration will review these modules to ensure that they include instructional guidance for teachers on recognizing where ELs will need additional language and strategic support in content subject matter areas. These modules must apply the CA ELD Standards to ensure English learner (EL) students have access to these content subject matter areas.

Progress Monitoring and Reclassification of English Learners

Based on Jane Hill and Kathleen Flynn's *Classroom Instruction That Works for English Language Learners* and Bloom's taxonomy, JLPAA has patterned a five-stage language support program to ensure English Learners are developing English as effectively and efficiently as possible.

The program aligns with the following phases:

- **Pre-production:** The student has minimal comprehension, does not verbalize, nods "yes" and "no," draws and points.
- **Early production:** The student has limited comprehension, produces one- or two-word responses, participates using key words and familiar phrases, and uses present-tense verbs.
- **Speech emergence:** The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors, frequently misunderstands irony or jokes.
- **Intermediate fluency:** The student has excellent comprehension and makes a few grammatical and pronunciation errors.
- **Advanced fluency:** The student has near-native level of speech.

JLPAA aims for students to gain one to two levels of proficiency annually.

Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. Teachers will regularly examine student progress toward ELD standards being taught in order to tailor instruction to ensure that students will make gains according to the English learner levels.

Teachers will compile student work samples and assessments and evaluate progress using

ELD portfolios each trimester. Before the issuance of each progress report card, teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the trimester. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Principal, who will work with teachers to make the final decision regarding progression to the next ELD level.

JLPAA will also monitor the progress of students reclassified as RFEP for four years following reclassification to ensure that they maintain English proficiency, retests any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school's criteria. English learners with disabilities will have a linguistically appropriate Individualized Education Program (IEP). The IEP team will include this as part of the IEP development process.

Where students are not making adequate progress, the JLPAA staff will implement a personalized intervention plan. Recognizing that ELs are often at risk for reading problems, JLPAA will offer small group reading intervention for struggling readers that augments the core-reading program. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction." This aligns with our philosophy that instruction should be rigorous and bell-to-bell instruction should be a daily occurrence. EL students suspected of having a possible learning disability will be referred to the Student Success Team (SST) for intervention/assessment. If necessary, and with parental/guardian consent, JLPAA will determine a student's eligibility for Special Education services as needed. English Learners will participate in the annual administration of the ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The reclassification process will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- **ELPAC:** JLPAA will assess language proficiency using an objective assessment, including, but not limited to, the ELPAC
- **Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands.
- **Teacher/Principal's judgment:** Classroom teachers and the Principal judge whether the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, and/or analysis of past standards based report cards.
- **State Assessment:** Standards Met or Standards Exceeded on the ELA/Literacy section of the CAASPP
- **Parent Opinion and Consultation:** Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- **Comparison of Basic Skills:** Comparison of the student's performance in basic skills

against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Sheltered Instruction Observation Protocol (SIOP)

Sheltered instruction is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. The SIOP Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/Specifically Designed Academic Instruction in English (SDAIE) instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high quality instruction for language learners are embedded within the SIOP Model. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regard to the needs of second language learners.

Furthermore, SIOP, a sheltered approach to make content accessible at high levels for all language learners, will be implemented in all content areas. Sheltered instruction (SI) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects, while focusing on language skills. Teachers scaffold instruction to aid student's comprehension of content topics and objectives by adjusting their speech and instructional tasks, by providing sentence frames and language focus for all levels of language proficiency, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs to grade-level content standards and concepts while they continue to improve their English language proficiency.

The teachers at JLPAA will engage in the following practices to support universal access of subject matter content for all students

- During lesson planning and preparation, teachers will identify content and language lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers.
- Teachers will provide students with regular opportunities to interact with their peers

through collaborative learning activities, such as think/pair/share, partner and group projects.

- Teachers will provide students with regular opportunities to use hands-on materials and manipulatives and apply new language skills in context in discussions and group work.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

Specific strategies that will be used by JLPAA teachers with English Learners include:

- **Anticipatory Guide**- Students are given a series of statements that relate to concepts they will be studying in their unit and indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
- **Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic. A recorder records all responses to that stimulus and ideas from each group are shared with the class.
- **Graphic Organizers** - Students complete a variety of graphic organizers as they read or listen to information on their topic. Graphic organizers used might include flow charts, compare/contrast matrices, cause and effect charts and more.
- **Reciprocal Teaching** - Two students work together to read a passage. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.
- **Picture This** - Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
- **Reading Guide** - Students work in small groups to read a longer section of the textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.
- **Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.
- **Quotes**- Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of the lesson.

Process for Annual Evaluation of the School's English Learner Program

Each year, we will examine our ELPAC & NWEA data, reclassification rates, and our SBAC EL subgroup data as a tool to determine which components, if any, of our EL program need improvement or revision. Our charter has set aggressive benchmarks for EL reclassification.

If we find that we are not meeting the benchmarks set-forth in the charter, we will make the necessary modifications to best meet the needs of our EL students.

PARENT PARTICIPATION AND COMMUNICATION

All parents of ELs will be kept informed of their child's progress and issues relating to ELs in a variety of additional manners. These include the ELD report card, language development workshops, Student Success Team (SST) meetings (when applicable), Parent Placement Notifications and RFEP procedure. Communication between parents and the school is further facilitated by the Parent Liaison.

Additionally, if the English Learner student population at JLPAA is at least 21 students, an English Language Advisory Committee (ELAC) will be formed. The ELAC will be elected by nomination and paper ballot, at an annual meeting by an electorate composed of parents of EL students, teachers, and principal or designee, for a term of one school year. This committee will meet at a minimum of four times a year. The responsibilities of this committee will include:

- Advising the principal or designee and staff on program and services for English Learners;
- Assisting in the development of the Charter' School's annual language census;
- Offering suggestions to the Charter School administration on the most effective ways to ensure regular school attendance;
- Participating in the Charter School's needs assessment by students, parents, and teachers;
- Soliciting and encouraging community participation; and
- Providing input to administration on the most effective ways to support full participation of English Learners in all school activities.

PLAN FOR SERVING SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Our program at JLPAA is explicitly designed to meet the needs of socioeconomically disadvantaged students, both academically and through additional non-academic supports: consistent emphasis of high expectations, exemplary instruction, a longer school day, leadership and teachers dedicated to a standards-based, data-driven curriculum and instruction. Any student demonstrating difficulties in achieving academic proficiency will be monitored by their general, special teachers, Special education Coordinator and Principal during a Student Study Team. JLPAA will provide the National School Lunch Program, extended school hours, parent and student workshops on Life Skills, and field trips to expand our students' world view.

In addition, the Parent Liaison, which JLPAA plans to add by the end of the third year of operation, will help JLPAA families locate other services that they may need. The Liaison will compile a community referral resource in order to direct families that require services. He/she will be able to connect families to food banks, counseling, and other community resources.

After locating the appropriate resources, the liaison will make follow- up phone calls to ensure the family is able to, and continues to, access that resource. Furthermore, it is estimated that nationally, 75%-80% of children and youth are in need of mental health

services but do not receive them because diagnoses are not made, or they don't qualify for diagnosis (SPED).

Since emotional distress can interfere with academic success, JLPAA will identify students, which are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from parents and teachers. Counseling services will be provided with parental consent on-site by appropriately licensed counselors.

To put students on the path to and through college, the mission, vision, and instructional programs of JLPAA are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, JLPAA believes in high expectations for each of its students regardless of background.

Overall, JLPAA has designed its program to support students from socioeconomically disadvantaged backgrounds in many ways, which are summarized below:

- More time in school to increase the learning opportunities and literacy experiences
- Vocabulary, including anchored word instruction
- Real life experiences to build schema
- Visitors and guest speakers sharing their experiences
- Working with families to create supportive learning environments at home and increase literacy experiences
- Flexibility in meeting times with families
- Before and after school time to support students based on their needs
- Taking home books to ensure students are reading at home
- Focusing on the development of phonemic awareness
- Providing opportunities for technology, physical education, art and music instruction
- Field trips
- Incorporating technology to increase exposure to the greater world
- Targeting the interests and personal connections of the learners
- Parent workshops on topics such as nutrition and ways to support learning at home

Low-income students will be identified by eligibility for the federal free and reduced lunch program eligibility. Attention will also be given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed.

PLAN FOR SERVING HIGH ACHIEVING STUDENTS

JLPAA uses a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services.

JLPAA teachers and instructional leaders inform parents and guardians when their child is suspected of being gifted or high achieving so that parents can work with teachers to seek appropriate challenges and opportunities for their child.

JLPAA recognizes students who are GATE identified by the previous school they may have

attended and provides them the appropriate differentiated curriculum. The school will notify parents of their child's identification status by a letter sent home to the child's parents in their home language.

IDENTIFICATION PROCESS

The identification process begins with a referral from the classroom teacher (typically in the Fall) or a parent referral form from the parent/guardian for a student currently in grades two through eight. Information about the program and a parent survey are sent to the parent/guardian. Upon receipt of a completed parent referral form, a gifted assessment (the assessment varies with grade/age level) is administered.

A collection of data that reflects the broad spectrum of each student's abilities and needs, and a multi-dimensional identification procedure will be used during the identification process.

Multiple sources of information will be used to determine eligibility for program placement. Once identified, a student remains identified as a Gifted student indefinitely. Students may be identified based on general intellectual ability and/or specific academic aptitude based on a formal gifted assessment. Ethnicity, disability, significant medical factors, and significant economic factors may not be used in determining eligibility.

The identification process includes search, assessment, documentation, review, and identification and placement. Identification of students eligible for placement in the gifted program will be a shared responsibility of the Administration, teachers, and other staff members at JLPAA.

According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:

- Be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
- Include or subsume aspects of the regular curriculum
- Provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
- Not academically or socially isolate these students from their peers.
- Not be used either as a reward or punishment for gifted students.

JLPAA integrates its gifted students into the general education population, differentiating curriculum appropriately. While we believe that students achieving above grade level will be challenged by JLPAA's rigorous curriculum, students earning exemplary scores on standardized tests (including Smarter Balanced assessment), or otherwise identified by the staff as high achieving (based on professional development each year in identifying potentially gifted students), will benefit by the incorporation of Depth and Complexity and higher levels of Bloom's Taxonomy into lessons. These prompts, which are designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically, will help students dig deeper into a concept (depth) and understand that concept with greater complexity.

Teachers must respond to the diversity of their students' needs, interests, and readiness

levels. With that in mind, Winebrenner (2001) in her book, *Teaching Gifted Kids in the Regular Classroom*, encourages teachers to recognize that students are at different levels in their learning and need constant opportunities to work at those various levels. Furthermore, Winebrenner stresses that gifted students require regular opportunities to become engaged with learning activities that require more depth and complexity.

To differentiate a lesson for gifted students, teachers must modify:

- Content (modify according to depth and complexity)
- Process
 - Grouping (individuals, pairs, small groups, heterogeneous, homogeneous)
 - Instruction (vary teaching methods; use inductive, deductive, or hands-on strategies; alter pace; utilize compacting; for instance, in a lesson, consider pretesting, graphic organizers, demonstrating relevance, adding an intriguing twist)
- Products (many, varied, authentic, and representative of the real work of the discipline)

Sandra Kaplan (2001), associate professor of learning and instruction at the University of Southern California, suggests that teachers guide gifted students into greater depth and complexity by implementing the following dimensions of depth and complexity.

DIMENSIONS OF DEPTH

For Kaplan (2001), depth is a deep understanding of the content of the field of study. It is achieved when students can understand the specialized language of the discipline; learn as many details as possible; understand the patterns; are aware of trends and rules; understand the ethics involved; know the big ideas, principles, and generalizations; and look for unanswered questions.

Depth

- Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown.
- Requires students to examine topics by determining the facts, concepts, generalization(s), principles and theories related to them.
- Necessitates uncovering more details and new knowledge related to a topic of study.
- Encourages students to adopt perspectives and to see patterns in connections.

Depth involves exploring a discipline by looking below the facts and investigating generalizations, principles, and universal concepts.

Depth has the following major dimensions:

- **Language of the Disciplines:** specialized vocabulary, names of skills or tasks, tools used
- **Details:** attributes, parts, factors, variables
- **Patterns:** repetition, predictability
- **Trends:** Influences, forces, direction
- **Rules:** structure, order, hierarchy, explanation

- **Ethics:** points of view, different opinions, judging
- **Big Idea:** generalizations, principles, theories
- **Unanswered Questions:** discrepancies, missing parts, unclear ideas, incomplete ideas

LANGUAGE OF THE DISCIPLINE

Students identify terms or words that are specific to a subject or discipline and recognize how professionals in the field talk to one another (i.e., appropriate terminology).

DETAILS

Students are instructed to note the attributes, traits, or characteristics of an idea or event.

PATTERNS

Students are instructed to identify recurring events, to recognize that patterns repeat themselves, and to use patterns to predict.

TRENDS

Students identify factors or events (social, political, economic, and geographic) that cause events to occur or happen and identify influences or forces.

UNANSWERED QUESTIONS

Students are instructed to question what is still not known or understood, to identify what is still unclear, to find discrepancies, to determine if any conclusions need further investigation, evidence or support.

RULES

Students are instructed to define how the topic is structured and to define the orders, laws, norms, and formulas followed.

ETHICS

Students are instructed to identify any dilemmas or controversies of the idea or event and to determine the elements that reflect bias, prejudice, or discrimination.

BIG IDEAS

Students determine the overarching statement (e.g., generalization, principal or theory) that best summarizes what is being studied.

DIMENSIONS OF COMPLEXITY

Kaplan (2001) defines complexity as scholarly insights into the connections across time, people and disciplines. Complexity is demonstrated in the students' ability to make connections over time, look for elements from several perspectives, and make interdisciplinary connections.

COMPLEXITY

- Includes making relationships, connecting other concepts, and layering.
- Why/how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.

Complexity encourages students to:

- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple points of view

Complexity involves the ability to see relationships between and among ideas in and within a discipline.

Complexity has three major dimensions:

- Relationships Over Time: relationships between the past, present and future, and within a time period
- Relationships From Different Points of View: multiple perspectives, opposing viewpoints, differing roles and knowledge
- Interdisciplinary Relationships: with, between and across the disciplines

RELATIONSHIPS OVER TIME

Students describe how the passage of time changes the idea or event and examines the origin, the present, and the future.

RELATIONSHIPS FROM DIFFERENT POINTS OF VIEW

Students are instructed to investigate the opposing points of view, roles, status, or values and to examine the event from the perspective of different disciplinarians (e.g., anthropologist, economist, sociologist, artist) in order to gain in-depth knowledge of an issue by knowing it from both sides.

INTERDISCIPLINARY RELATIONSHIPS

Students explore the topic across two or more academic disciplines by formulating questions, identifying similarities (common elements) and differences of the disciplines.

DEPTH AND COMPLEXITY

An essential part of differentiating the curriculum through the dimensions of depth and complexity is utilizing the key questions and thinking skills associated with these dimensions, which provide teachers with a frame of reference and encourage them to use these strategies consistently. They provide a common vocabulary for teachers and students.

Use the dimensions within classroom lessons:

- Say “Look for (appropriate dimension) in our lesson today on (content area).”
- Use the Big Idea to summarize or end lessons.
- Label the classroom’s daily agenda and lesson plans with the dimensions reviewed.
- Have students identify and label all work with the appropriate dimensions of depth and complexity.
- Label all classroom work and charts with the dimensions.
- Post a listing of the dimensions clearly in the classroom.

Another teaching strategy that JLPAA will employ in differentiating curriculum for gifted or

high achieving students is the use of Bloom's Taxonomy. Bloom's Taxonomy is a classification system, developed by educational psychologist Benjamin Bloom in 1956, to explain the hierarchy of cognitive skills used in learning. Bloom's Taxonomy has six levels of intellectual skills, each one building on the previous level: knowledge (remembering), comprehension (understanding), application (applying), analysis (analyzing), synthesis (creating), and evaluation (evaluating).

Gifted and high achieving students are able to memorize facts and details more quickly (prevalent in knowledge and comprehension levels) and should spend more of their time on the higher-level skills (application, analysis, synthesis, and evaluation), where they get most of their challenges. Teaching staff at JLPAA will be trained on developing questioning techniques and differentiated assignments that focus on the higher-level skill of Bloom's Taxonomy for use with their gifted and high achieving students.

As part of planning for gifted and high achieving students during lessons, teachers at JLPAA will plan questions using higher-level Bloom's Taxonomy categories to use during class or small group discussions. Examples of these questions may include:

- Application/applying: Do you know another instance where ... ? Could this have happened in ... ? Can you group by characteristics such as ... ? What factors would you change if ... ?
- Analysis/analyzing: How was this similar to ... ? What was the underlying theme of ... ? What do you see as other possible outcomes? Why did ... changes occur?
- Synthesis/creating: Can you see a possible solution to ... ? If you had access to all resources how would you deal with ... ? What would happen if ...? How many ways can you ... ?
- Evaluation/evaluating: Is there a better solution to ...? Can you defend your position about ... ? Do you think ... is a good or a bad thing? How would you have handled ... ?

Differentiated assignments using Bloom's Taxonomy will also be developed to use with the gifted or high achieving students. Examples of such differentiated assignments include:

- Application / applying: Asking students how *they* would solve a given real-life problem, why they think something is significant, and continuing a story or predicting what will happen in a given situation.
- Analysis / analyzing: Asking students to identify motives or causes from real-life stories, conducting an interview or survey, and role-play a real-life situation.
- Synthesis / creating: Asking students to create, design or invent a new item, proposal or plan.
- Evaluation / evaluating: Asking students to form and defend an opinion on a subject, write a letter to an editor or evaluate a character's actions in a story.

In summary, the JLPAA staff will use the following components to ensure engagement and academic progression for gifted and high achieving students:

- Rigorous literary and expository texts
- Incorporation of the Icons of Depth and Complexity and Bloom's Taxonomy for questioning, classroom assignments and projects
- Compacting the curriculum to allow students to skip standards they are already mastered and work on differentiated work that uses higher level critical thinking

skills

- Data-driven and differentiated instruction in areas of strength
- Extensive independent reading aligned to a student’s reading level, as measured through Lexile levels
- Varying the pacing of a lesson and allowing our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent on the topic.

Moreover, JLPAA staff will be given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing professional development for teaching gifted students.

Within grade levels, teachers will develop units of study that extend the depth and complexity of learning for the students identified as gifted. Rather than engaging only in the regular curricular activities within the classroom, the identified students have the opportunity to experience the curriculum with differentiated activities and projects. They will be held responsible for the grade level standards and curriculum, but approach them in different ways and through higher level thinking skills. Using flexible grouping activities and cooperative tasks, the students will have the opportunity to extend their understanding during discussions with their teachers and peers, introducing them to new experiences, and aiding in their development of social skills. Teachers will utilize the enrichment activities that are provided in the adopted textbooks and programs to provide differentiated instruction for their students identified as gifted in specific curricular areas. Additional sources will be used to provide a wider variety of learning materials for these gifted students. The differentiated instruction will be provided instead of, not in addition to, the regular assignments.

Students will have the opportunity to pretest in the core subject areas. Curriculum will be compacted and accelerated for the students based on their levels of proficiency in the various subject areas.

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

Pursuant to 47605(i), the governing board of a school district is required to give preference to charter petitions that provide comprehensive learning experiences to pupils identified by the petition as academically low-achieving. Our educational program is specifically tailored to meet the needs of academically low-achieving students.

Identification of Students Who are At-Risk and/or Achieving Below Grade Level:

While JLPAA founders anticipate that the academic needs of most students will be met through the core elements of the Charter School’s program, in some instances, there may be students who are achieving below grade level and require additional assistance to catch up to their peers.

Students will be identified as academically underachieving or at-risk of low achievement if:

- They are scoring below California state targets (“Standard Met” or “Standard Exceeded”) on the California Assessment of Student Performance and Progress

- (CAASPP) testing system
- They are consistently scoring less than 70% on interim or formative assessments
- They are not making adequate progress on grade level standards being taught in the classroom as determined through end-of-unit tests, teacher created assessments, and/or teacher observations.

Students who are identified as academically underachieving or at-risk of low achievement will have a personalized learning plan, to outline interventions for the student(s). As part of this plan, teachers will meet with parents of these “at-risk” students to create target goals, determine appropriate interventions, and establish follow-up meetings to check the student’s progress towards meeting grade level standards.

These meetings with parents will take place during parent teacher conferences held in the fall, at any time the student is determined to be at risk of not meeting grade level standards, and at each trimester during in-person conferences whereby the teacher outlines the student’s progress in meeting grade level standards (and how each intervention implemented has impacted the student). Throughout the course of the year, parents will be informed of student advancement through academic progress reports, provided by the classroom teacher each trimester. The parent’s role is to implement any at home recommendations from the classroom teacher, monitor student progress through school-home communications, and work together with the classroom teacher to implement any comprehensive plan as presented.

STRATEGIES TO SUPPORT ACADEMICALLY LOW ACHIEVING STUDENTS

The ultimate goal at JLPAA is to focus on prevention, intervention and acceleration for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment will be provided for all students not meeting desired outcomes. We will create an environment in the classroom that is risk-free and developmentally- oriented. Some interventions embedded in lessons in the classroom may include adjusting classroom seating, peer tutoring, audiobooks, use of a computer or other appropriate device, visual aids, manipulatives, reading written material aloud to student, guided note-taking, differentiated pacing and assignments, and modified assignments.

Together, instructional staff coordinates and monitors the progress of students with special needs (EL, SPED, low-achieving, etc.) throughout the year to ensure that students are on track for meeting growth goals.

RESPONSE TO INTERVENTION

RtI is a process that provides intervention and educational support at increasing levels of intensity based on the students’ individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The RtI process has three tiers that build upon each other. Each tier provides more and more intensive levels of support:

- Tier I includes high quality instruction in the general education classroom including differentiation Tier II includes additional targeted, supplemental instruction/interventions in small groups, and includes the SST (Student Study

- Team) process.
- Tier III includes such supports as intensive interventions, IEP or 504 plans. The school will develop and implement interventions to meet the individual needs of students.

STUDENT STUDY TEAM (SST)

Any student requiring additional support and /or challenges (low achieving, behavior) is referred for an SST by the teacher or requested by a parent. The teacher gathers evidence about the student and makes adaptations and modifications for the child in class. The teacher submits a SST referral to the Special Education Coordinator and/or the school principal. After observations and any required testing or document collection, the SST team, usually made up of the student's teachers, parents, and the principal, convenes for the first time. The team will brainstorm strategies for supporting the student both at home and at school and decides upon a date for a follow-up SST team meeting, by which time all strategies or action items are to be implemented or completed.

At the follow-up SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress towards previously established goals. If the progress is unsatisfactory, the SST team continues to meet regularly until the student does not need further support. This cycle continues as needed, with other interventions being tried as needed (reading intervention, math interventions, modifications, challenges, behavior contracts, etc.). If the progress is unsatisfactory and the team is concerned of a suspected disability, a psycho educational assessment plan to determine eligibility for Special Education services may be initiated. Students not qualifying for services may continue in the SST process, receive additional curriculum modifications and/or accommodations, or be assessed for 504 eligibility if warranted.

ACADEMIC INTERVENTIONS

Skill specific classes will be scheduled during the school day to meet the precise needs of the child in English/Language Arts or Mathematics. Classes range from phonemic awareness to guided reading to vocabulary development to comprehension to number sense. Students will be recommended by teachers based on academic performance. Upon referral, students will be given an assessment, such as a running record, spelling inventory, math assessment, or phonemic awareness test to determine the specific skill deficit. These classes are taught by trained staff supervised by a credentialed teacher according to California Education Code 47605 (b)(5)(E). Students will be seen on a daily basis from between 20 and 30 minutes in a small group setting (1-6 students) with other students who have the same objectives and will run on four-week cycles. At the end of the four weeks students are given a posttest. Students that show proficiency levels based on pre and post-test are excused from the class. Classroom teachers will meet with an instructional coach and any other pertinent experts to learn how to support and monitor the students released from these sessions. Students who have not yet reached a proficient level will continue meeting in the small group sessions for the next four-week cycle. Students will be seen at the least disruptive time of the day in consultation with the teacher and the parent.

INTERVENTION CURRICULUM

Julia Lee Performing Arts Academy will use an appropriate program for all

English/Language Arts intervention and a similar format with guided reading books for Spanish reading intervention. Lessons are multi-faceted and include any or all of the following components based on student need: comprehension skills, fluency practice, word work, vocabulary development and writing. Each student has an individual goal sheet with prompts and objectives specific to their needs and the student, classroom teacher and parents each have a copy as well. The student's classroom teacher, parents and the Education Specialist (for SPED students) will work closely to ensure goals and objectives are aligned across the student's day.

The math intervention program at JLPAA is a teacher-led intervention curriculum. This program has been created to help struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and bring them up to grade level by intensively targeting the most important standards. Second through eighth grade students will use a computer-based program available in English and Spanish. Students are monitored for progress on skills and standards mastery on a weekly basis by the classroom teacher.

In second through eighth grade, students use the computer-based program for a minimum of 20 minutes per day.

Students will be evaluated throughout the program, at least once every 2-3 weeks, to determine progress and responsiveness to tiered interventions. Evaluations will include the use of the curriculum guidelines for advancement. The goal for JLPAA is to promote students out of the need for intervention as determined by progress monitoring assessments.

COUNSELING

Interventions for behavioral concerns may include counseling. Since behavioral issues and/or emotional distress can interfere with academic success, JLPAA will identify students who are in need of life/social skill training primarily through the SST process and referrals from parents and teachers. The Parent Liaison will help JLPAA families locate the services they need.

Counseling services will be provided with parental consent on-site by appropriately licensed counselors.

PLAN FOR SERVING STUDENTS WITH DISABILITIES

JLPAA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. JLPAA will continue to operate as its own local educational agency (LEA) member of the Desert Mountain SELPA, in accordance with Education Code Section § 47641(a). As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the RCOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence

JLPAA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, JLPAA will comply with AB 602, the SELPA guidelines, and all California laws pertaining to special education students. Teachers will be trained regarding special education laws and policies, as well as strategies for supporting students with special needs.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

The Charter School will ensure that any student with a disability attending JLPAA is properly identified, assessed and provided with necessary services and supports.

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

SERVICES FOR STUDENTS UNDER "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be provided to the County upon execution.

The Charter School shall provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall continue to be an LEA member of the Desert Mountain SELPA pursuant to Education Code Section 47641(a). The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may

qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this charter petition or imposed by law.

SEARCH AND SERVE

JLPAA shall have the responsibility to identify, refer, and work cooperatively in locating JLPAA students who have or may have exceptional needs that qualify them to receive special education services. JLPAA will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. The Charter School shall follow the Student Study Team ("SST") model outlined in the Charter to support students. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, it may refer a student for services through the provisions of a Section 504 Plan, if appropriate, or recommend that student for a formal special education assessment

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

If a student enrolls at JLPAA with an existing IEP, JLPAA will notify the SELPA consistent with SELPA policies. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School

within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

REFERRAL AND ASSESSMENT

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Prior to a more intensive intervention or support, JLPAA will ensure that quality instruction and differentiation of student learning occurs within the classroom setting. During each lesson, the teacher will utilize a multi-step lesson format, which will include standards-based presentation, modeling, checking for understanding, and guided practice. During checking for understanding, teachers will be able to identify those students who are struggling with the concepts as they are presented. As the lesson progresses, during guided practice, teachers will identify those students who have not mastered the concepts/standard and work with them in a small group to reteach the lesson using differentiated instructional strategies, which may include manipulatives or other modalities. Independent Practice assignments may need to be modified for these students who have not shown mastery of the concepts taught.

All JLPAA teachers will use the “Intervention Strategies Menu” developed by the National Education Association to find ideas that can be utilized with students who are struggling to demonstrate mastery of grade level content. This checklist of ideas includes, but is not limited to:

- Providing opportunities for periodic rehearsal of information given verbally;
- Providing copies of notes from lessons;
- Using guided reading groups;
- Frontloading material at the beginning of a unit of study;
- Highlighting key words in reading comprehension or math problems;
- Allowing “wait time” for verbal responses; and
- Using visual cues or written directions paired with verbal directions.

If students continue to demonstrate difficulty in mastering grade level content, the teacher

will complete a STAGE Plan (discussed earlier in “P. Addressing the Needs of All Students”) for the student(s). As part of this plan, teachers will meet with parents of these “at-risk” students to create target goals, determine appropriate interventions, and establish follow-up meetings to check the student’s progress towards meeting grade level standards. Some interventions embedded in the plan may include adjusting classroom seating, peer tutoring, audiobooks, use of a computer or other appropriate device, and modified assignments.

JLPAA’s internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. Any JLPAA professional may also directly refer a student for formal assessment to see if he or she has a disability. JLPAA may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

All referrals will be responded to in writing by the JLPAA/Charter Authorizer representative within 15 days. JLPAA will notify the SELPA of the assessment request within 5 days of receipt. Parents will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days receipt of the parent’s written consent for assessment, consistent with applicable law.

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

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

IEP MEETINGS

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP DEVELOPMENT

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP IMPLEMENTATION

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

The Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers.

NON-DISCRIMINATION

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

STAFFING

The Charter School is committed to ensuring all IEPs are properly implemented and all students requiring services are adequately taken care of. All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall further be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

It is the goal of the Charter School to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special

Education Credential. This teacher, along with the Principal of the Charter School, will be the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at the Charter School shall also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Charter School plans to employ a Special Education Case Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, the Charter School may also seek related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

NOTIFICATION AND COORDINATION

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

REPORTING

JLPAA will collect and maintain the following information on disabled students as required by IDEA:

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

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

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

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

PROFESSIONAL DEVELOPMENT FOR JLPAA STAFF

Administrators, regular and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

JLPAA believes that ongoing professional development is essential in the creation of a high performing school. As part of the training plan, two hours each week will be dedicated to teacher training, curriculum development, assessment of student performance, and study of best practices. Teachers will work together on grade level teams and by subject area. Time will be allowed to plan cross-curricular projects and the integration of technology. In addition, teachers will be trained to address the needs of English Learners, students with disabilities, and both high and low achieving students.

JLPAA also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Offices of Education, SELPA, colleges and universities, and private companies or agencies.

GENERAL EDUCATION PROGRAM MODIFICATIONS

The Special Education program at JLPAA is designed and founded on the two critical principles of inclusion and the IEP decision-making process. This will be embedded throughout the entire program design, and will also be evident in daily practice and outcomes.

The highest quality special education program is built on the foundation of a successful regular education program based on a variety of instructional strategies, including the Theory of Multiple Intelligences, which are used to meet the needs of all students. JLPAA's regular education program will provide rigorous educational benefit to students of all

learning styles. JLPAA will provide exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. For example, all parents will be able to create a homework modification plan with their child's teachers in cases where students are not able to consistently complete their work within published grade-level guidelines. Therefore, special education may only be necessary in cases where all services and modifications of the general education program have been deemed ineffective.

In addition, the program will support students in the regular education program to the maximum extent possible. In the cases where inclusion may not be indicated, IEP teams will review the continuum of Least Restrictive Environment versus program modification based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students.

DUE PROCESS HEARINGS

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Charter School shall defend the case.

COMPLAINT PROCEDURES

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights, and the Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents or guardians also have the right to file a complaint with the California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

SELPA REPRESENTATION

The Charter School understands that it shall represent itself at all SELPA meetings.

FUNDING

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the Principal (or his/her designee), parent/guardian, the student (where appropriate), a qualified faculty member and other qualified persons, such as the nurse, teacher and others who are knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records: including academic, social,

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

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

The final determination of the educational services that will be provided to a student with a disability, in order to meet the individual needs of such students to the same extent as the needs of students without disabilities are met, is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

PLAN FOR MIGRANT STUDENTS

JLPAA will provide a comprehensive program for migrant students that attempt to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

Within 30 days of identification at enrollment, an individual assessment of the educational and health needs of each participating student shall be completed. The Parent Liaison shall coordinate migrant education services with other programs within the school and with other public agencies that serve migrant workers and their families.

The Principal, or designee, shall monitor the results of statewide assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

A DAY IN THE LIFE OF A FIRST GRADE STUDENT

On Monday morning, first grader Ruben is dropped off by his grandmother at 7:45 a.m. The principal and several teachers are on duty on the playground to greet students as they arrive. The principal, Ms. Lopez, asks Ruben about his weekend. “It was so much fun. We went to the park with my cousins,” he tells her. Ruben and his fellow students gather on campus in a safe, secure, and welcoming atmosphere that reflects the diversity of the community. After placing his backpack next to his classroom door, Ruben plays handball with his friends until he hears the signal to line up for school to begin at 8:00 a.m.

MORNING MEETING

Mrs. Lee, Ruben’s teacher, gives “high fives” to Ruben as he enters the classroom, places his backpack next to his desk and remains standing for the Pledge of Allegiance. The school day begins with a Morning Meeting and Ruben knows to take out his leveled book at his desk and begin reading while the teacher takes attendance. After his first grade class sings their patriotic song and reads the Morning Message, Ruben and his classmate’s line up and walk to the multi- purpose room for My Community. Ruben listens as the principal introduces the Character Trait of the Month – Responsibility and then, when the principal signals, he turns and tells his partner examples of how he can show responsibility. Then Ruben watches as pictures are shown of UCLA and the principal teaches the assembly a simple UCLA cheer, which involves clapping between letters as the students spell out U-C-L-A. Ruben can't wait to tell his mom and dad about UCLA. Maybe he'll go there for college.

ENGLISH LANGUAGE ARTS.

After the My Community assembly, Ruben and his classmates return to their classroom and sit on the carpet at the front of the class. Mrs. Lee tells the whole class that she is so proud of their good listening at the assembly and gives them another “Positive Point” on the board. That makes Ruben so happy. The class has already earned seven Positive Points and when they reach ten of them, the whole class gets a reward. Last time the class earned ten Positive Points, Mrs. Lee gave them a special art lesson, which Ruben really enjoyed. Now his teacher starts the English/Language Arts lesson by using a puppet to help the class review some words that have the /j/ sound. Ruben and his classmates repeat the words after the puppet says them. After the puppet is put away, Ruben listens to his teacher as she introduces five

singular possessive nouns to the class by teaching the class a song (utilizing Integrated ELD time). He enjoys learning the song and is happy when the teacher has the class stand up and adds movement to the song. That really helps Ruben, who knows that he is “body smart” and enjoys learning with bodily-kinesthetic activities. After the class has sung and moved to the song several times, Ruben and his classmates sit down on the carpet again as the teacher shows them some sentences that contain singular possessive nouns.

The teacher has the students read the sentences along with her and models her thinking for choosing the singular possessive noun. Then Ruben and his classmates get to stand again as the teacher proceeds to check their understanding of the lesson. The teacher shows the class a new sentence and they read it aloud together. Then the teacher begins pointing to the words in the sentence very slowly and tells Ruben and his classmates to jump up and down several times when she points to the possessive noun. Ruben thinks this is fun, as he waits for her to point to the word “his” so he can jump. After going through several sentences in the same manner, Ruben’s teacher reviews what the students will do next. She shows them a visual aide that explains the different activities that

Ruben and his classmates will complete and has the class repeat them with her too. Ruben leaves the carpet once he has told his teacher one of the singular possessive nouns that he has learned this morning. He and his 3 partners will rotate through 4 activities in the next hour and 4 different activities the next day, for a total of 8 different standards-aligned centers during the week. Today Ruben completes these four learning centers: reading and discussing his level reading book in a small group with the associate teacher, writing sight words with colored markers, playing hopscotch with singular possessive nouns written in the squares while a parent volunteer supervises and cheers them along, and completing a worksheet where he colors pairs of words that rhyme (to go with this week's phonemic awareness goal /f/, /j/, and /e/)).

While Ruben is completing his centers, he sees that his friends Mario and Tonia, who are learning to speak English, are working at the table with the teacher on a different lesson. As the hour of learning center activities comes to an end, the teacher invites Ruben and his classmates back to the carpet for a vocabulary lesson on “Things That Go.” She shows the class a virtual field trip video, reviews vocabulary cards, and has the class pantomime the words they are learning. Ruben has fun guessing, which word his friend, Esther, is pantomiming: an airplane. This continues until it is time for recess.

RECESS

Ruben always looks forward to recess, when he can have a snack and play with his friends on the playground. Ruben loves playing freeze tag. It doesn't matter that many of his classmates began the year only speaking Spanish. After just a few months of school, all the students had learned from each other, easily picking up playground words in both English and Spanish. Ruben is with different students all the time, because after all, many games don't require too many words, as long as you can run fast!

MATH

After recess, Ruben enters the classroom and sits down on his carpet square, already looking at the white board to answer the warm-up questions. He eagerly raises his hand, sometimes

waiting for the teacher to call on a student and sometimes sharing with his partner when the teacher declares, “Think-pair-share!” The warm-up questions completed, Ruben and his peers focus their attention on the teacher's math lesson for the day: adding and subtracting with multiples of tens. The teacher starts the lesson by having Ruben and his classmates count by 10s up to 120. “That is so easy,” thinks Ruben. Then the teacher shows the multiples of ten on a number line on the board and poses a question; “The nearby Pumpkin Patch has 50 pumpkins. I am going to buy 20 pumpkins for our classroom. How many pumpkins will be left at the Pumpkin Patch?” She then proceeds to model how to use the number line to solve the problem.

Ruben’s teacher continues the lesson by posing more questions and using manipulatives such as number lines, dimes, and base ten blocks to solve these problems. Next Ruben and his classmates get to work with the manipulatives. They return to their seats and work with partners on similar problems using the manipulatives and writing the answers on small dry erase boards to show the teacher. Ruben and his partner easily solve these problems correctly, are given stars on their desk chart, and are assigned an Independent Worksheet to complete by the associate teacher. Ruben sees that a few students have been pulled aside to a small table and the teacher is working with them using the manipulatives. When Ruben finishes his worksheet, he puts his name on it, and puts the paper in his folder at his desk. Then he goes to the Enrichment table and gets some Marcy Cook tile cards to work on at his desk.

DANCE

Soon the teacher announces that it is time for Dance class. Ruben and his classmates are taken to the multi-purpose room and greet their dance teacher. The dance teacher has Ruben and his classmates warm up with a few stretches and then she works with them on learning how to glide. After practicing gliding by himself around the room, Ruben gets to work with a partner. He and his partner face each other, hold hands, and glide together across the room. The dance teacher gives the class a signal to stop and helps the various partners form one giant circle around the multi-purpose room. She then teaches the class the “German Hopping Dance” which uses the skills of gliding and hopping. As the lesson comes to an end, the dance teacher awards the entire class another “Positive Point” because they followed directions so well. “I’m so happy that lunch is next,” thinks Ruben. All this gliding and hopping has made Ruben hungry!

LUNCH

Ruben gets his lunch and sits down at the lunch tables with his friends. He remembers that the character trait for the month is Responsibility and knows that means he should take responsibility for cleaning up his area at the lunch table when he is finished eating. After doing so, Ruben and his friends join a four square game until the signal is given that lunchtime is over.

LEARNING CENTERS

After lunch, Ruben’s class either has physical education or learning centers. Today Ruben’s class has learning centers and Ruben gets a chance to rotate through two of them. At his first center, he paints an egg carton with red paint. The parent volunteer tells Ruben’s group that the painted egg cartons need to dry overnight, but they will finish turning the egg carton

into a fire engine on another day to go along with the “Things That Go” theme. Now Ruben understands why his teacher had been asking students to bring empty egg cartons to school the last few weeks. At his second learning center, Ruben and his group make bracelets with a pipe cleaner and ten beads. Ruben decides to use a pattern: red, white, yellow, green, orange, and then repeats the pattern. At the end of the activity, Ruben and his friends count how many beads were used by their group utilizing the completed bracelets and counting by 10s. Ruben returns to his seat when he hears a signal by his teacher that it is time to transition to the next subject.

SOCIAL STUDIES

Ruben’s teacher has the class sit down on the carpet and reminds them that they are studying Transportation. Next she asks them what they already know about trains. As students answer the teacher’s question, Ruben notices the teacher writing down words and drawing pictures on some chart paper. She reviews it with the class and tells them she was making a list of their answers. She asks Ruben and his classmates to repeat the words after her: seats, wheels, track, engine, caboose, goes fast etc. Then the teacher introduces a guest speaker from the Orange Empire Railway Museum in nearby Perris, California. Ruben is excited to hear that the class will have a field trip to this museum next week. In the meantime, Ruben is fascinated by the pictures and model trains that the guest speaker has brought with him. The guest speaker also talks about the different jobs there are needed on the train like the conductor, brakemen, engineer, and fireman. When it is time for recess, Ruben wants to stay and play with the model trains, but his friends want to go outside and play.... trains.

PRIMARY RECESS

As Ruben and his friends pretend, they are trains chugging through the playground, they talk excitedly about their upcoming field trip.

READ-ALOUD/PACK-UP

Recess is over, but Ruben isn't sad to return to the classroom. In fact, he can't wait to find out what book the teacher will read today. Today she reads *Steam Train, Dream Train* by Sherri Duskey Rinker and Tim Lichtenheld to go along with their previous social studies lesson.

Ruben enjoys the way the story on each page has rhyming words. When the story has ended, the teacher explains their homework (practice reading their decodable books with an adult, complete one choice on the spelling homework menu, and give their field trip permission slip to a parent) and passes out the notes so they can put them in their backpacks. Ruben makes sure he has his decodable book and spelling list in his backpack so he can complete his homework later in the afternoon when he gets home.

MUSIC/THEATER

The last period of the day is always some type of visual or performing arts and today the teacher is focusing on music AND theatre arts! Ruben and his classmates move their desks to the side of the room and the teacher helps them arrange their chairs into a big circle. The teacher shows some pictures of railway workers. Then she adds words to the chart started in social studies, asking students to remember the kinds of jobs that are needed on the train. As

the teacher writes down each word, she guides the Ruben and his friends into pantomiming the kinds of duties performed by each job. Next Ruben and his classmates listen to the song “I’ve Been Working on the Railroad.” Some of Ruben’s classmates have heard this song before and start singing along with the music. The teacher places the words to the song on the projector screen and leads all the class into singing along with the music.

Ruben picks up the lyrics quickly and is soon singing at the top of his lungs. Next the teacher asks the class if they can sing and choose one of the railway jobs to pantomime at the same time. Ruben decides he wants to be a fireman who has to shovel the coal into the steam engine’s firebox. Soon everyone in the class is pantomiming some type of railroad job as they sing the song. Next the teacher helps Ruben and his friends move their chairs into rows of seats, just like in a train. Mrs. Lee puts on a conductor hat and has each student “enter” the train and take a seat. Ruben wants to sit in the back of the train. The teacher calls “All Aboard” and has the students jiggle in their seats to imitate the movement of the train. The teacher then goes down the aisle and collects “tickets” from each student. She has Ruben and his friends lean to the left together because the train is going around a curve. Ruben wonders if this is really what it will be like to ride a train. He guesses he’ll find out on the field trip next week.

Soon it is time to put the desks and chairs back to their original spots because it is almost time for dismissal. As the teacher walks Ruben’s class to the dismissal gate, Ruben spots his dad. He can’t wait to tell his dad about his wonderful school day at JLPAA.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

JULIA LEE PERFORMING ARTS ACADEMY GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d)(2)-(8).</p> <p><u>Local Control and Accountability Plan</u></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will hold a valid CA Teaching Credential required for their certificated assignment, with appropriate English Learner authorization as defined by the CA. Commission on Teaching Credentialing and will be appropriately credentialed and assigned.
ACTIONS TO	All teacher candidates are screened for employment and will hold

ACHIEVE GOAL	valid CA Teaching Credential with appropriate English Learner authorization.
MEASURABLE OUTCOME	100% of teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS reporting; and School Accountability Report Card (“SARC”).
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students including all numerically significant student groups will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to the Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of all students including all numerically significant student groups will have access to Common Core State Standards aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	The Principal will review all instructional materials before purchase; school maintained list of textbooks and supplemental materials.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	100% of students including all numerically significant student groups will receive instruction in facilities that are safe, secure, clean and well maintained.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Daily cleaning by janitorial staff to maintain cleanliness. 2. Annual facility inspections (FIT Report) to screen for safety standards.
MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. Annually, the Charter School will administer the Facility Inspection (“FIT”) report with a score of “good” or better. 2. Identified Required Corrections will be corrected within three months. 3. Daily cleanliness spot checks will be performed.
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> 1. Annual Facility Inspection Reports 2. School Accountability Report Card
STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	

GOAL TO ACHIEVE SUBPRIORITY	100% of students will be instructed by teachers who participate in schoolwide Professional Development that focuses on the implementation of the CA State Standards/Common Core State Standards for all core subjects.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Develop annual Professional Development Plan 2. Develop annual needs assessment and goals for ongoing Professional Development 3. Provide professional development for CCSS aligned curriculum & instructional materials. 4. Monitor implementation through classroom observations and grade level planning meetings.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in ongoing CCSS Professional Development; and 100% of teachers will follow through with CCSS implementation in their classroom.
GOAL AND OUTCOMES	<ul style="list-style-type: none"> • Professional Development Plan • Classroom observation data • CA Standards aligned instructional materials
METHODS OF MEASUREMENT	Annually, 100% of teachers will participate in ongoing CCSS Professional Development; and 100% of teachers will follow through with CCSS implementation in their classroom.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Approximately 70% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. EL students will participate in ELA instruction with appropriate instructional support. 2. Provide professional development for CCSS aligned curriculum & instructional materials. 3. Monitor implementation through observations and grade level meeting discussions.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CA State Standards/CCCS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EL Student Group Performance in CAASPP ELA • ELPAC Summative Assessment • Formative & Summative standards aligned local assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Approximately, 70% of EL students will gain English language proficiency through the implementation of the standards-aligned English Language Development (ELD) curriculum, instructional materials and EL specific instructional strategies for CCSS implementation.

ACTIONS TO ACHIEVE GOAL	EL students will participate in ELA & Literacy instruction with appropriate support. All EL students will have access to ELD curriculum. Additionally, all teachers will participate in professional development training and activities to bridge the ELD standards, ELD curriculum and ELPAC assessment.
MEASURABLE OUTCOME	All EL students will gain English language proficiency through the implementation of ELD curriculum, and designated/integrated ELD.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • ELPAC Summative Assessment • EL Student Group Performance on NWEA MAP • Reading Assessments • Annual reclassification rates
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
<i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Develop a parent outreach plan to promote parent involvement in schoolwide events to include all parents (including Unduplicated Pupils and Students with Disabilities).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Host parent/student orientation annually • Host Coffee with the Principal bi-monthly
MEASURABLE OUTCOME	Annual increases in parent participation and involvement in schoolwide events that support student outcomes.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Sign-in sheets • Annual Parent Satisfaction Survey
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	<p>Promote parent participation in the following Committees (including parents of Unduplicated Pupils and Students with Disabilities):</p> <ul style="list-style-type: none"> • Parent Advisory Committee (PAC) • English Learner (EL) Parent Advisory Committee (if applicable) • ELAC – (if applicable)
ACTIONS TO ACHIEVE GOAL	Charter School administration will work to recruit parents (including parents of Unduplicated Pupils and Students with Disabilities) to participate and obtain input/feedback in school decision making.
MEASURABLE OUTCOME	Parent involvement in PAC, ELPAC/ELAC.
METHODS OF	<ul style="list-style-type: none"> • Meeting Agenda & Minutes committee meetings

MEASUREMENT	<ul style="list-style-type: none"> • Sign-in sheets
SUBPRIORITY C – PARENT SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual parent satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, the Charter School will administer a student, staff and parent survey on school effectiveness. Results of parent surveys will be presented to the Governing Board annually.
MEASURABLE OUTCOME	Solicit parent feedback via annual surveys on school safety, connectedness and effectiveness.
METHODS OF MEASUREMENT	Annually, the Charter School will administer a student, staff and parent surveys on school safety, connectedness and effectiveness. Results of the parent survey will be presented to the Governing Board annually and to parents.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>A. California Assessment of Student Performance and Progress statewide assessment</i>	
<i>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i>	
<i>C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California</i>	
<i>D. EL reclassification rate</i>	
<i>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i>	
<i>F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Annual growth of 5 points (scale score) on CAASPP ELA & Math, until Level 3 is met (Schoolwide, numerically significant student group(s), and Unduplicated Students).
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Implementation of CCSS ELA and Math curriculum. 2. Provide academic intervention for at-risk, struggling students. 3. Administer standards-aligned benchmark assessments. 4. Teachers will continue to receive Professional Development on the CA State Content Standards/CCSS to ensure classroom instruction meets the rigor of the CCSS.
MEASURABLE OUTCOME	Annually increase scale scores in ELA & Math, to ensure all students, numerically significant student groups, and unduplicated students perform at Level 3 (Standards Met) and/or above. Annual growth of 5 points (scale score).

METHODS OF MEASUREMENT	CAASPP ELA & Math Scale Score (Grades 3-8)
SUBPRIORITY B – NOT APPLICABLE	
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Annually increase the percentage of EL making annual progress on the ELPAC.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support (designated and integrated ELD), which includes academic supports; small group instruction; use of SDAIE instructional strategies, and academic intervention.
MEASURABLE OUTCOME	Annually, EL students will progress in EL Proficiency as measured by the ELPAC.
METHODS OF MEASUREMENT	ELPAC Summative Results
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Continue to assess EL students for reclassification upon receiving an overall ELPAC performance level of 4 (CDE Criteria).
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which academic support; small group instruction; use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	Annually, increase EL reclassification rates as measured by ELPAC and the school’s reclassification criteria.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Analysis of ELPAC results • CAASPP Assessments • Reading Assessments
SUBPRIORITY E – NOT APPLICABLE	
SUBPRIORITY F – NOT APPLICABLE	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	
<i>B. Chronic absenteeism rates</i>	
<i>C. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE	Continue to develop effective methods to increase daily student attendance rates.

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including all subgroups enrolled; parents/families will be engaged throughout the year.
MEASURABLE OUTCOME	Maintain ADA >95% for all students, numerically significant student groups and unduplicated students.
METHODS OF MEASUREMENT	ADA reports (CALPADS Reporting)
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Continue to develop effective methods to decrease chronic absenteeism rates, including communicating and educating families/students on the impact of chronic absences on student academic achievement.
ACTIONS TO ACHIEVE GOAL	Students and parents will be informed of the Charter School’s attendance policy as outlined in the Parent/student handbook disseminated at the beginning of each school year.
MEASURABLE OUTCOME	Decrease Chronic absenteeism rates by 0.5% annually in order to maintain Chronic Absenteeism Rates <10% for all students, numerically significant student groups and Unduplicated students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Monitor and track daily attendance rates & absences • Chronic Absenteeism Rates
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain middle school dropout rate <3% for all students, numerically significant subgroups and unduplicated students.
ACTIONS TO ACHIEVE GOAL	Provide all students with ongoing counseling services, to monitor academic progress, academic grades.
MEASURABLE OUTCOME	Maintain Middle School Dropout Rate <3% all students, numerically significant student groups and Unduplicated students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report • LCAP Reporting
SUBPRIORITY D – NOT APPLICABLE	
SUBPRIORITY E – NOT APPLICABLE	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i>	
<i>B. Pupil expulsion rates</i>	

<i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Continue to strengthen and expand a MTSS that includes social-emotional supports; and Restorative Practices
ACTIONS TO ACHIEVE GOAL	Counselor will provide social-emotional and academic counseling; and implement Second Step Curriculum. Suspension and behavior data will be reviewed regularly to assess our school’s program and counseling services.
MEASURABLE OUTCOME	Maintain suspension rates <3% for all students, numerically significant student groups and Unduplicated students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Report • SARC & LCAP Report • CA Schools Dashboard
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will maintain expulsion rates < 1% for all students, numerically significant student groups and unduplicated students.
ACTIONS TO ACHIEVE GOAL	School will review and assess Suspension & Expulsion policies annually.
MEASURABLE OUTCOME	Maintain expulsion rates <1% for all students, numerically significant student groups and Unduplicated students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Report • SARC & LCAP Report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Annually ensure and provide safe school and positive learning environment for all students.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Annual review/revise School Safety Plan • Administer survey to measure school safety and connectedness (parent, student, and staff)
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of staff will participate in annual School Safety Training • At least 80% of grade 5-8 student participation rate on annual survey to measure school climate, connectedness, and safety.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • School climate survey results (students, parents, & teachers) • Local Indicators Report: CA School Dashboard
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-</i>	

<p><i>eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	All students including Students with Disabilities and Unduplicated Students have access to and are enrolled in a broad course of study.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students including numerically significant student groups, Student with Disabilities (SWD), and Unduplicated Students.
MEASURABLE OUTCOME	100% of students including all numerically significant student groups, Students with Disabilities (SWD) and Unduplicated students will have access to the academic and educational program as outlined in the school’s charter.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Master schedule • Local Indicators Report: CA Dashboard
<p>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all numerically significant student groups, and unduplicated students will demonstrate grade level proficiency in ELA.
ACTIONS TO ACHIEVE GOAL	All students will be enrolled in an English course. Instructional strategies will include small group instruction, response to literature, and writing prompts.
MEASURABLE OUTCOME	At least, 60% of continuously enrolled students (schoolwide, numerically significant student groups, and unduplicated students) will achieve annual growth as measured by internal/local assessments in ELA (reading, writing).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • NWEA MAP Assessment • ELA CAASPP Assessment (Gr 3-8)
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all numerically significant student groups, and unduplicated students will demonstrate grade level proficiency in Math.
ACTIONS TO ACHIEVE GOAL	All students will be enrolled in a math course/receive math instruction. Instructional strategies will include small group instruction, one-to-one, and academic intervention.
MEASURABLE	At least 60% of continuously enrolled students (schoolwide,

OUTCOME	numerically significant student groups, and Unduplicated students) will achieve annual growth as measured by internal/local assessments in mathematics.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • NWEA Math MAP Assessment • Math CAASPP Assessment (Gr 3-8)
SUBPRIORITY C – SOCIAL SCIENCES (NOT APPLICABLE)	
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Annually increase student performance on CA Science Test (CAST) for all students, numerically significant student groups and Students with Disabilities using the CDE approved measure. Spring 2021 CAST results will serve as a baseline.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide NGSS aligned Science curriculum • Provide students with experiential, and inquiry based learning experiences
MEASURABLE OUTCOME	Annual growth targets will be established (for all students, numerically significant student groups and unduplicated students) once baseline results are reported and performance levels are established by the CDE.
METHODS OF MEASUREMENT	CA Science Test (CAST): Grades 5 & 8.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate content knowledge of the Visual & Performing Arts Standards.
ACTIONS TO ACHIEVE GOAL	100% of students will be enrolled in a VAPA Course.
MEASURABLE OUTCOME	All students will participate in at least 2 performances annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Student enrollment/class schedule • Student Participation • Performances & Assessments
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will achieve at least equal to the physical fitness performance of comparison public schools.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • CA Physical Fitness Test: Grade 5 & 7 • Meet CA minimum instructional minutes for PE.
MEASURABLE OUTCOME	Students (schoolwide, numerically significant subgroups, and unduplicated students) will achieve at least equal to the physical fitness performance of comparison public schools.

METHODS OF MEASUREMENT	CA Physical Fitness Test in Grades 5 & 7 (PFT/Fitnessgram)
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate content knowledge and concepts related to health, promotion, and disease prevention to enhance health
ACTIONS TO ACHIEVE GOAL	All students will participate in Health & Wellness course. Student will participate in age appropriate sexual health education. For grades 7+: students will participate in Comprehensive Sexual Health Education course.
MEASURABLE OUTCOME	All students will complete a grade-level sexual health course.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Coursework, assessments • Academic grades • Course completion
SUBPRIORITY H – NOT APPLICABLE	
SUBPRIORITY I – NOT APPLICABLE	
SUBPRIORITY J – NOT APPLICABLE	
SUBPRIORITY K – NOT APPLICABLE	

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES

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. Cal Ed. Code §47605(c)(5)(C).

STUDENT INFORMATION SYSTEM

Julia Lee Performing Arts Academy uses School Pathways as its Student Information System (SIS) where all student information is housed.

MANDATED STATE ASSESSMENTS

Julia Lee Performing Arts Academy agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Julia Lee Performing Arts Academy shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School.

School-wide and student group progress is objectively measured by state-mandated annual assessments within the California Assessment of Student Performance and Progress (CAASPP) administered to our students in grades 3-8, in ELA/Math, CAASPP California Alternate Assessment (CAA) in grades 3-8 (where applicable), California Science Test (CAST) in grades 5 & 8, Physical Fitness Test (“PFT”) in grades 5 & 7, and the ELPAC for English Learners.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

Our school’s goal is to ensure that every student meets or exceeds grade level standards across all subjects. The classroom teacher uses student achievement data to assess and monitor student progress, identify appropriate interventions, and provide small group instruction, additional differentiation and scaffolding. Assessment data is used to develop annual measurable outcomes, development of our school’s Local Control and Accountability Plan (LCAP), further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, modifications to the master schedule and measure program efficacy. The Principal, teachers and staff are held accountable by the Board of Directors to ensure all students meet annual growth targets and school-wide measurable outcomes.

As outlined in the school’s assessment schedule chart below, students are assessed using various types of modalities. Students are assessed throughout the academic year using multiple forms of formative and summative assessments across disciplines to check for understanding, inform instruction, monitor student/grade/school level growth, identify whether the student requires additional support or intervention. The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the school accountability report card (SARC).

The following chart provides an overview of the types of assessments administered to Julia Lee

Performing Arts Academy students by subject area, grade level, assessment type and frequency.

JULIA LEE PERFORMING ARTS ACADEMY ASSESSMENT SCHEDULE			
ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
CAASPP ELA	3-8	State Mandated	ANNUALLY
NWEA MAP	TK-8	Benchmark	3 times/year
FOUNTAS & PINNELL	K-2	Reading Assessment	3 times/year
FORMATIVE ASSESSMENTS	TK-8	Local Assessment	Varies
SUMMATIVE ASSESSMENT	TK-8	Local Assessment	Varies
MATHEMATICS			
CAASPP MATH	3-8	State Mandated	ANNUALLY
NWEA MAP	TK-8	Benchmark	3 times/year
FORMATIVE ASSESSMENTS	TK-8	Local Assessment	Varies
SUMMATIVE ASSESSMENT	TK-8	Local Assessment	Varies
SCIENCE			
CA SCIENCE TEST (CAST)	5 & 8	State Mandated	ANNUALLY
FORMATIVE ASSESSMENTS	TK-8	Local Assessment	Varies
SUMMATIVE ASSESSMENT	TK-8	Local Assessment	Varies
SOCIAL STUDIES			
FORMATIVE ASSESSMENTS	TK-8	Local Assessment	Varies
SUMMATIVE ASSESSMENT	TK-8	Local Assessment	Varies
ENGLISH LANGUAGE DEVELOPMENT			
ELPAC: INIITAL & SUMMATIVE	TK-8	State Mandated	ANNUALLY
PHYSICAL EDUCATION			
PHYSICAL FITNESS TEST (PFT)	5 & 7	State Mandated	ANNUALLY

REPORTING OF DATA

Julia Lee Performing Arts Academy develops an annual SARC Report, administers Report Cards, holds Parent-Teacher Conferences and holds Local Control and Accountability Plan meetings as methods to inform all stakeholders on the Charter School's performance. Parents are encouraged to participate and provide input in the Charter School's educational program. Julia Lee Performing Arts Academy uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives. Additionally, the Principal hosts 3 meetings per year (quarterly) with parents to discuss schoolwide data, attendance, and LCAP. Daily attendance is also posted in the office. This allows students to monitor their academic progress on a continuous basis.

The Principal presents at each Board of Directors meeting on enrollment, attendance, student achievement data, staffing, LCAP Goals & Annual Measurable Outcomes, and other issues

pertaining to the Charter School. Teachers meet in grade level teams to review student work, disaggregate and analyze various types of assessments administered across all disciplines: English Language Arts (ELA), Math, History/Social Studies, and Science.

DATA ANALYSIS & REPORTING

Julia Lee Performing Arts Academy is committed to reflective practice and gathers, analyzes and synthesizes data in order to guide our instructional program. Data is used to identify students who need intervention and/or academic enrichment in the form of course enrollment and/or supplemental resources. In preparation for the academic school year, the Principal convenes with teachers to assist in the collection, disaggregation and analysis of student achievement data. Teachers collaborate in grade level teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings and/or parent-teacher conferences.

GRADING, PROGRESS REPORTING,

Julia Lee Performing Arts Academy has implemented standards-based grading in TK-8th and report cards schoolwide. Academic progress reports are issued three times per year and holds parent-teacher conferences two times per year. Final report cards are mailed home at the end of each semester. Academic grades are kept and maintained in student information system, School Pathways, and when finalized transferred to the student's cum file.

RETENTION POLICY

The philosophy of the Julia Lee Performing Arts Academy is that all students can learn. We believe that each student is a unique individual who grows and matures within his/her own unique pattern of development. Therefore, varying rates of time are needed to accommodate differing developmental growth patterns. This may necessitate a retention. In retaining students, decisions for placement will support the opportunity for maximum growth and development of all students.

Decisions will be based upon a careful study of individual student needs. A decision will be reached through conference procedures with a standing team of at least two general education teachers (current teacher and teacher of the next grade level) and the school's principal. Parents will be included whenever possible. Other teachers and support staff may become a part of this team as needed. A parent communication plan will be established to inform them of the student's progress throughout the year and strategies that support learning.

When a parent is notified that a child is being considered for retention, the parent must also be advised of the child's right to a Special Education Evaluation or the development of a Section 504 Plan.

The areas of the student's growth, which must be considered before recommending retention are academic progress, social development, emotional development, and physical development.

Early elementary (TK-2) is the optimum time for retention. A student should be retained only once in grades K-8. If retention is not sufficient, alternative strategies should be investigated and implemented.

A written educational plan will be developed by the Retention/Promotion Team for the student who is recommended for retention. Timelines and documentation will be followed as outlined. Special situations such as dramatic changes in behavior or the transfer of a student may cause these timelines and/or documentation to be waived at the discretion of the Retention/Promotion Team and/or the school's Principal.

The responsibility of the Retention/Promotion Team is to make sure that a recommendation concerning a child's retention is based on these procedures. In all instances of retention, the parental opinions will be considered. The decision to implement any of the above shall be placed upon the professional judgment of the Retention/Promotion Team. The building principal will advise parents of the appeal process in accordance with the established policy.

PROMOTION: 8th GRADE CULMINATING PROJECT

In the first semester, 8th grade students are engaged in a series of self-evaluative activities and goal-setting, culminating in Student-Led Conferences during Parent Conference Week in October.

The second semester is dedicated to individual pursuit of self-established goals with periodic self-assessments, as well as a series of social-emotional activities geared toward high school preparation. During the latter part of the second semester students are involved in an intensive process of reflection, thinking back upon what they have learned about themselves and thinking ahead to the new challenges after their tenure at the Julia Lee Performing Arts Academy. This culminates in student Presentations of Learning that are delivered at the end of the school year as part of the graduation requirements. Students present an advisory portfolio, self-evaluate three projects from their middle school experience, and address three successes and challenges as they transition to high school. The panel for the 8th grade student presentations are the: Middle school teachers, principal, CEO, parents and invited community member guests. Our teachers evaluate and provide feedback based on a rubric in a conference setting and the student then receives a final score.

The school will make available a transcript for each student in order to ease the transfer of credits to other schools and to better communicate with parents.

The school will prepare and make available for parents, community members, and the district an annual accountability report card (SARC). This report measures student academic progress in math and language arts, student and staff statistics, budget descriptions, and CAASPP results.

ELEMENT 4: GOVERNANCE STRUCTURE

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

NON-PROFIT PUBLIC BENEFIT CORPORATION STATUS

JLPAA will be a directly funded independent charter school, and will be operated as a California nonprofit public benefit corporation, pursuant to California law. JLPAA is governed in accordance with applicable law and its adopted bylaws, Conflict of Interest Code (Appendix C), and Articles of Incorporation (Appendix A).

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. The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated as 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.

COMPOSITION OF BOARD OF DIRECTORS

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The number of directors shall be no less than five and no more than seven. In accordance with Education Code Section 47604(c), the Riverside County Board of Education may appoint one representative on the JLPAA Board. The Board shall seek representatives and members of the communities served by JLPAA. The Board 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. JLPAA employees 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(c). If the Riverside County Board of Education 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.

Except for the County-appointed Director, 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 CEO of JLPAA

shall not serve on the Board and shall not vote in Board elections.

A list of the current Board members and their Bios are included in Appendix D.

The Board may establish committees in accordance with its Bylaws (Appendix B). Such Board-established 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 members must also have a commitment and a readiness to be an active learner in our school community. For instance, Board members should be 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 Charter School. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.).

ROLES AND RESPONSIBILITIES OF BOARD MEMBERS

The JLPAA Board of Directors 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 Charter School meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, evaluate, discipline, and dismiss the CEO of the Charter School;
- Approve all major contractual agreements;
- Approve and monitor the Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter 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 Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- 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 or act as a hearing body and take action 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 of Directors 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 Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Board of Directors 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 the adoption of Board policies. The Board of Directors, 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 will be conducted in accordance with the following:

- The Board of Directors will meet at least bi-monthly during the school year and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary.
- Agendas for meetings will be published in accordance with the Brown Act and as outlined in the bylaws. They will be posted on the Charter School's website, at the entrance of the Charter School's main office for public viewing for the entire posting period.
- The schedule for regular Board meetings will also be posted on the Charter School website.
- Meetings will be held in compliance with the bylaws and Education Code Section 47604.1(c). The agenda will clearly identify the meeting location.
- Members of the Board may participate in meetings by teleconference in accordance with the bylaws and all applicable laws.

BOARD TRAINING

The Board of Directors 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

CHIEF EXECUTIVE OFFICER (CEO)

The Chief Executive Officer of the corporation shall, be 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 CEO shall perform all duties incident to the office and such other duties as may be required by law, by the Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors, including, but not limited to, the following:

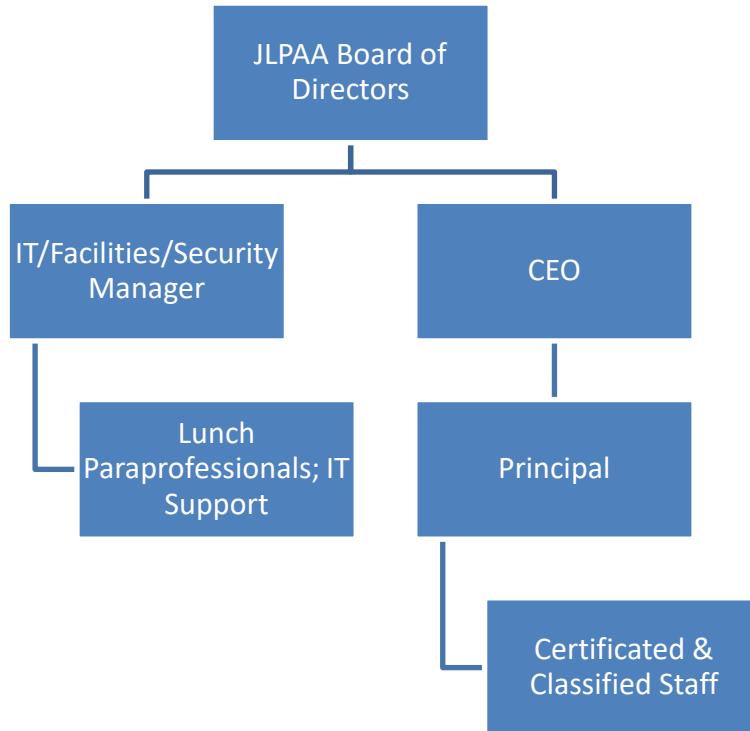
- a. The CEO shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b. He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c. He or she shall be expected to anticipate 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 CEO shall be responsible for coordinating the screening, interviewing and hiring of the Principal, 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.
- f. The CEO shall be responsible for all required reporting to the RCOE and the California Department of Education. Except as otherwise expressly provided by law, by the Bylaws, or by the Charter School's Charter, the CEO 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.
- g. The CEO 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.

PRINCIPAL

The Principal is responsible for the instructional leadership of the Charter School including evaluation of all certificated and non-certificated personnel; planning and implementing staff development; managing, monitoring, analyzing, taking action, and evaluating those actions based on a variety of data sources (statistical, anecdotal, observational, etc.). The Principal shall perform all duties and responsibilities consistent with the job description, the charter, or which may be prescribed from time to time by the Board of Directors and/or the CEO, including, but not limited to:

- Plan, design and conduct follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of students and the educational community.
- Recruit, hire, train and supervise high-quality instructional staff in implementing best practices consistent with the Charter School's educational philosophies, including development of curriculum and assessments and frequent review of student achievement data in collaboration with the teachers.
- Plan, develop, organize, and conduct staff professional development and staff training programs, including those that identify and encourage leadership potential.
- Create and oversee policies and programs relating to special education, English Learners and gifted and high-achieving students and other sub-groups.
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed.
- Plan, develop, organize, conduct, and maintain performance evaluation information systems designed to ensure that Charter School goals and objectives are achieved, and that all levels of staff adhere to County, state, and national educational standards and goals.
- Manage the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff.
- Coordinate a master calendar of programs and activities to achieve the determined goals and objectives.
- Work closely with the staff and appropriate advisory groups in assessing the school's educational and program needs, and develop short-term and long-range planning strategies for creating an optimal educational program.
- In collaboration with the CEO and central office staff, plan, develop, and implement budget planning and expenditure control procedures, monitor and audit expenditure proposals, and allocate human and monetary resources appropriately.
- Work to resolve any disputes that may arise between school personnel, families, students and others.
- Provide regular communications between the school and families, including newsletters, emails, parent events and informal meetings;
- Maintain positive relationships with the County and its related entities.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities.
- Assist the CEO with budgets, charter renewal, outreach, partnerships and other duties as required.
- Oversee the implementation and administration of all statewide assessments

ORGANIZATIONAL CHART



PARENTAL INVOLVEMENT IN GOVERNANCE:

RECOMMENDED COMMITMENTS

Commitment and willingness to adhere and support all policies as outlined in the Julia Lee Performing Arts Academy Parent/Student Handbook, a two-way communication between the Charter School and home regarding the education and well-being of the student. (Appendix: E). JLPAAA will promote parent participation in schoolwide events that support all student outcomes.

PARENT ADVISORY COMMITTEE

JLPAA will have a Parent Advisory Committee (PAC). Per Education Code 52062(a) the Committee must be majority parents and include parents of English Learners, Low Income and Foster Youth. The PAC will also provide input and feedback on the LCAP.

ENGLISH LEARNER ADVISORY COMMITTEE

If at any time JLPAA has a population of EL students greater than 21 students, JLPAA will establish an English Learner Advisory Committee. An ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. The ELAC would assist JLPAA in the development of JLPAA's needs assessment, annual language census, and ways to help parents become aware of the importance of regular attendance. JLPAA will follow all applicable requirements regarding the composition of the ELAC, elections, and training. The ELAC will also provide input and

feedback on the LCAP and the LCAP Federal Addendum.

JLPAA strongly believes that all stakeholders' voices are heard. This belief is reflected in its governance structure, and parent involvement and engagement. Moreover, we recognize that many of the parents in our community have been marginalized without opportunities to voice their thoughts and opinions. Many may have had limited education and leadership opportunities, or are non-English speakers.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

JLPAA will continue to hire teachers, school support staff and administrative staff as the Charter School grows and needs arise. Due to the growing nature of the Charter School, responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position. In addition, JLPAA may contract with outside vendors for business services, legal consultation and facilities expertise as needed.

All employees of JLPAA shall be employees of JLPAA, an equal employment opportunity employer. JLPAA will not discriminate against qualified applicants or employees based upon the actual or perceived characteristics of race, color, religion, creed, sex, gender, gender identity, gender expression, sexual orientation, sex and pregnancy, nationality, national origin, ancestry, ethnic group identification, genetic information, citizenship, age, marital status, physical disability, mental disability, medical condition, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

JLPAA is also committed to providing a school that is free from sexual harassment and any other type of harassment based upon the protected characteristics listed above. JLPAA will implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. Charter School staff will be trained on the harassment policy annually.

JLPAA will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each teacher at JLPAA will meet the state licensing requirements for the position that he/she holds. All teachers and staff will be "at-will" employees, in accordance with California law, meaning that the employment relationship can be severed by either party at any time, with or without cause. All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in Board-approved employment policies which all employees will receive. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the Charter School and students.

JLPAA will adhere to all applicable state and federal laws regarding background checks and clearance of all personnel, and credentialing requirements for teaching staff.

COMMITMENT

A high level of effort and commitment is needed by staff of JLPAA. Service at Julia Lee Performing Arts Academy is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the mission, vision and values of the Charter School and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. Therefore, it is expected that applicants for positions at Julia Lee Performing Arts Academy will measure up to the highest standards.

JLPAA recognizes that it is important to provide opportunities for leadership development among its promising staff. Therefore, the CEO and Governing Board will create a leadership development pipeline for exemplary teachers with demonstrated leadership skills and administrative interest.

Administrative Positions: CEO and Principal

CHIEF EXECUTIVE OFFICER (CEO)

Candidates for CEO shall be screened and interviewed by the President of the JLPAA Board (or his or her designee) and at least two other Board Members. The position of CEO will be hired by the Governing Board. The CEO shall report to the President of the JLPAA Board and be accountable to the entire JLPAA Board.

The CEO shall embody, advocate, and put into operation the mission, vision and strategic direction of JLPAA. The CEO shall oversee all aspects of the Charter School's programs, including financial, operational, educational operations, and strategic planning. The CEO shall not be a member of the Board of Directors but shall fulfill the role of the corporation's Chief Executive Officer and shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors. The CEO shall have the general powers and duties of management as may be prescribed by the Board of Directors.

At the discretion of the Board of Directors, which retains the ultimate responsibility for hiring and dismissing employees, the CEO will hire, supervise, discipline and dismiss the Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss staff at the Charter School after consideration of a recommendation by the Principal. The CEO shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by the Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors.

The following is the job description for this position:

Title: Chief Executive Officer (CEO)

Qualifications:

- Master's degree or higher from an accredited college or university.
- At least ten (10) years of successful experience in teaching, administrative, and/or

supervisory fields.

- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Clear California teaching credential preferred
- Clear California administrative credential preferred

Title: Principal

Qualifications:

- Preliminary or clear California Teaching Credential
- Tier II Administrative Services Credential
- Masters' Degree or work towards a Masters' Degree
- Fluent in English and Spanish desirable
- At least three (3) years' experience in administrative or supervisory position preferred
- Previous Charter School experience preferred

INSTRUCTIONAL STAFF

All teachers of core, academic subjects at Julia Lee Performing Arts Academy shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)) and shall meet the applicable highly qualified teacher federal requirements for Every Student Succeeds Act (ESSA) as defined by the SBE (20 USC 6319; 34 CFR 300.18).

In accordance with Education Code Sections 47605(1) and 47605.4(a), the Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Additionally, the Charter School will hire teachers who are bilingual Spanish speakers (if their position demands it), have a desire to teach English Learners, historically underserved communities, and have an appropriate credential with authorization. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection on site. The Principal and Office Manager will monitor compliance and assignments at least once per year and report to the CEO in a timely fashion.

JLPAA may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and

activities. All JLPAA job descriptions for positions requiring a credential shall identify the specific type(s) or credential(s) required for the position.

Title: Teachers

Applicants to teach in our program will be evaluated based on the following qualifications:

- Appropriate subject area/grade level credentials.
- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a Cross-cultural Language and Academic Development (CLAD) credential or EL Authorization
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Willingness to work as a vital part of the JLPAA team to ensure continuous improvement for students, staff and JLPAA community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

Title: Paraprofessional

JLPAA will hire non-credentialed instructional support staff (Associate Teachers) to support core or college preparatory subjects.

Qualifications:

- Possession of an Associates of Arts (A.A.) degree or at least 48 college units
- Fluent in English and Spanish highly preferred
- Bachelor’s degree from a four-year college or university highly preferred
- A valid California Substitute Teaching Permit highly preferred

Office and Other Support Staff

Title: Office Manager

Qualifications:

- Minimum of a High School Diploma or equivalent.
- College coursework and or one to three years of clerical experience.
- A Valid California Driver's License.

Title: Office Clerk

Qualifications:

- A High School Diploma Equivalent.
- A minimum of an Associate Degree or two years of college preferred
- A Valid Driver's License.
- Valid Basic First Aid/CPR Certification

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

Julia Lee Performing Arts Academy will follow clear procedures to ensure the health and safety of pupils and staff. JLPAA shall maintain site-specific comprehensive health and safety policies and procedures and risk management policies in consultation with insurance carriers and risk management experts. Health and safety policies will be annually updated and reviewed. These policies will be distributed to all staff and families, and will be provided to the County as agreed upon by the County and the Charter School.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining criminal record summary. JLPAA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The CEO shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. 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.

First-Aid and CPR Training

All individuals working with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal, school assistants, yard duty) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before their first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid.

Mandated Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and smoke free environment.

Diabetes

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

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

Exposure Control Plan for Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees 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.

Vision/Hearing/Scoliosis Testing

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code section 49450 et seq., as applicable to the grade levels served by the Charter School.

Immunizations

All enrolled students 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.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code section 49406.

Administration of Medication

JLPAA will follow Education Code 49423 regarding the administration of medication to students in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6

- procedures for conducting tactical responses to criminal incidents

Julia Lee Performing Arts Academy does not yet have confirmation of a school site. Prior to the first day of school, Julia Lee Performing Arts Academy will create a School Site Safety and Crisis Response Plan specific to the school location. The plan will include a seismic safety plan (including structural integrity and earthquake preparedness), the plan for natural disasters and emergencies, staff and student training plan, and maintenance plan, including how hazardous conditions will be identified and addressed.

JLPAA will ensure that the school will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements including the Field Act.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School 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 Charter School shall conduct fire drills as required under Education Code Section 32001.

Anti-Discrimination & Harassment Policies and Procedures

JLPAA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at JLPAA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Auxiliary Services

JLPAA will comply with all applicable health and safety laws and regulations that apply to charter schools, including those regarding auxiliary services (e.g., food services, transportation,

custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and the EPA.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

Julia Lee Performing Arts Academy believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will learn to value and respect diverse experiences and people. Julia Lee Performing Arts Academy will ensure that all students are given an equal opportunity to apply for enrollment. We are committed to serving any child who wishes to attend Julia Lee Performing Arts Academy and our recruitment efforts will include Hispanic, English Learner, special education, and socio-economically disadvantaged populations.

Julia Lee Performing Arts Academy will engage a variety of strategies to achieve a balance racial and ethnic pupil, special education pupils and English Learners that is reflective of the general population of the District. These strategies may include:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process, that is, prior to and during the Open Enrollment period.
- Develop promotional materials, such as brochures, flyers, and advertisements in English as well as Spanish.
- Targeted meetings as needed to reach prospective students and parents, available in Spanish, at times that are convenient for families.
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations.
- Visit local preschools and Learning, social service agencies, clinics, community centers, religious organizations, and other community organizations to publicize the school.
- Attendance and participation at local events and activities to promote the Charter School and to meet prospective students and their families.
- Distribute promotional material to local businesses, libraries, and resource centers.
- Cultivation of a media presence by inviting local television, radio and print media to visit the school and learn about the instructional program.
- On-going updates to Julia Lee Performing Arts Academy's social media pages and website.
- Open house and tour visits for prospective parents.

Julia Lee Performing Arts Academy will document its outreach efforts, and analyze the information to evaluate if we have met our enrollment targets. On an on-going basis, the Charter School will utilize this information to refine its outreach efforts. Julia Lee Performing

Arts Academy will conduct the following recruitment monitoring efforts:

- Maintain enrolled student demographic information on a student information system (“SIS”).
- Keep on file documentation of the efforts made to achieve student balance.

JLPAA will take steps to ensure that diverse groups of students feel comfortable and welcome in the Charter School. By creating a culturally responsive school environment and an instructional program that is attuned to a multi-cultural population, students of all racial and ethnic backgrounds will feel welcome at the Charter School. JLPAA will conduct student and parent surveys at least annually which will include questions that elicit satisfaction reporting and suggestions to continually improve the Charter School’s multicultural environment. Additionally, racial and ethnic diversity will be maintained by emphasizing outreach to racial and ethnic groups that may be underrepresented in the Charter School compared to the general population residing within the territorial boundary of the District.

ELEMENT 8: ADMISSION POLICIES & PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

JLPAA shall be nonsectarian in its programs, admissions policies, and all other operations, and shall not discriminate on the basis of the characteristics listed in Education Code Section 220.

JLPAA is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. JLPAA will enroll all pupils who wish to attend to the extent that space allows.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. JLPAA will recruit a diverse student population and will abide by all state and federal laws regarding admissions.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenrollment from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Application, Public Random Drawing, and Admission Process

Prospective students and their parents or guardians are briefed regarding the Charter School's instructional and operational philosophy and informed of the Charter School's student-related policies during community open houses. The only admission requirement is that students wishing to attend Julia Lee Performing Arts Academy must follow the Charter School's admission procedures with respect to completing applications and enrollment forms and

documents by the announced deadlines. It is recommended, though not a requirement/condition of admittance, that parents/guardians attend an enrollment informational meeting after admission. Such meetings will occur multiple times, and will be held during the day, evenings and weekends to accommodate parent schedules. Should a parent/guardian be unavailable for a scheduled meeting, a private appointment arranged, at the parent/guardian's convenience. Late return of enrollment documentation (after 48 hours, a student may lose their spot if enrollment documentation is not submitted), following notification of admission, will result in loss of place on the admission list and placement at the end of the waiting list.

The Charter School establishes an annual recruiting and admission cycle (See Figure 2.6 below), which includes reasonable time for all of the following: (1) outreach and marketing, (2) tour sessions for parents, (3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment. The Charter School will fill vacancies or openings that become available after this process using a waiting list. As described in Element 7, the staff will go door-to-door to homes, and into the community to inform parents of public school choice. We will visit churches, community centers, libraries, pre-schools, local businesses, etc., actively seeking out parents who might not be aware of this opportunity otherwise.

Anticipated Application, Drawing, Admission Process

Open enrollment begins: February	Application forms available in Charter School office or other publicized and accessible location and online at the Charter School's website. Prospective parent tours scheduled and publicized.
Open enrollment ends: March	All application forms due to Charter School
Within two weeks of close of open enrollment	Public random drawing (if necessary).
Within a week of lottery: April (if applicable)	Admission notifications made.
Within two weeks of notifications: April/May (if applicable)	Enrollment Information meetings held
One month after enrollment packet handed out: May	Completed enrollment packets due back to the Charter School including, but not limited to: Proof of minimum age requirement, immunization records, Home language Survey, and emergency medical information. 1

Following the open enrollment period, applications will be counted to determine if any grade

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a public random lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In the event that the Charter School has not received sufficient application forms to fill to capacity at any grade level, all applicant families will be offered admission. Any applications collected after the end of the enrollment period will be admitted in accordance with the public random drawing procedures described below. All families who have applied for admission will be advised by email or phone of any changes to the date and time for the public random drawing.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of teachers and staff, not to exceed 10% of the total Charter School enrollment
- Students who reside within District boundaries
- Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school(s) in which the Charter School is located (for purposes of the Charter School Facility Grant Program)
- All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

In accordance with California State Education Code 47605(e)(2), in the event that there are more applications than there are seats available, admission will be determined via a public, random lottery (the lottery for the 20-21 school year will be held in April, if needed), with preference given to:

- Currently enrolled students (exempt from lottery);
- Siblings of students currently enrolled (exempt from lottery);

- Children of JLPAA staff (exempt from lottery; shall not exceed 10% of total enrollment);
- Children residing within LEUSD boundaries (2:1 weighting in lottery);
- Children residing within JLPAA attendance area will be given preference (3:1 weighting in lottery).

All students who are not offered admission at the time of the public admissions lottery will be placed on a wait-list until it is cleared at the end of the academic year for which it was drawn, unless the parent/guardian requests their child be removed from the wait-list prior to that time.

If a space should become available, families will be contacted in the order of the wait-list.

- If the offer is extended prior to the first day of school, then families will have 5 business days to respond whether the offer is being accepted or declined.

The lottery will occur within 30 days following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The Charter School will inform parents/guardians of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery. The Charter School will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on the wait list in the order selected according to their draw in the lottery. Applications submitted after the lottery will be placed on the wait list in the order received. This wait list will allow the option of enrollment in the case of an opening during the current school year. In no circumstances will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in English and Spanish in the application form, the Charter School's website, social media sites, and prospective parent tours.

JLPAA affirms:

- The enrollment process will be public, transparent, and fair
- An uninterested party will be charged with selecting those students admitted in the lottery
- Parents do not have to be present in order for students to be selected in the lottery
- Parents will be notified of their child's admittance by letter, telephone or email. Once a space is offered for enrollment, parents have three (3) business days to respond or their child's space will be forfeited.



McKinney-Vento Homeless Assistance Act

JLPAA will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that any homeless student has equal access to the same free, appropriate public education as provided to all other students.

Every Student Succeeds Act

JLPAA will adhere to all applicable admission and enrollment provisions of the Every Student Succeeds Act.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL 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(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The JLPAA Board will be responsible for overseeing the independent audit. The Charter School's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. The audit shall include, but not be limited to (1) an audit of the accuracy of JLPAA's financial statements, (2) an audit of JLPAA's attendance accounting and revenue claims practices, and an audit of JLPAA's internal controls practices. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Chief Financial Officer of RCOE, the State Controller, the County Superintendent of Schools, and the California Department of Education by December 15th annually. The JLPAA Governing Board reviews any audit exceptions or deficiencies and reports to the JLPAA Board of Directors within 30 days with recommendations on how to resolve them. The Board then reports to the County regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in this petition. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

The Charter School will annually budget the necessary funds for the audit to be conducted.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Policy

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

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Julia Lee Performing Arts Academy Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage or intoxicant of any kind, or sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, vaporized nicotine or tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- p) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - ii. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the

effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi- nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is

made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- b) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind.
- c) Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage or intoxicant of any kind, or sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage

or intoxicant.

- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- g) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, vaporized nicotine or tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code 11014.5.
- j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- o) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

- ii. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- 2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi- nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - 4) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - q) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
 - t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this

conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Within two (2) school days from issuance of the suspension notice, the student's parent/guardian may submit a written request to the CEO to appeal the determination. The CEO shall convene a parent conference as soon as practicable, and the student and parent shall be provided the opportunity to present his or her version and evidence in his or her defense. The CEO's determination on a suspension appeal is final.

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

1. Hearing

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

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

2. Notice to Parent/Guardian

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Record of Hearing

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

G. Presentation of Evidence

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

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

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

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

H. Written Notice to Expel

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

I. Disciplinary Records

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

J. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

The CEO or designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

K. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted

in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the

determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school

days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

education or to other Charter School supervisory personnel.

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

ELEMENT 11: 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(c)(5)(K).

JLPAA teachers participate in the federal Social Security system for non-credentialed employees and other JLPAA sponsored retirement plans as applicable, and provides State Teachers' Retirement System ("STRS") benefits to all eligible employees.

Julia Lee Performing Arts Academy retains the option for its Board to elect to participate in the Public Employees' Retirement System ("PERS") in the future should it find that participation enables the Charter School to attract and retain higher quality staff. If JLPAA elects to have its staff participate in the PERS system in the future, then all eligible staff will do so.

The Office Manager is responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

Employees in STRS and/or PERS will accumulate service credit years in the same manner as all other members of STRS and/or PERS. For employees who participate in STRS and/or PERS, employees will contribute the required percentage. JLPAA will contribute the employer's portion required by STRS and/or PERS. JLPAA reserves the right to explore alternative retirement plans should it deem the STRS/PERS programs become cost prohibitive.

Pursuant to Education Code section 47611, JLPAA shall notify all applicants for positions with the Charter School of the retirement system options for employees of the Charter School, and that accepting employment in the Charter School may exclude the applicant from further coverage in the applicant's current retirement system.

ELEMENT 12: 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(c)(5)(L).

No student may be required to attend the Charter School. JLPAA is a school of choice that is open to all students of the appropriate age for the grades served in the State of California.

Students who reside within the District who choose not to attend the Charter School may attend school within the District or at another school district or school through the District's intra- and inter-district transfer policies. Alternatives to JLPAA for students living within the District attendance area will be the same as those offered to all other students currently residing in the District.

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

ELEMENT 13: EMPLOYEE RIGHTS TO RETURN

Governing Law: The rights of an 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(c)(5)(M).

No public school district or county office of education employee shall be required to work at the Charter School. Employees of the District or the County who choose to leave the employment of the District or the County to work at the Charter School will have no automatic rights of return to the District or the County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District or the County to work in the Charter School that the District or County may specify, any rights of return to employment in a school district or county office of education after employment in the Charter School that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or the County or any other school district or county office of education will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

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

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the County Board, and (3) insure a fair and timely resolution of disputes.

The staff and governing board members of JLPAA and the County Board agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

Disputes between JLPAA and the County

In the event of a dispute between Julia Lee Performing Arts Academy and RCOE, the Superintendent and the Principal of the Charter School, or their respective designees, shall first meet informally to resolve the dispute. In the event of a dispute that cannot be informally resolved between JLPAA and the County, whether it be regarding the terms of this charter or any other issue regarding the Charter School and County relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s).

All communications from the County to the School regarding any dispute shall be addressed to both the Superintendent and the Principal of JLPAA:

Julia Lee Performing Arts Academy
c/o CEO
c/o Principal
29991 Canyon Hills Rd. #1709-527
Lake Elsinore, CA 92532

In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, the Charter School requests that this is explicitly stated in the written notice of the dispute, although it recognizes it cannot legally bind the County to do so. Not later than fifteen (15) business days from receipt of the written dispute statement, a JLPAA representative and a County representative shall informally meet and confer to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the JLPAA representative and the County representative shall meet again within fifteen (15) business days from the previous meeting to identify a neutral third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the JLPAA and County representatives. The mediation shall be held within sixty (60) business days of receipt of the dispute statement. All timelines in this section may be revised upon mutual written agreement.

The cost of the mediation and all other costs associated with dispute resolution shall be shared equally by JLPAA and the County.

In the event that the third-party mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. The County reserves the right

to take any action it deems appropriate, and JLPAA reserves the right to seek legal redress for any such actions under the law. If that meeting doesn't result in an agreement, then the process will proceed "as provided in the law". Both parties agree to not make public comment during this process.

Internal Disputes

The Charter School has an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School also maintains a Uniform Complaint Policy and Procedures as required by state law. The Board of Trustees of the RCOE agrees to promptly refer all complaints regarding Julia Lee Performing Arts Academy operations to the Principal, the JLPAA CEO and/or Board for resolution in accordance with JLPAA adopted policies. The County shall not intervene in any such internal disputes without the consent of the Board of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Julia Lee Performing Arts Academy will be provided with a copy of JLPAA' policies and dispute resolution process and will agree to work within it.

ELEMENT 15: CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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(c)(5)(O).

JLPAA and the County will establish a mutually agreeable timeline to complete the closure process. Closure will be evaluated with respect to the standards and criteria set forth by law. Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

The Charter School 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 Charter School will provide parents, students and the County 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 Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School will pay

for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County 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 dispositions of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. 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 Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

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

MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall 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(h).

Attached, as Appendix F, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for five years of operation

These documents are based upon the best data available to the petitioners at this time.

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

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

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

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

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

Business Management

Under the management of the CEO, the Director of Finance and Operations (DFO) at the central office will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Board of Directors. The DFO will work closely with the Charter School's Office Manager on the day-to-day financial management needs of the Charter School.

In the area of Finance, the central office's duties may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- Personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

Financial Position

JLPAA will successfully run a financially solvent organization from inception, through conservative fiscal practices. In addition, the Charter School will seek a loan from the California School Finance Authority under its Revolving Loan Fund program to assist with start-up expenditures, as indicated in the attached budget. JLPAA will also apply for the PCSGP grant for assistance with the initial startup of the charter.

Julia Lee Performing Arts Academy will maintain a conservatively staffed administration and low overhead to ensure adequate funds are made available for the instructional program. The per-pupil payments from local and state sources and federal school funding programs may be combined with grants and donations. From the time of inception, JLPAA plans to be very disciplined and conservative in its approach to financial management. The financial discipline will allow the school to operate successfully through potential state budget cuts and deferrals.

Tools Used for Tracking and Reporting Financial Matters

JLPAA will use an accounting software package to aid in preparing the monthly financial reports and end-of-year audits. This computer system will be maintained by the DFO with external oversight from a CPA. The DFO will prepare financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) for the CEO of JLPAA. With assistance from the DFO the external CPA will prepare regular financial reports according to GAAP and will submit them to the County as requested - On behalf of the school, the central office will submit required interim reports including but not limited to:

- 20 day attendance report
- Attendance reporting (P1, P2, Annual)
- Annual audit by December 15

- Unaudited financials by September 15
- Final budget no later than June 30
- Budget update by December 15 (1st interim reporting)
- Budget update by March 15 to reflect all changes (2nd interim reporting)

JLPAA will use a school information system that is designed to integrate the tracking of student data, aligned to the state reporting requirements, attendance and student demographics and grading and instructional information.

B. Miscellaneous

Transportation

JLPAA will not provide transportation for students from home to school or school to home, except as required by law.

School Meals

The Charter School shall provide free and reduced price meals through the National School Lunch Program to our eligible students and will contract with a vendor to provide the food service.

Supervisory Oversight Fees and Responsibilities

The County is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

C. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the school district. Education Code Section 47605(h).]

The Charter School shall be operated as a California non-profit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

to ensure the County shall not be liable for the operation of the Charter School.

The Bylaws of JLPAA shall provide for indemnification of its Board of Directors, officers, agents, and employees, and JLPAA shall purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

JLPAA shall acquire and finance general liability, workers compensation, and other necessary insurance, as specified herein.

JLPAA shall maintain insurance coverage to protect JLPAA from any claims that may arise from its operations. Should JLPAA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage, such insurance shall not be provided by the County and its purchase shall be the responsibility of the Charter School.

The Board of Directors of JLPAA shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

D. Administrative Services

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

JLPAA provides or procures most of its own administrative services independent of the County. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the County (e.g. special education programs, food service, etc.), if the County and Charter School are mutually interested. The Charter School will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understating).

E. Impact on Charter Authorizer

JLPAA will minimize its impact on the County. The County has the right to monitor JLPAA in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity.

1. Enrollment. JLPAA will seek to recruit and enroll up to 490 students in grades K-8. The Charter School expects that the majority of these students live within LEUSD boundaries.
2. County Services. JLPAA will meet with the County to discuss any services to be provided by County and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the County is unable to provide any such services, or if JLPAA chooses not to purchase any services from the County, the Charter School will continue to operate and will not be hampered in meeting the goals and objectives of this charter.
3. Financial benefits. A supervisory fee of up to 1% in oversight cost may be collected.
4. Facilities. JLPAA will work in partnership with the District to discuss options for the use of a facility under Proposition 39.

5. The Charter School shall be its own local education agency (“LEA”) and shall remain a member of the Desert Mountain SELPA in conformity with Education Code Section 47641(a). The Charter School shall continue to comply with all applicable legal requirements and SELPA requirements, as outlined in Element 1 of the charter.
6. Legal Structure. Julia Lee Performing Arts Academy shall be operated as a California non-profit public benefit corporation. The Charter School shall be governed by the corporate board of directors.

F. Facilities

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

The charter school shall continue to locate at: Elsinore First Assembly Church: 19740 Grand Ave., Lake Elsinore, 92530.

Julia Lee Performing Arts Academy will add classroom modular to accommodate growth in enrollment.

APPENDICES:

APPENDIX A: ARTICLES OF INCORPORATION

APPENDIX B: BOARD BYLAWS

APPENDIX C: CONFLICT OF INTEREST CODE

APPENDIX D: BOARD BIOS & BOARD ROSTER

APPENDIX E: PARENT/STUDENT HANDBOOK

APPENDIX F: 5-YEAR BUDGET; 3-YEAR CASH FLOW