



Julia Lee Performing Arts Academy

## Charter Petition

Respectfully Submitted on Appeal To The  
~~Lake Elsinore Unified School District~~ Riverside  
County Board of Education following denial by the  
Lake Elsinore Unified School District

For The Term  
July 1, 2018 through June 30, 2023

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## Letter to the President

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November 29, 2017

~~Juan I. Saucedo, Board President~~  
Elizabeth F. Romero, Board President  
~~Lake Elsinore Unified School District~~  
Riverside County Office of Education  
545 Chaney St. 3939 Thirteenth St.  
~~Lake Elsinore, CA 92530~~ Riverside, CA 92501

Dear ~~Mr. Saucedo~~ Ms. Romero:

We hereby submit a petition for Julia Lee Performing Arts Academy and request that the staff and governing board of the ~~Lake Elsinore Unified School District~~ Riverside County Board of Education review and grant the charter pursuant to the process and timelines specified in Education Code 47605.

The petition contains all compulsory elements and demonstrates that Julia Lee Performing Arts Academy meets and exceeds the charter petition criteria. The Charter Schools Act provides that a charter petition must be granted by a chartering authority, so long as it contains all required elements and affirmations specified in the Act. (Education Code Section 47605(b).)

Applicable law specifies that the chartering entity should be guided by Legislative intent, which encourages the establishment of charter schools: “the governing board of the ~~school-district~~ county shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings...”

- “The charter school presents an unsound educational program...”
- “The petitioners are demonstrably unlikely to successfully implement the program...”
- “The petition does not contain the number of signatures required...”
- “The petition does not contain an affirmation of each of the conditions described...”
- “The petition does not contain reasonably comprehensive descriptions of the required 15 elements”

Though we have a well-rounded group of individuals assisting in this effort, and many individuals have signed the enclosed petition, we have been selected by the group to act as the Lead Petitioners and will serve as the group’s liaison for all communications during the review and approval process.

We look forward to the hearing and approval process. Please do not hesitate to contact me if you or any other board members have any remaining questions or concerns.

Respectfully,

Kellie Butkiewicz, Lead Petitioner  
Julia Lee Performing Arts Academy

Tanya Taylor, Co-Petitioner, Founder  
Julia Lee Performing Arts Academy

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## Julia Lee Performing Arts Academy Founding and Advisory Team

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The Advisory Team has consulted with and advised the Lead Petitioners in development and writing of the charter petition for Julia Lee Performing Arts Academy.

- Tanya Taylor, Founder, 20 years as a Business Manager
- Ray Taylor, Founder
- Angela Masters, Co-founder
- Willie J. Oliver, Jr., Co-founder
- Kellie Butkiewicz, Educator, JLPAA Board Member
- Pietro E. Canestrelli, Tax Attorney, JLPAA Board Member
- Shellie Dansby, Educator, JLPAA Board Member
- Dr. Kim Scott, Educator, JLPAA Board Member
- KoKo Judge, Community Organizer, JLPAA Board Member
- Markeisha Hall, Executive Director/Petitioner, Special Education Educator
- Dorothy J. Lee, Before the Transition, Inc., CEO/ Educator
- Pamela Marshall, Parent
- Candy Walker, Parent

A chart demonstrating the expertise of each member (biographies found in the appendices) of the founding team is found below:

JLPAA Founding Team Matrix of Expertise														
	Tanya Taylor	Angela Masters	Pietro Canestrelli	Kim Scott	Shellie Dansby	Dorothy Lee	Markeisha Hall	Kellie Butkiewicz	Koko Judge	Willie J. Oliver, Jr.	Ray Taylor	Pamela Marshall	Candy Walker	CSMC
School Administration and Operations					X					X				X
Educational Program		X		X	X	X	X	X		X				
Differentiation		X		X	X		X	X						
Finance and Fundraising	X		X			X			X		X			X
Facilities			X						X					X
Governance and School Law				X	X		X	X		X				X
Human Resources	X										X			X
Technology and Innovation						X					X			
Community Outreach and Advocacy	X	X				X			X	X	X	X	X	

## **Executive Summary**

The vision for Julia Lee Performing Arts Academy (“JLPAA”) was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators and business leaders who are committed to educational equity, we designed a school where all children could learn at high levels, while allowing our children to explore the arts in a capacity that offers beyond what is required by the state of California. Schools delivering Visual and Performing Arts closely aligned to a college preparatory education have proven very effective at preparing students for finishing college and beyond.

“The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Through the arts, children have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology. Educators are encouraged to take the standards and design curricular and instructional strategies that address the needs of their students, teachers, and families. Local educational agencies will want to consider ways to include standards-based visual and performing arts instruction both in regular arts instruction and into other subject areas for interdisciplinary instruction. The visual and performing arts standards reflect our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.” Ruth E. Green President, California State Board of Education and Jack O’Connell, State Superintendent of Public Instruction.

Just as the California State Board of Education, JLPAA also believes that the performing arts are an effective vehicle for developing skills and habits that benefit students throughout their academic, professional, and personal lives within and beyond the school setting. The arts are, therefore, subjects worthy of their own courses and must be incorporated within core subject lessons. Numerous research studies attest to the positive impact of the arts on learning. Arts education has been shown to improve students’ abilities to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). When James Catterall analyzed the Department of Education’s NELS database of 25,000 students, he found that students engaged in high levels of arts participation, specifically those students from low-income backgrounds, outperformed students, not highly engaged in arts education, in multiple academic areas. In a three-year, four-school study by Catterall (1995) and the UCLA Graduate School of Education, students participating in school arts programs were found to score higher on nationally normed tests in both vocabulary and comprehension than their non-participating classmates. Similarly, Shirley

Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in the arts program.

JLPAA will not only focus on the California Common Core Standards (CCCS) academics and visual/performing arts, but the team will work collaboratively on such topics as:

- " Effective services and support for special education
- " Strategic facilities planning
- " Collaborative outreach to families for student recruitment
- " ~~District~~ County and charter school teacher development
- " Parent engagement training

### *Overview*

Julia Lee Performing Arts Academy will be unique in that it will be the only school focusing on visual/performing arts in Lake Elsinore and surrounding cities. Several studies indicate students in comprehensive, Visual and Performing Arts environments develop stronger learning strategies, experience greater cognitive growth, higher-order thinking and improved communication and social skills, as compared to their peers in non-arts focused learning environments.

### *Key Design Elements*

There are four things that will be the cornerstone of the Charter School and directly lead to desired results:

- " Great Teaching
- " Strong School Culture
- " Data Driven Decision
- " Visual/Performing Arts

### *Great Teaching*

Julia Lee Performing Arts Academy, or JLPAA, has chosen culturally relevant instructional approaches to enable the school's students to achieve the objectives specified in the charter and master the academic content standards in key curriculum areas (standards-based, researched-based pedagogy, differentiation and personalization for all students, problem-solving curricular focus, higher order, critical-thinking development, skills development, essential questions, and exploring the arts). The educators and administrators of the JLPAA Advisory Board researched and will choose curricula, programs and supplements that will meet the

needs of students as needed, so long as they align with JLPAA’s philosophies, approaches, program, mission, and charter guidelines.

Please see Element 1 for Proposed Curriculum/Programs (subject to change based on student needs). Across the grades, we seek to balance more progressive teaching strategies, which are linked to student engagement and motivation, with more traditional strategies, which are required for success in higher education.

### *Strong School Culture*

We have created a purposefully structured environment marked by rules, rituals, and routines. In order for learning to take place, the school environment needs to be safe for both staff and students alike. There are clear expectations for behavior and consistent approach to school discipline with our School-Wide Behavior Plan and we meet the social/emotional needs of our student body through a character building focus with a character-building program.

### *Data Driven Decision Making*

Decisions to modify or redirect classroom strategies, program and/or material resources during the school year will be made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions will be made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, on an annual basis to evaluate program effectiveness, and by the board to make fiscal and policy decisions.

Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and science (grades 5<sup>th</sup>&8th) a minimum of three times per year. Following each assessment, teachers will analyze and share data with teaching and administrative staff and to develop plans for re-teaching. Data gathered about individual students, teachers, and scores from both interim assessment and standardized tests will be used to drive future professional development, curriculum selections and programmatic changes.

### *Visual/ Performing Arts*

We treat all of the arts (Visual Arts, Music, Theater, and Dance) as core subjects. Our students will be given the opportunity to experience each art discipline weekly. Our commitment to the arts creates multiple pathways for learning and increases the probability that all students meet our high expectations. Arts-in-learning strategies and tools “level the playing field,” ensuring that each student has access to a standards-based curriculum and support in the development of higher-order thinking. The impact: imagination and inquiry are ignited, student motivation increases, engagement is sustained, and measurable student achievement becomes evident.

A distinguishing feature of the use of the arts in JLPAA classrooms is in helping students call to mind their previous knowledge and understanding of a subject, giving way for more students to become engaged in the lesson. As a “hook” in learning, the arts provide more students a chance to actively participate; therefore, all students, not just the ones that are linguistically oriented, are given a chance to draw on their prior knowledge and use it to prepare for new learning. By using the arts, our classrooms honor the information and knowledge each student brings to learning.

Julia Lee Performing Arts Academy is committed to serving the needs of all students regardless of their proficiency levels or gaps.

## Affirmations and Assurances

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As the lead petitioners, we, Kellie Butkiewicz and Tanya Taylor, hereby certify that the information submitted in this petition for a California public charter school to be named Julia Lee Performing Arts Academy (“JLPAA” or the “Charter School”), and to be located within the boundaries of the Lake Elsinore Unified School District (“LEUSD” or the “District<sup>2)</sup>”) 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(d)(1)]
2. The Charter School will not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(d)(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(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(c)(1)]
5. The Charter School will 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(b)(5)(O)]
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, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School will

not be determined according to the place of residence of the student or his or her

parents or legal guardian within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the Charter Authorizer will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [ref. Education Code Section 47605(d)(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 (IDEIA) and the Individuals with Disabilities in Education Improvement Act of 2004.
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(I)]
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 will comply with the Political Reform Act.
13. The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act.
14. The Charter School will comply with the Public Records Act.
15. The Charter School will comply with the Family Educational Rights and Privacy Act.
16. 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).
17. 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
18. 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. California Education Code Section 47612.5(a)]
19. The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. California Education Code

Section 47605(c)]

20. The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
21. The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
22. The Charter School will meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
23. The Charter School will be the exclusive public school employer of the employees of Julia Lee Performing Arts Academy for purposes of the Education Employment Relations Act (“EERA”). JLPAA will comply with the EERA. [Ref. Education Code Section 47605(b)(5)(O)]
24. The Charter School will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).
25. The Charter School will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.
26. The Charter School embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:
  - " Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
  - " Improve pupil learning.
  - " Encourage the use of different and innovative teaching methods.
  - " Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
  - " Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
  - " Hold charter schools accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems.

JLPAA will comply with the terms of Education Code § 47611 (STRS and/or PERS).

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*Kellie Butkiewicz*, Lead Petitioner  
Julia Lee Performing Arts Academy

*Tanya Taylor*, Founder, Co-Petitioner  
Julia Lee Performing Arts Academy

## Element 1: Educational Philosophy and Program

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

*Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)*

<b><u>GENERAL INFORMATION</u></b>
• The contact person for Charter School is: Tanya Taylor
• The contact address for Charter School is: JLPAALE@outlook.com
• The contact phone number for Charter School is: 909-714-4112
• The proposed address or target community of Charter School is: Lake Elsinore
• This location is in: Lake Elsinore Unified School District- <a href="#">Riverside County</a>
• The grade configuration of Charter School is: TK-8 <sup>th</sup> grade
• The number of students in the first year will be: 302
• The grade level(s) of the students in the first year will be: TK-5 <sup>th</sup> grade
• The scheduled opening date of Charter School is: August 20, 2018
• The type of instructional calendar: Traditional Calendar
• The bell schedule for Charter School will be: 8:00 a.m. – 3:30 p.m.
• The term of this charter shall be: July 1, 2018 - June 30, 2023

### A Vision Statement

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.

## ***B Mission Statement***

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.

### *Our Mission Includes:*

- " A strong academic program that unlocks and supports the artistic potential of our students, while providing a rigorous liberal arts education and performing arts program.
- " An encouraging atmosphere where each individual can work in a creative, cooperative and collaborative manner, while promoting the desire for excellence in one's chosen pursuits.
- " The promotion of independent thinking in the areas of academics and performing arts.
- " A participative and creative environment placed within a firm framework of high standards in teaching and learning.
- " The development of students' individual talents, critical thinking, and technology skills by being actively engaged in the learning process.
- " A continuous commitment to improvement ensuring that our students are well-rounded, self-directed, lifelong learners.
- " A group of teachers, administrators, parents, and the community sharing the responsibility for advancing the school's mission while promoting high standards and expectations.

### *Our Core Values*

The following examples 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

Ultimately Julia Lee Performing Arts Academy will be a place where:

1. All adults believe all students can learn and achieve at high academic levels
2. All students are achieving at levels superior to state standards
3. All students are strong communicators
4. All students realize their power to construct a new reality for themselves and their communities
5. All teachers provide differentiated instruction that is standards based and founded on best practices
6. All teachers' collaboration, planning, and instruction are driven by analysis of student achievement data.

### *Values and Culture*

Julia Lee Performing Arts Academy will exemplify a new culture of teaching and learning. All stakeholders will see themselves as both teachers and learners. For example, teachers will have dedicated time for professional development and will share best practices and lessons learned with the professional community. Students will be focused on learning and achievement. Parents will develop their skills and knowledge and learn how to best support their children on their academic journey to college. Parents will be warmly welcomed to share their expertise and experiences to enrich our school.

The Julia Lee Performing Arts Academy culture will be driven by our values and mission. Our culture, academic programs and even conduct system will all support the qualities necessary for personal and professional success. Such qualities include:

- " *Personal Responsibility*: Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying "No Excuses" will influence our practices. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low student achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy. Only then can we move forward and make positive change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.

- " *Absolute Determination*: We each will look within ourselves to overcome obstacles. Taking into account that many Julia Lee Performing Arts Academy students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential; they only need apply the effort to make their dreams reality.
- " *Community*: No one at Julia Lee Performing Arts Academy is ever alone. Together, parents, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the Charter School's mission, teachers will work collaboratively; parents and teachers will work as partners; and students will support each other.

### **C      *Track Record of Success in Education***

Julia Lee Performing Arts Academy has a founding group including professionals in education, community advocacy, and business. Each member of the group collectively came together to provide an optimal charter school option for parents in the Lake Elsinore community. A chart displaying the expertise of some of the founding members and consultants is found in the forward of this petition.

The track record of each member of the founding group is summarized below:

**Tanya Taylor** (Founder) has had an extensive career in Business Management for the past twenty years including Fortune 500 companies. While managing these companies, she's had the opportunity in managing teams that exceed three hundred employees. Tanya has her Bachelor's Degree in Business Management with a concentration in Human Resources and is an active member of the Chamber of Commerce in Lake Elsinore.

**Ray Taylor** (Founder) is an IT Project Manager for Time Warner Cable with over 12 years of success leading all phases of diverse technology projects. He has a Bachelor's degree in Science Information Technology and a Master's in Business Administration from the University of Phoenix.

**Angela Masters** (Co-founder) is an educator with a Bachelor's degree in Communications and a Master's degree in Elementary Education at the University of Phoenix. She taught English as a foreign language in Italy and is currently a tutor.

**Willie J. Oliver, Jr.** (Co-founder) is a 22-year retired Navy Chief. Mr. Oliver has been involved with education for over 28 years. He holds a Bachelor of Science degree in

Workforce Education Development with a minor in Curriculum Development and a Master of Science Degree in Leadership and Organizational Structure. Currently, Mr. Oliver is working for the government as an Education Services Specialist. While serving as an active duty member of the US Navy, Mr. Oliver spearheaded many community initiatives that involved tutoring and mentor services to elementary, middle school, and high school students.

**Kellie Butkiewicz** (Board President) is a licensed educational psychologist with over a decade of experience working with evidence based behavioral interventions within large, urban school districts in Southern California. She earned a Bachelor's degree in English Literature and American History, with a minor in Psychology from the University of California, Santa Barbara, and then a Master's degree in School Psychology from the University of California, Riverside. Currently she is a psychologist with the Corona Norco Unified School District, but has also been on the faculty of the Graduate Department of Education at Antioch University in Santa Barbara.

**Pietro E. Canestrelli** (Board Treasurer) is a tax attorney with over eleven years' experience. He has a Bachelor's from California State University, San Marcos, a Juris Doctorate from the University of California Davis, School of Law, and a LL.M in Taxation from the University of San Diego School of Law. He currently works for Reid & Hellyer APC in Riverside.

**Shellie Dansby** (Board Member) has a solid background in education with over 25 years of experience as a principal and school counselor. Ms. Dansby has a Bachelor's degree from California State University, Northridge, and a Master's degree from the University of La Verne, and will graduate in 2018 with an Ed.D. in Organizational Leadership from Brandman University in Irvine. She currently is the Coordinator of Workforce at the Learn 4 Life School.

**Koko Judge** (Board Member) was the Director of Sales and Marketing at the Crowne Plaza Hotel at Commerce Casino for twelve years. Ms. Judge has been an active community volunteer as noted by her involvement in such community groups as the Pico Rivera's 50<sup>th</sup> Anniversary Blue Ribbon Committee, Pico Rivera Annual Relay for Life event, the City of Santa Fe Springs Chamber of Commerce, and a City of Commerce neighborhood watch committee. She has also served as a board member with the Rio Hondo Boys' and Girls' Club.

**Dr. Kim Scott** (Board Member) has 17 years of school counseling experience. She has a Bachelor's degree in Behavioral Science from Cal Poly Pomona, a Master's degree in education counseling from the University of Redlands, and an Ed.D. in counseling psychology from Argosy University. Dr. Scott has served as an administrator in schools and in non-profit organizations.

**Markeisha Hall** is a child advocate with a solid focus on the individual needs of special

education students. She has a Bachelor's degree in English from Grambling State University, holds an Early Childhood Special Education and Certification, and a Master's in Early Childhood Special Education from California State University, San Bernardino.

**Dorothy Lee** was a Career Development Program Specialist for over 20 years with Los Angeles County Office of Education and a certified ROP Instructor. She has a Bachelor's in Business Management at California Coast University. She attended San Diego State University and Cal State University, Long Beach, earning a Professional Clear Designated Subjects Vocational Credential. Ms. Lee taught Office Occupations/Computers/Secretarial Sciences in school districts and the private sector. Her longstanding commitment to volunteerism includes being the CEO/President, Founder for Before the Transition, Inc. (BTT). Presently, BTT provides professional suits, ties, shirts, shoes, etc. to the County of Los Angeles Probation Day Reporting Center (DRC), Los Angeles Trade Tech Community College, veterans, foster youth, seniors, and ex-offenders. Also, BTT provided clothing for graduating foster youths with Department of Children and Family Services (DCFS).

**Pamela Marshall** earned an Office Administration Certification before joining the Navy in 2004 where she worked with the Commanding Officer Legal Team. After her discharge, she started her own business as a Navy/State Child Care Provider.

**Candy Walker** is a licensed vocational nurse and has worked in the nursing field for 18 years. She currently works as a Lead Medication Technician at Green Tree Villa in Lake Elsinore. She has previously held the positions of Director of Medical Records, caregiver, administrative assistant, production operator, quality control auditor, and sales associate.

**Charter School Management Corporation (CSMC)** is the nation's premier business back-office provider to charter schools. Their charter school services include charter development, payroll, governance, finance, back-office, and a full range of business services. CSMC manages charter school business, so the charter school can focus on high-level student achievement. CSMC has more than 70 employees serving over 160 schools.

Additional information for each founding member can be found in the Appendices.

#### ***D. Who Will JLPAA Serve?***

##### The Need for Julia Lee Performing Arts Academy

Although JLPAA will be open to any student, we are committed to providing educational opportunities and choice to those students who want to explore the history around the arts, as well as those students that are underachieving in the Lake Elsinore area (e.g. students from

disadvantaged socio-economic backgrounds, students with disabilities, and English Language Learners), with particular efforts made to recruit students who are not succeeding in traditional public schools. As mentioned above, arts education has been shown to improve students' abilities to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). JLPAA understands that if there are 64% of the LEUSD families currently enrolled in the Reduced/Free lunch program, there may be no funds available to enroll their child into a dance or music class at a local studio.

Julia Lee Performing Arts Academy will be geographically located within the attendance boundaries of the LEUSD. We will primarily target students within the District, but not excluding student from surrounding school districts.

Riverside County and LEUSD parents are demanding more school choice options to offer a rigorous program of study that will assure their children attain and exceed the state minimum performance targets, while placing their child on a college trajectory. Julia Lee Performing Arts Academy will provide this opportunity for all students in Lake Elsinore that have a passion or are curious about the arts.

#### *Choice Options in Lake Elsinore*

Our families and student body currently do not have any viable school choice options as it relates to performing arts schools for their children. Although there are a minimum amount of private schools in Lake Elsinore, 64% of the families that are enrolled in the reduced lunch programs, most likely are not able to send their children there.

#### *Alignment with Lake Elsinore Unified School District Goals*

Our proposed school directly supports two goals of the LEUSD Strategic Plan 2016-2017:

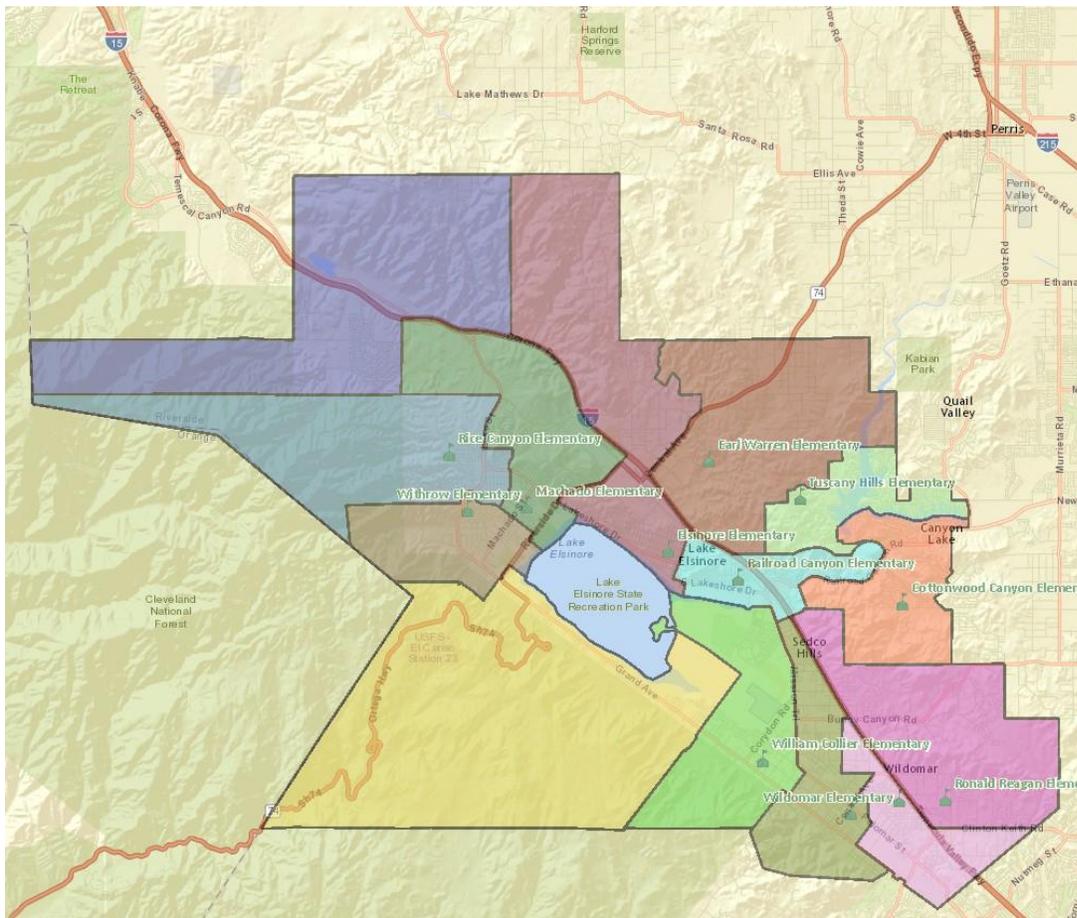
- Strategic Goal: Motivate all students to maximize their learning experiences and become globally competitive.
  
- Strategic Goal: Maintain a safe secure and productive educational environment.

JLPAA will provide a free, quality choice option with a research-based academic and culturally responsive approach; ensuring all students reach equally ambitious expectations for achievement.

### *Surrounding Community Map*

Located in Southwest Riverside County, the Lake Elsinore Unified School District covers more than 144 square miles and serves TK-12 students from the cities of Lake Elsinore, Canyon Lake and Wildomar, and several unincorporated Riverside County communities, including Lakeland Village and Horsethief Canyon.

The district operates 23 schools, as well as alternative education programs. Approximately 21,565 students, grades TK-12, are served by LEUSD. The map below depicts the school district's residential boundaries.



*Depicts the LEUSD District Boundaries map.*

*Source: <http://www.LEUSD.k12.ca.us/>*

### *Student Demographics*

Based on statistics from *Ed-Data*, the Lake Elsinore Unified School District community is demographically diverse, including a significant Hispanic population (57.1%). Other

significant student populations are represented as follows: White (31.1%), and Black or African American (4.2%).

Target recruitment efforts will focus on achieving a racial and ethnic balance similar to that of the District as indicated below.

<b>Enrollment by Ethnicity</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
American Indian or Alaska Native	0.6 %	0.6 %	0.5 %	0.5 %	0.4 %
Asian	2.1 %	2.1 %	2.1 %	2.1 %	2.1 %
Black or African American	4.9 %	4.5 %	4.6 %	4.4 %	4.2 %
Filipino	0.6 %	0.6 %	0.7 %	1.8 %	1.8 %
Hispanic or Latino	52.7 %	54 %	55.3 %	55.7 %	57.1 %
Native Hawaiian or Pacific Islander	0.6 %	0.5 %	0.5 %	0.4 %	0.4 %
None Reported	0.2 %	0.2 %	0.1 %	0.2 %	0 %
Two or More Races	3.1 %	3.2 %	3.2 %	2.5 %	2.8 %
White	35.2 %	34.3 %	33.1 %	32.6 %	31.1 %

*Depicts LEUSD Student Population Breakdown*

*Source: [www.http://www.ed-data.org/district/Riverside/Lake Elsinore-Unified](http://www.ed-data.org/district/Riverside/Lake_Elsinore-Unified)*

### Student Unduplicated Count

As detailed in the following chart based on 2015-16, approximately 64.7% of the students served by LEUSD are eligible for Free and Reduced Price Lunch (FRPL) and 13.7% are English Learners.

UNDUPLICATED COUNT 2015-16	LEUSD	
	Number of Students	Percent of Enrollment
Unduplicated Count	14,468	66.6%
Free/Reduced Price Meals Eligible	14,367	64.7%
English Learners	3,047	13.7%

Source: [www.ed-data.org](http://www.ed-data.org)

### Student Academic Performance

The following charts demonstrate the academic performance of LEUSD students in 2016-17 on the Smarter Balanced Assessment (SBA), including subgroup data.

#### CAASPP English Language Arts/Literacy Performance Chart – LEUSD: All Students

As shown below, less than 40% of all LEUSD students met or exceeded standards in ELA/Literacy in 2016-17.

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,609	1,644	1,711	1,634	1,691	1,680	1,600	11,569
# of Students Tested	1,586	1,626	1,698	1,617	1,655	1,660	1,556	11,398
# of Students With Scores	1,585	1,625	1,697	1,617	1,654	1,660	1,553	11,391
<b>Mean Scale Score</b>	<b>2398.6</b>	<b>2439.9</b>	<b>2474.7</b>	<b>2501.7</b>	<b>2530.6</b>	<b>2546.0</b>	<b>2575.5</b>	<b>N/A</b>
Standard Exceeded: Level 4	13.69 %	13.97 %	11.55 %	8.41 %	9.31 %	10.78 %	16.36 %	11.97 %
Standard Met: Level 3	21.83 %	21.42 %	27.17 %	28.70 %	32.77 %	30.96 %	32.32 %	27.89 %
Standard Nearly Met: Level 2	29.21 %	25.05 %	26.58 %	34.63 %	30.59 %	30.54 %	28.98 %	29.36 %
Standard Not Met: Level 1	35.27 %	39.57 %	34.71 %	28.26 %	27.33 %	27.71 %	22.34 %	30.79 %

## CAASPP Mathematics Performance Chart – LEUSD: All Students

As shown below, just over 28% of all LEUSD students met or exceeded standards in Mathematics in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,609	1,644	1,712	1,634	1,692	1,679	1,600	11,570
# of Students Tested	1,591	1,630	1,696	1,617	1,654	1,659	1,536	11,383
# of Students With Scores	1,591	1,630	1,696	1,616	1,653	1,658	1,534	11,378
<b>Mean Scale Score</b>	<b>2415.4</b>	<b>2446.2</b>	<b>2472.0</b>	<b>2480.8</b>	<b>2508.3</b>	<b>2517.9</b>	<b>2537.0</b>	<b>N/A</b>
Standard Exceeded: Level 4	10.69 %	9.45 %	10.55 %	9.03 %	9.20 %	11.88 %	6.78 %	9.69 %
Standard Met: Level 3	29.54 %	21.23 %	14.68 %	13.86 %	18.33 %	16.28 %	15.97 %	18.52 %
Standard Nearly Met: Level 2	29.92 %	37.67 %	31.19 %	32.30 %	33.64 %	25.57 %	25.36 %	30.85 %
Standard Not Met: Level 1	29.86 %	31.66 %	43.57 %	44.80 %	38.84 %	46.26 %	51.89 %	40.95 %

## CAASPP English Language Arts/Literacy Performance Chart – LEUSD: Socioeconomically Disadvantaged

As shown below, less than 33% of LEUSD Socioeconomically Disadvantaged students met or exceeded standards in ELA/Literacy in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,073	1,105	1,100	1,144	1,116	1,104	950	7,592
# of Students Tested	1,060	1,094	1,091	1,133	1,091	1,091	928	7,488
# of Students With Scores	1,060	1,094	1,090	1,133	1,090	1,091	928	7,486
<b>Mean Scale Score</b>	<b>2384.8</b>	<b>2424.2</b>	<b>2459.4</b>	<b>2488.8</b>	<b>2513.0</b>	<b>2528.6</b>	<b>2561.4</b>	<b>N/A</b>
Standard Exceeded: Level 4	9.25 %	9.05 %	6.97 %	6.27 %	5.23 %	6.97 %	11.96 %	7.85 %
Standard Met: Level 3	19.62 %	18.10 %	25.14 %	24.71 %	28.62 %	27.41 %	31.90 %	24.94 %
Standard Nearly Met: Level 2	29.15 %	26.60 %	26.61 %	35.57 %	33.21 %	32.36 %	30.39 %	30.59 %
Standard Not Met: Level 1	41.98 %	46.25 %	41.28 %	33.45 %	32.94 %	33.27 %	25.75 %	36.62 %

## CAASPP Mathematics Performance Chart – LEUSD: Socioeconomically Disadvantaged

As shown below, less than 23% of LEUSD Socioeconomically Disadvantaged students met or exceeded standards in Mathematics in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,073	1,105	1,101	1,144	1,118	1,104	950	7,595
# of Students Tested	1,064	1,098	1,090	1,132	1,092	1,092	915	7,483
# of Students With Scores	1,064	1,098	1,090	1,132	1,091	1,092	914	7,481
<b>Mean Scale Score</b>	<b>2404.0</b>	<b>2431.5</b>	<b>2455.8</b>	<b>2467.8</b>	<b>2490.8</b>	<b>2498.4</b>	<b>2520.4</b>	<b>N/A</b>
Standard Exceeded: Level 4	7.24 %	6.38 %	5.69 %	6.36 %	5.50 %	7.42 %	5.03 %	6.26 %
Standard Met: Level 3	26.32 %	16.48 %	11.38 %	12.37 %	15.86 %	14.84 %	13.02 %	15.76 %
Standard Nearly Met: Level 2	30.73 %	38.43 %	30.92 %	31.10 %	32.17 %	24.18 %	23.85 %	30.36 %
Standard Not Met: Level 1	35.71 %	38.71 %	52.02 %	50.18 %	46.47 %	53.57 %	58.10 %	47.63 %

## CAASPP English Language Arts/Literacy Performance Chart – LEUSD: Hispanic/Latino

As shown below, less than 34% of LEUSD Hispanic/Latino students met or exceeded standards in ELA/Literacy in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	972	1,007	1,070	994	1,008	992	901	6,944
# of Students Tested	958	998	1,061	986	986	979	880	6,848
# of Students With Scores	958	997	1,060	986	986	979	877	6,843
<b>Mean Scale Score</b>	<b>2387.9</b>	<b>2425.4</b>	<b>2461.9</b>	<b>2487.7</b>	<b>2515.9</b>	<b>2534.0</b>	<b>2557.5</b>	<b>N/A</b>
Standard Exceeded: Level 4	10.65 %	8.93 %	7.36 %	5.07 %	5.98 %	7.97 %	10.49 %	8.01 %
Standard Met: Level 3	19.10 %	19.06 %	24.91 %	25.56 %	29.31 %	27.89 %	32.27 %	25.34 %
Standard Nearly Met: Level 2	29.44 %	26.28 %	27.83 %	35.80 %	32.25 %	33.09 %	30.67 %	30.73 %
Standard Not Met: Level 1	40.81 %	45.74 %	39.91 %	33.57 %	32.45 %	31.05 %	26.57 %	35.92 %

## CAASPP Mathematics Performance Chart – LEUSD: Hispanic/Latino

As shown below, less than 22% of LEUSD Hispanic/Latino students met or exceeded standards in Mathematics in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	972	1,007	1,070	994	1,008	992	901	6,944
# of Students Tested	961	1,001	1,060	986	989	981	866	6,844
# of Students With Scores	961	1,001	1,060	985	988	981	865	6,841
<b>Mean Scale Score</b>	<b>2406.9</b>	<b>2430.2</b>	<b>2459.3</b>	<b>2463.4</b>	<b>2490.0</b>	<b>2503.6</b>	<b>2515.5</b>	<b>N/A</b>
Standard Exceeded: Level 4	7.91 %	5.49 %	6.79 %	5.18 %	5.67 %	8.26 %	3.58 %	6.17 %
Standard Met: Level 3	26.85 %	17.58 %	12.17 %	11.37 %	14.98 %	14.98 %	12.49 %	15.76 %
Standard Nearly Met: Level 2	31.11 %	38.96 %	31.60 %	31.47 %	32.49 %	25.48 %	25.09 %	31.02 %
Standard Not Met: Level 1	34.13 %	37.96 %	49.43 %	51.98 %	46.86 %	51.27 %	58.84 %	47.05 %

### CAASPP English Language Arts/Literacy Performance Chart – LEUSD: English Learners

As shown below, less than 10% of LEUSD English Learners students met or exceeded standards in ELA/Literacy in 2016-17.

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	291	269	194	178	109	87	101	1,229
# of Students Tested	286	263	191	176	104	80	95	1,195
# of Students With Scores	286	263	190	176	104	80	95	1,194
<b>Mean Scale Score</b>	<b>2340.7</b>	<b>2385.0</b>	<b>2408.8</b>	<b>2433.2</b>	<b>2433.1</b>	<b>2446.8</b>	<b>2468.6</b>	<b>N/A</b>
Standard Exceeded: Level 4	1.75 %	3.04 %	1.58 %	1.70 %	0.00 %	1.25 %	0.00 %	1.68 %
Standard Met: Level 3	7.69 %	8.75 %	8.95 %	10.23 %	5.77 %	2.50 %	9.47 %	8.12 %
Standard Nearly Met: Level 2	25.17 %	17.49 %	19.47 %	22.73 %	15.38 %	22.50 %	31.58 %	21.69 %
Standard Not Met: Level 1	65.38 %	70.72 %	70.00 %	65.34 %	78.85 %	73.75 %	58.95 %	68.51 %

### CAASPP Mathematics Performance Chart – LEUSD: English Learners

As shown below, less than 8% of LEUSD English Learners students met or exceeded standards in Mathematics in 2016-17.

## Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	291	269	194	178	109	87	101	1,229
# of Students Tested	290	267	190	176	106	84	94	1,207
# of Students With Scores	290	267	190	176	106	84	94	1,207
<b>Mean Scale Score</b>	<b>2372.4</b>	<b>2395.0</b>	<b>2418.0</b>	<b>2407.7</b>	<b>2423.5</b>	<b>2423.8</b>	<b>2436.6</b>	<b>N/A</b>
Standard Exceeded: Level 4	1.72 %	1.87 %	1.58 %	1.14 %	0.00 %	0.00 %	0.00 %	1.24 %
Standard Met: Level 3	11.72 %	5.62 %	4.21 %	2.84 %	4.72 %	3.57 %	2.13 %	5.97 %
Standard Nearly Met: Level 2	32.41 %	30.34 %	19.47 %	14.77 %	19.81 %	9.52 %	8.51 %	22.78 %
Standard Not Met: Level 1	54.14 %	62.17 %	74.74 %	81.25 %	75.47 %	86.90 %	89.36 %	70.01 %

The following charts detail the performance of The Lake Elsinore Unified School District students on the CAASPP from 2015 to the 2016 administration.

English Language Arts/Literacy Overall Achievement	2015	2016	Difference
Standard Exceeded: Level 4	9%	12%	+3%
Standard Met: Level 3	26%	28%	+2%
Standard Nearly Met: Level 2	30%	30%	0%
Standard Not Met: Level 1	35%	31%	-4%

Mathematics Overall Achievement	2015	2016	Difference
Standard Exceeded: Level 4	6%	10%	+4%
Standard Met: Level 3	17%	19%	+2%
Standard Nearly Met: Level 2	34%	31%	-3%
Standard Not Met: Level 1	44%	41%	-3%

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

As shown in the table above, LEUSD students made improvements from the 2015 to 2016 administration of the CAASPP, increasing the percentage of students meeting or exceeding standards in ELA/Literacy by 5%, and in Mathematics by 6%. These scores represent all students who were administered the SBA from grades 3-11. As a point of comparison, JLPAA only offers instruction to students in grades TK-8.

### LEUSD's California Accountability Model Performance

The chart below indicates how LEUSD is performing in relation to the state indicators. The change level indicates how the student group performed relative to the previous year.

Student Subgroup	English Language Arts		Math	
	Level	Change	Level	Change
All students		Increased		Increased
English Learners		Increased		Maintained
Low SES		Increased		Increased
Students w/Disabilities		Maintained		Maintained
African American		Increased		Increased
Hispanic		Increased		Increased
Two or More Races		Increased		Increased
White		Increased		Increased

\*The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

Based on the chart above, LEUSD students overall increased performance in English Language Arts and Mathematics. No subgroups shown decreased, while most increased.

In the first year of its charter term, the Julia Lee Performing Arts Academy will serve a TK-5<sup>th</sup> grade seat-based student population of approximately 302 students. JLPAA will add one grade level in each subsequent year. By the end of its first charter term, the Julia Lee Performing Arts Academy will serve a TK-8 population of approximately 452 students. The Charter School’s projected enrollment and build-out plan through Year 5 is as follows:

Projected Enrollments

JULIA LEE PERFORMING ARTS ACADEMY PROJECTED ENROLLMENT THROUGH YEAR 5					
Grade Level	Anticipated Enrollment Year 1 2018-19	Anticipated Enrollment Year 2 2019-2020	Anticipated Enrollment Year 3 2020-2021	Anticipated Enrollment Year 4 2021-2022	Anticipated Enrollment Year 5 2022-2023
TK	22	22	22	22	22
K	40	40	40	40	40

1	45	45	45	45	45
2	45	45	45	45	45
3	50	50	50	50	50
4	50	50	50	50	50
5	50	50	50	50	50
6		50	50	50	50
7			50	50	50
8				50	50
Totals	302	352	402	452	452

Although Lake Elsinore families have limited options for a nearby charter middle school, JLPAA plans to roll out the lower and upper school during the first five years in order to:

- 1) Build student community and school culture at both the lower and upper grades
- 2) Provide leadership and modeling opportunities for middle school students, and provide role models for younger students
- 3) Address demand for more middle school options in the district, particularly on the east side

As a non-selective public school, Julia Lee Performing Arts Academy is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. Julia Lee Performing Arts Academy will serve all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces. We will work in tandem with parents, community members, and the LEUSD from which the majority of our students will come, to realize the mission of the school.

***E Goals and Actions to Achieve the Eight Priorities***

JLPAA will comply with all applicable laws regarding the Local Control and Accountability Plan, and will ensure that all state priorities are met. (See Assurances and Element 2.). Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), please see the tables in Element 2: Measurable Pupil Outcomes, which describe JLPAA’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. JLPAA will use the Local Control and Accountability Plan (LCAP) template on an annual basis (E.C. §47606.5) to update the specific goals that have been established in our charter (See Element 2 herein). JLPAA shall submit the LCAP to the **District** and the Riverside County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33..The LCAP will describe how JLPAA will meet annual goals for all pupils, with specific activities to address the applicable State priorities. In accordance with the regulations and template for the LCAP from the State Board of

Education (SBE), JLPAA will consult with teachers, our principal, administrators, other school personnel, parents, and pupils in developing the annual update. The annual update will not be considered a material revision. Element 2 of this charter describes our annual goals, for all pupils and subgroups, to be achieved in the state priorities that apply to our school.

#### ***F. What It Means to be an Educated Person in the 21<sup>st</sup> Century***

JLPAA founders believe an educated person in the 21<sup>st</sup> century must be prepared to understand and solve complex and novel problems. The world is changing at an unprecedented rate due to technology and the increasingly global nature of our society. 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century must be able to collaborate with others and engage with different relationships and ideas among an increasingly diverse and global community. The 21<sup>st</sup> 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 21<sup>st</sup> 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.

### ***G How Learning Best Occurs***

The founders of JLPAA understand that learning best occurs when the school has:

- " 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 arts
- " Frequent monitoring of learning and teaching
- " Focused professional development; and
- " A high level of family and community involvement.

Learning best occurs when all stakeholders have a clear and shared focus. 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 Charter School 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.

Learning best occurs when there is effective school leadership. 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.

Learning best occurs when there is a high level of collaboration and communication between all stakeholders. 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.

Learning best occurs when 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.

Learning best occurs when 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.

Learning best occurs when all 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.

Learning best occurs when 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.

Learning best occurs when 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 set high expectations for student behavior and achievement (*Brandt, 1989; Delgado-Gaitan, 1990*). 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.

## ***H 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. Emerging from their studies, students have a new lens through which to understand and interpret the world. (*Stanford University, Education and Arts*)

Artistic enterprise requires a tremendous amount of effort, focus, preparation and courage, whether the person is a seasoned professional or a kindergartener. Therefore, we believe art is more than just a tool for education. In all its forms, art inspires individuals to think critically about their own culture and environment. It encourages the thoughtful expression of an individual’s principles and ideas. Furthermore, the arts provide a unique lens for understanding past and present cultures. It is the creative impulse that uniquely responds to the difficult and sometimes variable challenges presented by an ever-changing world. Finally, art is the ultimate evaluative force, for it is art’s critical capacity that allows us to define, refute and redefine such lofty ideals as ‘truth,’ ‘morality,’ and ‘beauty.’

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-8<sup>th</sup> 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.

JLPAA teachers will also bring a wide range of artistic abilities to their classrooms. The Charter School will encourage teachers to utilize their special skills, but we expect our classrooms to reflect all of the arts, not just those in which a teacher might be specifically trained. In addition, 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.

The student conduct policy at JLPAA will be designed to ensure that each student has the opportunity to learn in a safe and secure environment. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which will be communicated to parents at the beginning of the year at Back to College Night. The school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

School culture plays an important role in driving academic achievement. All members of the school staff will hold high expectations for students throughout the school day. Behavioral expectations will be consistent school-wide and result in less off-task behavior and more time on

academics. Their attention to minor details will teach children the importance of paying attention to details, taking pride in the quality of their work, and understanding the importance of maintaining a professional appearance. Simultaneously, teachers are sending the message that they truly care about what the children do. They will take a “no-excuses” approach to education, and subsequently, adults stop making excuses as to why students cannot learn and do the necessary work so that all students can learn, and students stop making excuses and rise to meet the school’s high expectations.

We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline and part of student engagement strategies. Behavioral expectations will be consistent from classroom to classroom.

At JLPAA, all students 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.

As part of our core philosophy to encourage students to excel, a school-wide recognition system will be used. Accomplishments will be recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success, as well as the pursuit of higher learning endeavors. Awards will be distributed to deserving students who have met or exceeded the school’s high expectations. A variety of events will be held to honor student achievement and academic success.

## ***I 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 (ELA, math, reading- writing, science and arts, as well as diagnostics in K-2). 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 (See the Appendix for sample ROCI Analysis and Plan sheet). This analysis focuses on the reasons behind wrong answers- that is, concept, vocabulary, or skill. 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.

### *Results Oriented Cycle of Inquiry (ROCI)*

As teachers, we need to learn about what works for our students rather than rely on our prior knowledge of what works for other students. Our goal is to tailor effective instruction for our students based on the facts. Teachers will meet to plan, teach, assess and then analyze and reflect. Twice a year, all teachers will meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers will also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through a shared decision making process. This process is then followed by planning sessions and the cycle continues.

### *Professional Learning Community (PLC)*

#### *Essential Components*

The founders of JLPAA saw a need to create a Professional Learning Community (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 and 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 (See Appendix for sample Boot Camp Schedule).

#### *Grade level Team Collaboration*

When the school is first opened, Julia Lee Performing Arts Academy teachers will meet more

frequently for professional development with the principal across grade levels. As the school grows and teachers are better able to deconstruct standards, teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As the school grows and teachers acquire a greater need for grade level planning, more and more time will be dedicated to data meetings. The Data Meeting Reflection Sheet will allow team members to maintain a clear focus on that day's objective. The data sheet is a trustworthy companion to the data meeting. 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 that he/she or a coach can support more intensely.

Teachers will also 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 will encourage colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers will be open to stepping outside of their comfort zone to make their practice more effective.

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
- " The Theory of Multiple Intelligences
- " Differentiation
- " Cooperative Learning
- " 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 will additionally plan vertically to develop shared core instructional techniques and language.

Using Backwards Design, JLPAA faculty will 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 a lot of research to recommend the 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 question 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.*)

### The Theory of Multiple Intelligences

JLPAA's emphasis on the Multiple Intelligence (MI) theory embraces the notion that an educated person in the 21<sup>st</sup> century is one who has developed a broad range of skills and interests. The Theory of Multiple Intelligences was first introduced in 1983 by Harvard University Professor Howard Gardner in *Frames of Mind: The Theory of Multiple Intelligences*. He defines multiple intelligences as a set of abilities, talents or mental skills that all individuals possess. Gardner believes that rather than one or two intelligences, all people have eight intelligences. According to Gardner, all individuals possess each of these intelligences to some extent, although individuals differ only in the level of their skills and how these intelligences combine.

Gardner suggests that in our educational system, we have emphasized the linguistic and logical-mathematical intelligences. However, providing learning activities and assessment methodologies that draw on these and other intelligences gives all students a better chance to discover their strengths, apply them to problems, and gain confidence to develop those areas in which they are less strong. Providing a balanced educational program reflecting a wider range of intelligences is supported by research. Specifically:

- '' Providing students with multiple ways to access content improves learning (*Hattie, 2011*).
- '' Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (*Darling-Hammond, 2010*).
- '' Instruction should be informed as much as possible by detailed knowledge and about

students' specific strengths, needs, and areas for growth (Tomlinson 2014).

Additionally, research supports the use of multiple intelligences (MI) strategies with English Learners and students with learning disabilities. The results of a study conducted at George Mason University with second language learners concluded that, "Students did achieve greater success rates when the MI theory was implemented." (Majorie Hall Haley, 2004) Another study explained, "Teachers and administrators reported that their efforts to incorporate MI supported a wide range of learners, including those with learning disabilities." (Komhaber, Fierros & Veenema, 2004)

Moreover, a report from Edward Garcia Gierros of Villanova University discussed the findings from Project SUMIT. "The Project on Schools Using Multiple Intelligences Theory (Project SUMIT)" documented how MI was used in schools to improve students' educational experiences, particularly for students in special education. Findings from Project SUMIT show how MI improves instruction for diverse student groups and increases teachers' ability to work with students in special education. A majority of Project SUMIT schools reported improved standardized test scores, reduced disciplinary infractions, increased parent involvement, and increased ability to work with students with learning disabilities. Perhaps most compelling among the positive outcomes was that teachers and administrators realized the power of MI for all students, including those students with learning differences."

The following is a summary of the eight intelligences and ways JLPAA teachers can use the Multiple Intelligences to differentiate the curriculum:

**Linguistic Intelligence (Word Smart)** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express one persuasively or poetically. Such learners have highly developed auditory skills and think in words rather than pictures. **Linguistic Menu:** Use storytelling to explain; Conduct a debate on; Write a poem, myth, legend, short play, or news articles about; Create a talk show radio program about; Conduct an interview.

**Logical/Mathematical Intelligence (Number Smart)** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentations, puzzles, investigations and numerical patterns. These learners have skills, which include problem solving, classifying and categorizing information, thinking logically, questioning, performing mathematical calculations and working with geometric shapes. **Logical/Mathematical Menu:** Translate a process into a mathematical formula; Design and conduct an experiment on; Make up syllogisms to demonstrate; Make up analogies to explain; Describe the patterns or symmetry.

**Visual/Spatial Intelligence (Picture Smart)** refers to the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one's perception. Such learners tend to think in pictures and need to create vivid mental images to retain information. Their skills include understanding charts and graphs, sketching, painting, creating visual images and constructing, fixing, and designing practical objects. **Visual Menu:** Chart, map, cluster, or graph; Create a slide show, videotape, or photo album of; Create a piece of art that demonstrates; Invent a board or card game to demonstrate; Illustrate, draw, paint, sketch, or sculpt.

**Musical Intelligence (Music Smart)** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre, and mood), both separately and holistically. These musically inclined learners think in sounds, rhythms, and patterns. They immediately respond to music either appreciating or criticizing what they hear. Their skills include singing, playing musical instruments, recognizing sounds and tonal patterns, composing music and remembering melodies. **Musical Menu:** Give a presentation with appropriate musical accompaniment on; Sing a rap or song that explains; Indicate the rhythmical patterns in; Explain how the music of a song is similar to; Make an instrument and use it to demonstrate.

**Bodily-Kinesthetic Intelligence (Body Smart)** refers to the ability to use one's body in highly differentiated and skilled ways for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body. Such learners express themselves best through movement. They have a good sense of balance and hand-eye coordination. Through interacting with the space around them, they are able to remember and process information. Their skills include dancing, physical coordination, sports, crafts, acting, miming and using their hands to create or build. **Bodily-Kinesthetic Menu:** Create a movement or sequence of movements to explain; Make task or puzzle cards for; Build or construct; Plan and attend a field trip; Bring hands-on materials to demonstrate.

**Interpersonal Intelligence (People Smart)** relates to the ability to work cooperatively and communicate verbally and non-verbally with other people; the insight to understand others' intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information. These learners are able to sense feelings, intentions and motivations and are adept at recognizing non-verbal language. **Interpersonal Menu:** Conduct a meeting to address; Use social skills to learn about; Participate in a service project; Teach someone; Practice giving and receiving feedback.

**Intrapersonal Intelligence (Self Smart)** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. Such learners are able to recognize their own strengths and weaknesses and have a capacity for self-analysis,

awareness of their inner feelings, desires and dreams, evaluating their thinking patterns and reasoning with themselves. **Intrapersonal Menu:** Describe qualities you possess that will help you successfully complete; Set and pursue a goal to; Describe one of your personal values about; Write a journal entry on; Assess your own work in.

**Naturalist Intelligence (Nature Smart)** refers to the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in the naturalist intelligence possess highly developed levels of sensory perception. Their heightened senses may help them notice similarities, differences, and changes in their surroundings. They are skilled at cataloging and classifying things. **Naturalist Menu:** Create observation notebooks of; Describe changes in the local or global environment; Care for pets, wildlife, gardens, or parks; Use binoculars, telescopes, microscopes, or magnifiers to; Draw or photograph natural objects.

### Differentiation

*“The biggest mistake of past centuries in teaching as been to treat all children as if they were variants of the same individual, and thus feel justified in teaching them the same subjects in the same way.” -Howard Gardner*

Differentiation means making modifications in academic elements, such as teacher time, grouping and peer interaction, curriculum process, and work amount. Every child has the right to learn, and that rate of learning is not universal for all people. At-risk students may need support and remediation for skills and content not mastered during the first delivery of instruction, while high ability students need academic rigor and extension. The goals for differentiation are to encourage and nurture the development of all students’ unique abilities.

All students need high expectations and should be given the pathways to think critically and apply the skills of the disciplines and content they master. Differentiation creates these pathways of learning according to the needs and readiness of our students. That is why differentiation is an important strategy to be used at JLPAA, which allows all students the opportunity to master the California Content Standards, and frequently go beyond them.

Because we anticipate serving a population with many academic needs, we recognize that truly offering every student an opportunity to succeed will require a strong Response to Intervention (RtI) program, a robust system for tracking and addressing varied student needs, including referral for special education, assessment, and highly qualified specialists and support staff. Research from RtI Action Network (2008) suggests that a strong Response to Intervention program must have high quality, scientifically based classroom instruction, on-going student assessment, tiered instruction, and parent involvement.

A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (*Rock, Gregg, Ellis, & Gable, 2008*). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K-12 classrooms in Alberta. They found that differentiated instruction consistently yield positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (*McQuarrie, McRae & Stack-Culter, 2008*).

A study found similar benefits for high-achieving and gifted students when differentiation was employed in the classroom. According to this study, differentiated instruction was effective for keeping high-ability students challenged in heterogeneous classrooms. Those students who were taught using a differentiated curriculum that supplemented the textbook curriculum and were placed in various groups according to their performance level demonstrated significantly higher achievement on the post-test than did high-performing students who were taught using the textbook curriculum and whole-class instruction. The researcher concluded that revising and differentiating the curriculum, along with creating purposeful flexible grouping may significantly improve students' mathematics achievement, especially for gifted students (*Tieso, 2005*).

Since each student is a unique individual, the teachers of JLPAA will use Backwards Design during the planning stage to design pre-assessments and create differentiated lessons and materials for each unit of study. The needs of our English Learners, special needs learners, low achievers, high achievers, and GATE identified students will be considered when planning these units of study. Instructional approaches such as Multiple Intelligences, Bloom's Taxonomy, SIOP, and Depth and Complexity icons will be used when planning differentiated lessons and materials.

As the unit of study is implemented, the pre-assessment will be an important tool to allow the teacher to identify which students will need differentiation either for remediation or extension of the standards. Before beginning to teach the lessons in the unit study, teachers will be able to anticipate what types of adjustments will need to be made to lessons, materials, assignments, and groupings of students as the unit progresses.

Groupings of students will be fluid. For example, a student may have mastered one standard before starting a unit of study and would be working with a group of students on assignments, which would go into more depth on the standard while the rest of the class would be having lessons on the standard. That same student may have a difficult time on the next grade level standard in the unit, so then the student would be with a group of students that received additional support during the lesson.

Teachers from JLPAA will draw from many sources as they plan differentiated instruction and assignments. The adopted textbook may be used, of course, but JLPAA teachers will not be limited to only the materials in those resources. Teachers will be encouraged to research and share ideas with their colleagues in Professional Learning Communities (PLCs) when planning unit studies. Moreover, supplemental materials may be purchased for the Charter School based on recommendations from the teaching staff.

Here is an example of how a lesson at JLPAA may include differentiation:

The teacher will prepare the lesson on a particular standard using the Direct Instruction method with differentiated materials readied. At the beginning of the lesson, students who have already mastered the standard(s) with 90% or higher score on the pre-assessment may be excused from the direct instruction and allowed to work independently on an assignment prepared for high achievers and/or GATE students. These assignments may use the same standard, but include more critical thinking or application of the standard.

The teacher will proceed with the rest of the class on the Orientation, Presentation, and Highly Structured Practice part of the lesson. To accommodate the many unique needs of the students during this portion of the lesson, the teacher will utilize differentiated strategies such as multiple intelligences, graphic organizers, realia, vocabulary cards, and informal cooperative learning groups, etc. As the lesson progresses to the Guided Practice, the teacher will determine which students are ready to move onto the Independent Practice assignment/materials. Students who need additional support at this time will work in a small group with the teacher who may use different materials or strategies to reteach the lesson until students in the group are ready for the Independent Practice. Different Independent Practice assignments may be given to this group if the teacher decides that this group of students needs more visual instructions or fewer problems to complete.

As time permits, the teacher may close the lesson with the whole class participating in informal cooperative learning groups to orally review the lesson concepts with their classmates, or to write a reflection in their journals of the lesson.

### Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Not only is Cooperative Learning a strategy, which incorporates the Interpersonal Intelligence from MI, but it also helps students develop collaborative skills, which are desirable in college and career settings.

Not all groups are cooperative (*Johnson & F. Johnson, 2009*). To be cooperative and reach the full potential of the group, five essential elements need to be carefully structured into the

situation: positive interdependence, individual and group accountability, supportive interaction, appropriate use of social skills, and group processing (*Johnson & Johnson, 1989, 2005*).

There is a lot of research on the use of cooperative learning groups. Studies by Robert E. Slavin published by the National Education Association in 1991 reported that the majority of the cooperative learning classes achieved significantly higher test scores than the traditional classes. He notes that the difference between the more and less effective cooperative learning classes was that the effective ones stressed group goals and individual accountability. Another study by Slavin in 1996 concluded that “cooperative learning has its greatest effects on student learning when groups are recognized or rewarded based on the individual learning of their group members.” The authors of *Classroom Instruction that Works* cite research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (*Marzano, Pickering, and Pollock 2001*). Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more metacognition, and greater psychological health and self-esteem (*Johnson & Johnson 1989*).

In order to use this strategy effectively in the classroom, teachers at JLPAA will be trained in four types of Cooperative Learning.

#### *Formal Cooperative Learning*

In this type of Cooperative Learning, students work together to achieve shared learning goals and complete jointly specific tasks and assignments (*Johnson, Johnson, & Holubec, 2008*). Doing a project, solving a series of problems, reviewing for a test, working on science investigations, or writing a report are all examples of how formal cooperative learning groups can be used in the classroom.

In formal cooperative learning groups, the teacher’s role includes making pre-instructional decisions such as: choosing both academic and social skills objectives, deciding on the size of groups, choosing a method for assigning students to groups, deciding which roles to assign group members, arranging the room, and arranging the materials students need to complete the assignment. In these pre-instructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and provides data for group processing.

Before beginning the formal cooperative learning lesson with students, teachers will explain the academic assignment to students, explain the criteria for success, structure positive interdependence, structure individual accountability, explain the behaviors (i.e. social skills) students are expected to use, and emphasize intergroup cooperation.

During the formal cooperative learning activity, teachers will monitor students' learning and intervene to provide assistance in completing the task successfully or using the targeted interpersonal and group skills effectively. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on the use of targeted social skills and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing.

As teachers bring closure to the cooperative learning lesson, they will help students process how well their groups functioned. Teachers will assess and evaluate the quality and quantity of student achievement, ensure students carefully discuss how effectively they worked together, have students make a plan for improvement, and have students celebrate the hard work of group members. The assessment of student achievement highlights individual and group accountability (i.e. how well each student performed) and indicates whether the group achieved its goals (i.e. focusing on positive goal interdependence).

The group celebration is a form of rewarding interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of social interaction needed to maximize student learning and retention.

### *Informal Cooperative Learning*

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (*Johnson, Johnson, & Holubec, 2008*). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and predict the next session, and provide closure to an instructional session.

The teacher's role when using informal cooperative learning to keep students more actively engaged intellectually entails having focused discussions before and after the lesson and interspersing pair discussions throughout the lesson. Two important aspects of using informal

cooperative learning groups are to make the task and the instructions explicit and precise and require the groups to produce a specific product (such as a written answer).

Teachers will begin informal cooperative learning groups by assigning students to pairs or triads and explaining the task of answering the questions in a four to five minute time period and the positive goal of reaching consensus. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required.

This informal technique is used for quick activities such as checking for understanding, brainstorming, quick problem solving, summarizing, or review of the lesson. Teachers should ensure that students are seeking to reach an agreement on the answers to the questions, not just sharing their ideas with each other. Teachers will randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together (i.e. group processing). Group celebrations add reward interdependence to the pairs.

Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being presented as well as increase the individual accountability of participating in the discussions.

#### *Cooperative Base Groups*

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (*Johnson, Johnson, & Holubec, 2008*). Members' primary responsibilities are to ensure all members are making good academic progress, hold each other accountable for their own learning, and provide each other with support, encouragement, and assistance in completing assignments. In order to ensure the base groups function effectively, periodically teachers should teach needed social skills and have the groups process how effectively they are functioning.

Typically, cooperative base groups are heterogeneous in membership, meet regularly (for example, daily or biweekly), and last for the duration of the unit of study or trimester. The agenda of the base group can include academic support tasks such as reviewing for tests, literature circles, editing each other's essays, or checking each others' understanding after a lesson.

The teacher's role in using cooperative base groups is to form heterogeneous groups of three or four, create specific agendas with concrete tasks that provide a routine for base groups to follow when they meet, and have students periodically process the effectiveness of their base groups.

### *Integrated Use of All Three Types of Cooperative Learning*

These three types of cooperative learning may be used together (*Johnson, Johnson, & Holubec, 2008*). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lesson may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

### Integrated Studies

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 21<sup>st</sup> 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*).

All six of these instructional models and/or techniques are used in each unit of study at JLPAA. The following is an example of such a unit study.

*SECOND GRADE ENGLISH/LANGUAGE ARTS  
SAMPLE UNIT OF STUDY*

**STAGE 1 – DESIRED RESULTS**

**Core Standards:**

ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

ELD: Part 1: A: 2. Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia)

**Integrated Standards:**

MATH: 2.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems

ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

MUSIC: 3.2 Sing songs and play singing games from various cultures.

DANCE: 3.1 Name and perform social and traditional dances from various cultures.

THEATRE: 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict. 3.2 Identify universal characters in stories and plays from different periods and places.

VISUAL ARTS: 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

**Understandings:**

- Students will understand that fables and folktales have a central message, lesson or moral.
- Students will understand that fables and folktales recount familiar stories through oral and written tradition.
- Students will understand that there are different versions of the same story within each

culture and across cultures.

- Students will understand the following vocabulary: Graphic Organizers: Venn Diagram, T-Chart; compare and contrast, authors, cultures, theme, setting, plot, recount (retell), determine central message, lesson (moral), genres: stories, fables

**Essential Questions:**

- How do I recount (retell) stories such as fables and folktales?
- How do I determine the central message or lesson (moral) in stories such as fables and folk tales?
- How do I use graphic organizers to compare and contrast two or more versions of the same story?

**STAGE 2 – ASSESSMENT EVIDENCE**

*Evaluative Criteria-Students will be able to:*

- " retell stories such as fables and folktales.
- " determine the central message or lesson (moral) in stories such as fables and folktales.
- " compare and contrast two versions of the same story.
- " recognize similarities and differences across cultural versions of a story

**Performance Tasks:**

- " Students will write a written response to this question after brainstorming and referring to the text: “How do Cinderella’s or Yeh-Shen’s actions help teach the lesson of the story?”
- " Students will use a Venn Diagram to create a brief comparison and contrast between two fables or two versions of the Cinderella tale.
- " Students will retell one of the stories or fables studied in this unit either in written form, orally, or as part of a skit.

**Other Evidence:**

- " Teacher created assessments
- " Adopted textbook assessments
- " Class discussions and performances
- " Portfolio of activities from the unit

## **STAGE 3 – LEARNING PLAN**

### **Teacher Resources:**

- " Adopted English Language Arts textbook and ancillary materials
- " Comparison of Cinderella stories:  
<https://www.education.ne.gov/forlg/elementary/cinderella.pdf>
- " A selection of Cinderella stories from around the world, starting with the Charles Perrault version (France) and Yeh-Shen (China):

China: Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*. Illus. by Ed Young.

Egypt: Climo, Shirley. *The Egyptian Cinderella*. Illus. by Ruth Heller.

France: Perrault, Charles. *Cinderella*. Illus. by Loek Koopmans.

India: Babeaux Brucker, Meredith. *Anklet for a Princess: A Cinderella Story from India*. Illus. by Lila Mehta.

Indonesia: Sierra, Judy. *The Gift of the Crocodile: A Cinderella Story*. Illus. by Reynold Ruffins.

Ireland: Climo, Shirley. *The Irish Cinderlad*. Illus. by Loretta Krupinski.

Jewish: Silverman, Erica. *Raisel's Riddle*. Illus. by Susan Gaber.

Jewish: Jaffe, Nina. *The Way Meat Loves Salt: A Cinderella Tale from the Jewish Tradition*. Illus. by Louise August.

Mexico: Domitila: *A Cinderella Tale from the Mexican Tradition*. Adapted by Jewell Reinhart Coburn. Illus. by Connie McLennan.

Middle East: Hickox, Rebecca. *The Golden Sandal: A Middle Eastern Cinderella Story*. Illus. by Will Hillenbrand.

Native American: Martin, Rafe. *The Rough-Face Girl*. Illus. by David Shannon.

United States: Kettelman, Helen. *Bubba the Cowboy Prince: A Fractured Texas Tale*. Illus. by James Warhola.

West Africa: Onyefulu, Obi. *Chinye: A West African Folk Tale*. Illus. by Evie

Safarewicz.

Zimbabwe: Steptoe, John. *Mufaro's Beautiful Daughters*.

A selection of fables and folktales, which may include:

“The Ant and the Grasshopper”

“The Lion and the Mouse”

“The Crow and the Pitcher”

“The Tortoise and the Hare”

“The Fox and the Grapes”

“Stone Soup”

### **Lessons and Activities:**

#### **Linguistic Intelligence:**

- “ Read and discuss a variety of fables, folktales, and versions of the Cinderella tale.
- “ Retell one of the stories: [http://www.fcrr.org/studentactivities/c\\_009b.pdf](http://www.fcrr.org/studentactivities/c_009b.pdf)
- “ Chart the literary elements (characters, setting, problem, solution, central message or moral) for at least two of the stories.
- “ Discuss universal characters found in the various versions of the Cinderella stories.
- “ Write a public proclamation from the Prince about the search for the slippers’ owner.
- “ Write a diary entry from Cinderella’s or Yeh-Shen’s point of view.
- “ Use Venn diagrams to compare 2 versions: note the differences.

#### **Logical/Mathematical Intelligence:**

- “ Measure the variation in foot size of those around you.
- “ Create and/or solve math problems related to a particular fable. Example:  
<http://mathforlove.com/lesson/story-problem-the-ant-and-the-grasshopper/>

#### **Spatial Intelligence:**

- “ Display and discuss this piece of art:  
<http://d.lib.rochester.edu/cinderella/image/cinderella-fitting-the-slipper>
- “ Locate the settings/countries of origin of versions on a world-map.

- " Create shadow puppets to go with the Yeh Shen Cinderella story:  
<http://www.mykidsadventures.com/shadow-puppet-show/>
- " Have students design a slipper for either Cinderella or Yeh-Shen.
- " Make a Greek mask to represent a character from a fable:  
[http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks\\_and\\_Aesops\\_Fables](http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks_and_Aesops_Fables)

#### **Musical Intelligence:**

- " Have students listen to regional Chinese music and identify some of the instruments used in the recordings: <http://www.folkways.si.edu/discovering-east-china-elementary-school/lullaby-vocal-outdoor-solo-programmatic/music/tools-for-teaching/smithsonian>
- " Have students learn traditional music from the countries that are represented by the various Cinderella stories that are read during this unit study, such as “Frere Jacques” (France) and “Two Tigers” (China).  
<http://www.songsforteaching.com/diversitymulticulturalism.htm>  
[http://www.mamalisa.com/?t=e\\_atoz](http://www.mamalisa.com/?t=e_atoz)  
<http://www.fluentu.com/chinese/blog/2015/03/18/chinese-songs-for-kids/>

#### **Bodily-Kinesthetic Intelligence:**

- " Students will learn the steps to the minuet. [http://www.ehow.com/how\\_2124243\\_dance-minuet.html](http://www.ehow.com/how_2124243_dance-minuet.html)
- " Students will learn some traditional Chinese folk dances\_  
<http://chinese.culturextourism.com/chinese-folk-dances-lion-peacock-and-dragon-dance/>
- " Students will learn a traditional Greek dance:  
<http://www.paultaylor.ws/kids/images/DanceStepsZorba.pdf>

#### **Interpersonal Intelligence:**

- " Students will work in cooperative learning groups to create a skit or shadow puppet play on one of the versions of the Cinderella story that they have studied in this unit. <https://api.betterlesson.com/mtp/lesson/512001/print>
- " With a partner, devise a new ending for one version of the Cinderella tale or a fable.
- " Explain to a partner the differences between 2 versions of the Cinderella story.

#### **Intrapersonal Intelligence:**

- " Mime an exciting sequence from one of the fables.

- " Have students reflect on their favorite and least liked characters in the versions that were studied.

### **Naturalist Intelligence:**

- " Make a list of natural elements that are important in the various versions of the Cinderella tale (for example, the fish in the “Yeh-Shen” story). Why are they important in the story?
- " Make a list of the animals used in the fables that were studied.
- " Create a character, object, or prop from one of the fables or Cinderella versions using natural materials (sticks, leaves, straw, rocks, etc.)

Examples:

<http://luntiks.com/kids-crafts-arts/kids-art-applications-out-of-leaves-for-children---crafts-from-natural-materials-119.html>

<https://www.pinterest.com/pin/200832464611261246/>

<https://www.pinterest.com/pin/152770612334175261/>

### **Differentiated Activities**

#### Intervention:

- " Retelling: [http://www.fcrr.org/studentactivities/c\\_008b.pdf](http://www.fcrr.org/studentactivities/c_008b.pdf)
- " Summarizing a Story: [http://www.fcrr.org/studentactivities/c\\_031b.pdf](http://www.fcrr.org/studentactivities/c_031b.pdf)
- " Story Elements: [http://www.fcrr.org/studentactivities/c\\_008c.pdf](http://www.fcrr.org/studentactivities/c_008c.pdf)
- " Side by Side Stories: [http://www.fcrr.org/studentactivities/c\\_010c.pdf](http://www.fcrr.org/studentactivities/c_010c.pdf)
- " BrainPOP ESL
- " <http://aesop.clubefl.gr/>

#### Enrichment:

- " Use 3-way Venn diagram to compare three different versions of the Cinderella story.
- " Find pictures of shoes from different cultures or periods of history.
- " Create an original dance or song that could be used in one of the versions of the Cinderella tale.
- " Devise a version in which magic is not used to solve Cinderella’s problems.
- " Strategies Game: [http://www.fcrr.org/studentactivities/c\\_041c.pdf](http://www.fcrr.org/studentactivities/c_041c.pdf)
- " Identify different art styles and media used in various picture book versions.
- " Plan and perform some magic tricks that feature changes.

- Write an original fable. <https://squareheadteachers.files.wordpress.com/2012/11/fable-outline.pdf>

JLPAA staff members will create other study units during Professional Development and Professional Learning Communities (PLCs) sessions.

As a result of these approaches, our students will not only meet program goals and assessment targets, but also become literate, self-motivated, ambitious, life-long learners. Teachers and administrators together will research and choose curriculums, programs and supplements that meet the needs of students ensuring that they align with the Charter School's philosophies, academic approaches, program, and mission. Across all grades, Julia Lee Performing Arts Academy will seek to balance more progressive teaching strategies, linked to student engagement and motivation, with more traditional strategies, required for success in higher education.

## ***J Core Areas of Instruction***

### ELA/Literacy

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 will also be woven through other subject areas to ensure literacy across the curriculum. Moreover, teachers will develop (or adapt) long-term plans as grade levels to ensure that all ELA standards are covered in the year and will build instructional units and assessments incorporating the ELA standards.

Julia Lee Performing Arts Academy teachers will 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, using realia and SIOP strategies to support ELs through rigorous texts. We want to 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 teachers will use a balance of genres in literature to foster an intellectual curiosity that will 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 will 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 will also research and recommend other curricula to support and supplement the program.

Teachers will use formative and summative assessments to guide their instruction. Using data, teachers will target their instruction to meet the needs of all students. Guided reading books and other leveled texts will allow teachers to differentiate at all reading levels. Rigorous and complex primary source texts will be read and analyzed, starting with the primary grades. For developing readers, these complex texts will be 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 will 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.

The vision that Julia Lee Performing Arts Academy has for its 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 finds 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 will 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 whom 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 will be one of assessment and instruction organized around the California Content Standards for Mathematics. The goals

of this program will be to 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, such as Eureka Math, and locally created curricula aligned with its instructional approaches and California Content Standards for Mathematics standards. Eureka Math 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 will 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 may be 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 SIOP 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 will be 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 will be comprised of units of study, which have a performance-based discovery-centered methodology requiring substantial amounts of hands-on science experiments.

JLPAA staff will develop, coordinate, and provide 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. 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:

<b>Grade</b>	<b>Physical Science</b>	<b>Earth Science</b>	<b>Life Science</b>
<b>8</b>	Electronics	Planetary Science	Populations/Ecosystems
<b>7</b>	Chemical Interactions	Earth History	Human Brain/Senses
<b>6</b>	Force and Motion	Weather and Water	Diversity of Life
<b>5</b>	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planets	Living Systems
<b>4</b>	Energy and Electromagnetism Motion, Force, and Models	Soils, Rocks, and Landforms	Environments
<b>3</b>	Measuring Matter	Water	Structures of Life
<b>2</b>	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants

<b>1</b>	Balance and Motion	Air and Weather	Plants and Animals
<b>K</b>	Materials in Our World	Trees and Weather	Animals Two by Two

### *History-Social Studies*

JLPAA will use the California Content Standards for History-Social Science in teaching grades TK-8<sup>th</sup> grade. The CCSS ELA and Literacy standards will also be integrated into all history-social science lessons. Because the classes at JLPAA are self-contained, the ELA teachers will also teach history. This will allow teacher to deliver lessons, blending the CCSS ELA and Literacy standards with the history content.

#### Transitional Kindergarten/Kindergarten

Students will begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students will 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 will learn more about the world they live in and about their responsibilities to other people. They will 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 will 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 will provide 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 will also be 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 time line, 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 will include the development of the nation, with emphasis on the period up to 1850. Focus will be placed on the creation of a new nation peopled 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 will 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 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 will be 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 will learn important foundations of mathematics while engaging in imaginative play, exploring the environment and materials and making new discoveries.

JLPAA TK teachers will 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 will decide on a connecting thread and generate a lesson plan based on the interdisciplinary area of study.

JLPAA Transitional Kindergarten teachers will be 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 will prepare 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.

## ***K Curriculum***

JLPAA will work diligently to help our students believe that college is a realistic and attainable goal for every student. Therefore, JLPAA will establish 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 language 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.

JLPAA retains the right to select appropriate research-based curricula that may include, but are not limited to, the following:

### *ELA/Literacy*

The projected curriculum JLPAA intends to utilize for ELA/Literacy is the following:

#### *Open Court (TK-3)*

The comprehension instruction in Open Court reflects the fundamental principle that students not only need to learn critical research-based reading strategies but also to apply them to all text intentionally on an as needed basis to monitor understanding, to resolve problems, and to make sense of what they are reading. Strategy instruction in Open Court is derived from the research

on reciprocal teaching introduced by Palinscar and Brown (1984), the transactional strategy instruction of Pressley et al (1992), and the need for engagement and reader decision making for using strategies flexibly by Anderson and Roit (1993).

*Amplify Core Knowledge Language Arts (CKLA) (grades TK-5<sup>th</sup>)*

*Pearson myPerspectives (grades 6<sup>th</sup>-8<sup>th</sup>)*

These texts are both CCSS aligned English Language Arts curriculum programs built to meet the California Common Core State ELA/ELD Standards and the five key themes of the California Framework. It contains instruction in close reading, and both integrated and designated ELD instructional support.

Core Knowledge Language Arts offers a proven approach for building strong readers and ensuring that students are prepared for the transition from learning to read to reading to learn. The curriculum instills both background knowledge and foundational skills through two instructional strands for grades K-2 that integrate into a single strand in grade 3. Using both print and digital resources, CKLA provides carefully sequenced background knowledge in social studies, science, literature and the arts to build vocabulary and comprehension, as well as a thorough approach to developing decoding and other critical foundational skills.

*myPerspectives* is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, *myPerspectives* transforms the classroom of today into a dynamic learning environment that prepares each student for college and career success

### ELD

JLPAA will utilize the California Department of Education process for selecting instructional materials as a guideline for both vetting and selection. JLPAA is currently analyzing approved ELA/ELD curriculum for the 2018-19 school year, and will purchase curriculum that is aligned to the vetting process outlined by the ELA/ELD Framework.

**Process.** JLPAA will form a curriculum committee made up primarily of credentialed teaching staff and administration to analyze and vet curriculum that aligns to program initiatives, is supported by the recommended requirements delineated in the ELA/ELD Frameworks, aligns to CCSS for core content areas, ensures academic rigor, and provides differentiated instructional approaches, including for students at all English proficiency levels.

**Open Source Electronic Resources.** Open Source Electronic Resources will also be used and vetted using the guidelines provided by the ELA/ELD Framework Criteria for Instructional Materials.

### Mathematics

#### *Eureka Math (TK-8)*

According to *Education Week*, EdReports.org selected 20 math instructional series to review for common core alignment. Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). *Eureka Math* was the only program that met the expectations for alignment to the Common Core State Standards at every grade level reviewed.

*Eureka Math* offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. *Eureka Math* includes the following:

- Scaffolding hints to help teachers support Response to Intervention (RtI).
- Professional development so teachers can study the curriculum and learn how to make the most of the material.
- Consistent lesson rhythms for Grades TK–5, allowing teachers to focus energy on engaging students in the mathematical story.
- Convenient interactivity to permit progressions-based search functionality for easy navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RtI tiers, and provide support for students at a variety of levels.

#### *Science and History-Social Science for Grades K-5<sup>th</sup> Grade*

JLPAA will continue to analyze publishers for their alignment to Next Generation Science Standards (NCSS) and the newly adopted History-Social Science Framework. Until a more comprehensive selection of NGSS-aligned and new History-Social Science Framework-aligned approved curriculum is available, JLPAA may use the following curricula in grades kindergarten to fifth grade to teach both Science and History-Social Science:

Textbook:

*California Education and the Environment Initiative*

*California Studies Weekly – Social Studies*

The California Education and the Environment Initiative (EEI) is part of statewide effort to ensure all California K- 12 students are environmentally literate and can help shape a prosperous and sustainable world. The EEI Curriculum is 85 K-12 grade units that teach California Content Standards in Science and History-Social Science to mastery. The Curriculum teaches standards through an environmental lens, including understanding resources, conservation, where our food, energy, and water come from, and complicated decision-making processes related to climate change, green chemistry, and use of public lands.

Additionally, the EEI curriculum also supports efforts to master English Language Arts standards. This course also correlates directly with the Next Generation Science Standards.

- " Three of these units are dedicated to students in kindergarten. These units focus on the Earth's composition and geographic features, water as a resource, and change over time.
- " Five of these units are dedicated to students in grade 1. These units focus on survival, shelter, animal adaptations, people and places, and transportation.
- " Seven of these units are dedicated to students in grade 2. These units focus life cycles, animal adaptations, flowers, rocks, land use patterns, and food production.
- " Five of these units are dedicated to students in grade 3. These units focus on ecosystems, changing environments, geography, native people, and California's economy.
- " Eight of these units are dedicated to students in grade 4. These units focus on plants, ecosystems, decomposers, microorganisms, reflections of where we live, native peoples, management of natural resources, cultivation, and the gold rush.
- " Six of these units are dedicated to students in grade 5. These units focus on water, the water cycle, water sources and uses, human settlement of the eastern seaboard, and westward expansion. Students will build a foundation for America's history by mirroring the curriculum used in middle school and high school through interactive note taking. Current events and other contemporary topics, i.e. holidays, voting processes will be included.

The *EEI* curriculum will be used in conjunction with the *California Studies Weekly-Social Studies*, which is a 36-week magazine subscription for students. This curriculum not only teaches History/Social Science content, but also meets or exceeds the 50% Informational Text requirement. Lexile levels gradually increase over the course of each grade level. There are researched-based lesson plans provided with scaffolding/differentiated instruction so that all students succeed. Online assessments are also available with this program.

### *Science for Grades 6<sup>th</sup>-8<sup>th</sup>*

JLPAA will continue to analyze publishers for their alignment to Next Generation Science Standards (NGSS). Until a more comprehensive selection of NCGG-aligned and approved curriculum is available, JLPAA may use the following curricula:

Teaching Resource:

#### *Standards Connections FOSS Middle School Next Generation*

FOSS (Full Option Science System) is a research-based science curriculum developed at the Lawrence Hall of Science, University of California, Berkeley. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in experiences that lead to deeper understandings of the natural and designed worlds. Students will actively participate in scientific practices through their own investigations and analyses. This science program includes materials such as: student readings, an equipment kit, resource books, and online multimedia. Sixth graders will cover modules on weather and water, diversity of life, and human systems interactions. In seventh grade the modules cover chemical interactions, earth history, and populations and ecosystems. The topics of the eighth grade modules include gravity and kinetic energy, waves, electromagnetic force, planetary science, and heredity and adaptation. Materials include student readings, equipment kit, resource books, and online multimedia.

### *History-Social Science for Grades 6<sup>th</sup>-8<sup>th</sup>*

JLPAA will continue to analyze publishers for social studies materials that are aligned to the newly adopted History-Social Science Framework and California Content Standards for English Language Arts. Until a more comprehensive selection of approved curriculum in this core subject becomes available, JLPAA may use the following curricula:

Textbook:

#### *Holt, McDougal World History: World History Textbook and Enhanced Curriculum, Grades 6-8, 2012*

This textbook program features standards-based content and research-based reading instruction. This world history textbook program is infused with streaming videos, instructive games, and interactive features to create a richer understanding of the past and its impact on today. In keeping with Common Core State Standards, the program exposes students to primary sources and requires students to analyze a variety of perspectives and investigate key historical topics. It is designed to engage students with the narrative while integrating rich multimedia materials. The program brings content to life for students and enriches their understanding.

Teacher and student resources are available in print, online, and via mobile. At the beginning of each chapter of the *Differentiated Instruction Teacher Planning Guide*, teachers will find targeted program resources to address the needs of struggling or reluctant readers, English Language learners, special education students, and advanced/GATE students. There is also a separate component for English Language Learners. The activities and strategies have been designed to be used with English Language Learners at the beginning, intermediate, and advanced proficiency levels. It includes Skill Building Activities, Social Studies Theme Activities, and Graphic Organizers.

The chart below provides a summary of the curricular resources that may be used at JLPAA by subject and grade:

SUBJECT/RESOURCE		TK	K	1	2	3	4	5	6	7	8
ELA LITERACY	Open Court	X	X	X	X	X					
	Amplify Core Knowledge Language Arts	X	X	X	X	X	X	X			
	<i>Pearson myPerspectives</i>								X	X	X
MATH	Eureka Math	X	X	X	X	X	X	X	X	X	X
SOCIAL STUDIES	California Education and the Environment Initiative California Studies Weekly-Social Studies		X	X	X	X	X	X			
SOCIAL STUDIES	Holt McDougal World History Enhanced Curriculum, 2012								X	X	X
SCIENCE	California Education and the Environment Initiative		X	X	X	X	X	X			
SCIENCE	Amplify								X	X	X

### ***L 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.

JLPAAS’s supplemental materials and/or resources may include the following:

<p><b>English-Language Arts/ Literacy</b></p>	<p><i>Common Core Coach (Triumph Learning)</i> <i>Step Up to Writing (Sopris West)</i> Newsela <i>Making Content Comprehensible for English Learners: The SIOP Model, 4<sup>th</sup> Edition</i>  Leveled Literacy Intervention</p>
<p><b>Math</b></p>	<p>MIND STMath Khan Academy <i>Common Core Coach (Triumph Learning)</i>  Number Worlds  Dream Box</p>
<p><b>Science and History/Social Science</b></p>	<p>Newsela</p>

***M Non-Core Areas of Instruction***

*The Arts Curriculum*

At JLPAAS, students will receive a broad, integrated TK-8 experience in art, music, theatre, and dance with visual arts that will provide a strong base for a rewarding educational career in the performing arts. Students will 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 will 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 will have music at least once a week at JLPAA. Students in Transitional Kindergarten and Kindergarten will work on vocal music and small instruments with the classroom teacher. In first-third grade, students will have a choice of piano instruction or choral music once a week with a separate music teacher. Students in fourth-eighth grade will also be taught by a 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 will 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 will provide 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 year-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 will work in collaboration with the Visual and Performing Arts Teaching Team and grade level teachers to make appropriate interdisciplinary connections.

Classroom teachers will 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 will 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.

### *Theatre*

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

Students at JLPAA in all grade levels will have a lesson in theatre standards once/week from a classroom teacher or part-time theatre specialist. Theatre standards will also be integrated with core subjects as part of the Multiple Intelligences teaching approaches used at JLPAA. 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.

The weekly theatre arts sessions during the 2018-2019 year will be presented by classroom teachers using *The Drama Game File, a Curriculum Program for Arts and Literacy for Preschool-High School* by Jonas Basom, and Viola Spolin's *Theater Games for the Classroom: A Teacher's Handbook* as a primary resource. 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.

### *Visual Arts*

The visual arts program at JLPAA is a mix of creation, collaboration, and integrations. Using

the *California State Framework in the Visual and Performing Arts* as a guideline, students will be introduced to many different media throughout the school year. Experiences with media will become progressively more advanced as the students progress in the grade levels. Students will be able to relate the visual arts to the world around them and cultures past and present. As students develop an understanding of the elements of art and design, they will learn how to evaluate and discuss styles of a variety of artists.

Students will have a formal art lesson once a week, taught by the classroom teacher with the assistance of parent volunteers. JLPAA will use the “Meet The Masters” art curriculum, which introduces students to famous artists such as Claude Monet, Vincent Van Gogh, Maria Martinez, Piet Mondrian, Henri Matisse, Leonardo da Vinci, Gustav Klimt and Pablo Picasso. The “Meet the Masters” experience begins with a multi-media lesson using engaging PowerPoint slides, artist voices and music where the children learn about the fascinating lives and famous works of the Master Artists. Afterwards, the teacher leads the students in a step-by-step art project, often in the same medium, style or subject matter as the artist.

Additionally, visual arts will be incorporated in lessons in other subjects throughout the week as part of the Multiple Intelligences strategies.

The following are the visual arts topics that will be covered in the grade levels:

#### TK-Kindergarten

- Different types of media such as crayon, pencil, paint, clay and paper
- Using media for drawing, painting, collage, printmaking, sculpture and other three-dimensional art
- Media and techniques to communicate ideas
- Differences in material and techniques used in art and how they affect appearance
- Basic skills such as making marks, cutting and pasting
- Art created based on personal experiences and imagination
- Visual elements of line, shape and texture
- Warm, cool and neutral color families
- Color names and color mixing techniques
- Artworks and how images convey ideas
- People around the world make different kinds of art for many reasons
- How their own artwork reflects their experiences

### First-Second Grade

- Different types of media
- Using familiar media in new ways
- Viewing different media and techniques in artworks from around the world
- Visual elements of line, shape, texture, form and space
- Design principles of balance, emphasis, movement, pattern, proportion, rhythm, unity and variety
- Common functions of art
- Artworks and how the elements and principles of design can elicit responses
- Creating artworks using a variety of subject matter and themes
- Ideas and symbols in the artworks of various cultures
- Viewing varied styles and types of art with greater emphasis on the cultural origin, function, and style
- Explaining and comparing their reasons for making art with the reasons of others

### Third-Fourth Grade

- Flexibility and problem-solving in two-and three-dimensional artworks
- Different media and techniques in artworks from around the world
- Creating art which communicates ideas based on imagination, recall and observation
- How materials, techniques and processes used in artworks create different visual effects and affect viewer responses
- Examining artworks and describing how images convey ideas
- Visual elements (line, space, forms and shapes) and color schemes
- Creating artworks using a variety of subject matter, symbols and themes
- Using the elements and principles of design to communicate ideas
- Recognizing selected works of art as belonging to particular cultures and times
- Creating multidisciplinary works of art (for example, creating visuals for a poem)
- Cultural origins, functions, styles and relative ages of artwork from different times and places
- How a variety of artists' experiences influenced their artwork

### Fifth-Eighth Grade

- Using media through multi-stepped techniques, problem-solving and planned experiments
- Effectiveness of choice of media and techniques to communicate intended ideas
- How characteristics of media and techniques communicate meaning in art around the world
- Visual structures of contrast, repetition, emphasis, movement, rhythm, illusions of depth, harmony and balance
- The functions of art (decorative, expressive, practical and persuasive)
- Using the elements and principles of design to communicate intended ideas
- Critiquing own artwork in terms of effective communication of intended ideas
- Drawing from sources such as experiences, trends in the news media or concepts in other subject areas for themes to incorporate into artwork
- Identifying and using subjects, themes and symbols in artworks
- How cultural contexts, values and aesthetics influence the meaning of artworks
- Subjects, themes and symbols of artwork from different cultures and eras
- The meaning of an artwork within its historical and cultural context
- Responding to other students' artworks in a clear and organized manner

### *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.

Since Multiple Intelligence strategies are used when planning unit studies at JLPAA, classroom teachers will incorporate physical education activities (bodily-kinesthetic intelligence) during lessons on core subjects. Examples of this would be: playing hopscotch that have sight words written on the hopscotch diagram; learning the folk dances of the cultures being studied in history/social science; keeping track of the number of jumping jacks by counting by 5s or prime numbers.

### *Technology*

There are significant ways that technology will assist 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 will 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 will establish technology performance standards to ensure that students have the skills to access, analyze, and present information in multiple formats. Technology instruction will be woven throughout subject areas so that as students move on to high school they will be able to do the following:

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

Many technology topics will be integrated within the core subjects. Students will 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 6-8 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 will have access to instructional technology, which may include 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 and 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 will help 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 weekly "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 receive 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! will be 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 will 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 insure 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 will be 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 will learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students will also 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 will 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 will always be welcomed and invited to attend!

### *Mid-Day Block/Enrichment*

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 will happen on at least once a week during this time. Mid-day block not only affords teacher with the time needed to learn and collaborate as professional 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.

### ***N. Parent Involvement***

Parents at JLPAA will be provided with many opportunities to become engaged at the Charter School and provided information on how best to support their children in their pursuit of academic success. One of these opportunities will be the offering of a variety of Parent Workshops held throughout the year. The Parent Liaison (explained below) and the principal or designee will deliver workshops of interest to the whole school community such as Bullying, CCSS, and Internet Safety, etc. Furthermore, each grade level team will design and facilitate at least two parent workshops over the year, which focus on grade-specific content. JLPAA workshops are given in English and Spanish and childcare will be provided.

Another way that parents are encouraged to participate in their child's life is through Family Field Trips. Each grade level plans at least one trip a year that happens on a weekend. Teachers will choose locations, activities or events to which most students in the community had not been exposed to or visited. Parents will learn about opportunities in the community to enrich their child's life and learn along with their children. Teachers will model how to interact with students with high level questions and discussions.

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

We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Julia Lee Performing Arts Academy values above all else is parental concern

and home support of the Charter School's efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement will be made available to parents.

### *Suggested Parental Involvement*

- Commitment (voluntary) and willingness to adhere and support all policies as outlined in the Julia Lee Performing Arts Academy Family Handbook.
- Two-way communication between the Charter School and home regarding the education and wellbeing of the student.
- Parent attendance at two student conferences per year (highly recommended).

Parents are asked to attend two parent-teacher conferences per year, where parents are provided with a copy of their student's report card with all academic standards and the student's progress of mastery of those standards. This report card is available in both English and Spanish, so all parents are able to access and understand these expectations. Classrooms will have academic standards posted, as well as a data representation wall, so students and families can track academic achievement. In this way, parents will be able to visually understand the progress their child is making relative to their peers and ultimate goals. We also host yearly meetings for parents of CELDT/ELPAC test-takers (ELs) so parents understand both what the test entails and what the score reports mean. All of these meetings provide families with an opportunity to understand the goal and their child's progress relative to that goal.

### *Informal*

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

Julia Lee Performing Arts Academy will invite community services and businesses to Charter School events to support our families' development. Additionally, we will have a Parent Liaison, who supports Julia Lee Performing Arts Academy families locate the services they need. He or she will compile a community referral resource in order to direct families that require services. He or she will be able to connect families to food banks, counseling, and

other community resources. After locating the appropriate resources, the Parent Liaison makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

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

Additional informal methods of parent communications will include:

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

## *O. Academic Calendar & Schedules*

### **Master Calendar**

A draft of the proposed school master calendar can be found in the Appendices. Professional Learning Community (PLC) Meetings will take place on minimum days, as well as additional professional development days.

### **Instructional Minutes**

JLPAA will have 180 school days, and exceed the state's instructional minutes requirements, as seen below:

	JLPAA Minutes	State Required Minutes	Difference
Transitional Kindergarten	39,600	36,000	+3,600
Kindergarten	39,600	36,000	+3,600
Grades 1- 3	65,100	50,400	+14,700
Grades 4 - 8	67,200	54,000	+13,200

### Bell Schedules

The bell schedule for all grades can be found below:

#### **Bell Schedule for Morning Transitional Kindergarten and Kindergarten** Daily and Minimum Day for Afternoon Session (Wednesday)

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a		School Begins
8:00a-9:50a	110	Instruction: ELA/Literacy Integrated ELD Designated ELD
9:50a-10:10a	20	Nutrition/PE
10:10a-11:40a	90	Instruction: Math Social Studies/Science Visual & Performing Arts (VAPA)
11:40a		Session Dismissal
	220	Total Instructional Minutes

#### **Bell Schedule for Afternoon Transitional Kindergarten and Kindergarten** (Except Minimum Day-Wednesday)

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
11:50a		School Begins for Afternoon Session
11:50a-1:40p	110	Instruction: ELA/Literacy

		Integrated ELD Designated ELD
1:40p-2:00p	20	Nutrition/PE
2:00p-3:30p	90	Instruction: Math Social Studies/Science Visual & Performing Arts (VAPA)
3:30p		Afternoon Session Dismissal
	220	Total Instructional Minutes

**Bell Schedule Grades 1<sup>st</sup>-3<sup>rd</sup>, Regular Day**

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a		School Begins
8:00a-10:15a	135	Instruction: ELA/Literacy Integrated ELD
10:15a-10:30a		Recess/Snacks
10:30a-12:00p	90	Instruction: Math
12:00p-12:35p		Lunch
12:35p-2:05p	90	Instruction: Social Studies/Science Designated ELD
2:05p-2:20p		Recess
2:20p-3:30p	70	Instruction: Visual & Performing Arts (VAPA) Physical Education
3:30p		Dismissal
	385	Total Instructional Minutes

**Bell Schedule Grades 1<sup>st</sup>-3<sup>rd</sup>, Minimum Day (Wednesday)**

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a		School Begins
8:00a-10:15a	135	Instruction: ELA/Literacy Integrated ELD
10:15a-10:30a		Recess/Snacks
10:30a-12:00p	90	Instruction: Math VAPA
12:00p-12:35p		Lunch
12:35p-1:30p	55	Instruction: Social Studies/Science Designated ELD
1:30		Dismissal
	280	Total Instructional Minutes

**Bell Schedules Grades 4<sup>th</sup>-8<sup>th</sup>, Regular Days**

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a		School Begins
8:00a-10:30a	150	Instruction: ELA/Literacy Integrated ELD/Designated ELD
10:30a-10:45a		Recess/Snacks
10:45a-12:30p	105	Instruction: Math VAPA
12:30p-1:05p		Lunch
1:05p-3:30p	145	Instruction: Social Studies/Science Physical Education
3:30p		Dismissal
	400	Total Instructional Minutes

**Bell Schedules Grades 4<sup>th</sup>-8<sup>th</sup>, Minimum Days (Wednesdays)**

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a		School Begins
8:00a-10:30a	150	Instruction: ELA/Literacy Integrated ELD/Designated ELD
10:30a-10:45a		Recess/Snacks
10:45a-12:30p	105	Instruction: Math VAPA
12:30p-1:05p		Lunch
1:05p-1:30p	25	Instruction: Social Studies/Science
1:30p		Dismissal
	280	Total Instructional Minutes

**Sample Daily Schedule**

The following is a sample schedule for first grade.

**Sample 1st Grade Daily Schedule, Regular Day**

<u>Time</u>	<u>Minutes</u>	<u>Subject</u>
8:00a-8:15a	15	Morning Meeting
8:15a-10:15a	120	English Language Arts/Literacy (Includes Integrated ELD)
10:15a-10:30a		Recess/Snacks
10:30a-11:30a	60	Math
11:30a-12:00p	30	Dance or Technology
12:00p-12:35p		Lunch
12:35p-1:15p	40	Learning Centers/Designated ELD
1:15p-2:05p	50	Science or History/Social Science
2:05p-2:20p		Primary recess

2:20p-3:00	25	Read Aloud/ Physical Education
3:00p-3:30p	45	Art, Music, or Theatre
Total Minutes	385	

*A Day in the Life of a First Grade Student at JLPAA*

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/Theatre*

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.

### ***P. 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 language 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.

**Figure 1.6 - Basic Staffing Models**

Staff	TK/Kindergarten	1 <sup>st</sup> -4 <sup>th</sup> Grade	5 <sup>th</sup> -8 <sup>th</sup> Grade
Base Staff (per classroom)	One teacher  One FT Associate Teacher	One teacher  One PT Associate Teacher	One teacher  One PT Associate Teacher (shared between all classes)  One School Assistant
Support Staff (as required per IEP)	Educational Specialist SPED Associate Teacher		

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 “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.

### *Retention/Promotion*

Promotion/Retention is based on proficiency in ELA/Literacy, Mathematics, and/or social/emotional developmental stages. Other indicators of academic achievement, including students' results on the statewide assessments may be utilized as indicators of academic achievement.

The Administration will identify students who should be retained between grade levels or who are at risk of being retained if they are not meeting grade-level standards. These students will be placed on a STAGE Plan to help them make growth on grade-level standards. A Retention/Promotion team will meet at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of targeted interventions. The final decision is made by administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and parents will meet to determine if it is appropriate for student success.

### *Acceleration (Grades 1-8)*

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, JLPAA follows all applicable county, state, and federal laws and regulations in the formation of all policies, including acceleration to the next grade.

### *Attendance*

JLPAA believes that student attendance directly contributes to academic success. Therefore, JLPAA will have a school-wide goal of 95% daily attendance. Parents will be made aware of JLPAA's attendance policy, which will be based on the *School Attendance Review Board (SARB) Information Pamphlet* from the County Superintendent of Schools. JLPAA will also maintain a School Attendance Review Team (SART) to ensure the daily attendance goal is met for each student.

### ***Q Plan for Serving English Learners***

JLPAA will comply with federal, state, and **district county** mandates for ELL education as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, 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.

### *Identification of English Learners*

Students whose primary language is not English, as indicated by the home language survey, will be assessed using the English Language Proficiency Assessments for California (ELPAC) aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. ELPAC testing will take place between July 1 and October 31<sup>st</sup> for the Annual Assessment (AA) of all English Learner students or for the Initial Assessment (IA) of new students within 30 days after the date of student's first enrollment at the school

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations required by law if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP. JLPAA will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days. 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 the Elementary and Secondary Education Act for annual English proficiency testing. JLPAA will maintain appropriate records regarding ELPAC tests as specified in 5 Cal. Code of Regulations § 11512. JLPAA will adhere to all legal requirements regarding oversight and administration of the ELPAC.

### *Support for English Learners*

EL students will have full access to JLPAA's curriculum. EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same STAGE Plan process as other students. 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.

Sheltered Instructional Observation Protocol (SIOP) will be 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 will 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 will be used as a guide for program development and implementation. The Framework will guide not only program implementation, but also professional development. Staff will utilize 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 will occur 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 will be provided to ELs during a designated time in the regular school day in addition to core content (not separate from). Teachers will 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 CELDT/ELPAC.

The ELA/ELD Framework will be used as a guide for program development and implementation. The Framework will guide not only program implementation, but also professional development. Staff will utilize 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 (CCSSM), Next Generation Science Standards (NGSS), and history/social studies standards to support our ELs with academic content mastery. The program will meet 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, SB1969), 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 curricula 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 two 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 use ELPAC performance for reclassification as determined by the CDE.
- " **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 test
- " **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 regards 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 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 will be active participants in the education of their child at JLPAA. However, 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. Communications 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 comprised 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 Language Learners;
- " Assisting in the development of the school's annual language census;
- " Offering suggestions to the school administration on the most effective ways to ensure regular school attendance;

- " Participating in the 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 Language Learners in all school activities.

### ***R 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 teachers using the STAGE Plan. 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.

### ***S Plan for Serving High Achieving Students***

JLPAA will use 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 will 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 will also recognize students who are GATE identified by the previous school they may have attended and provide 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 will integrate 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.

### ***T. Plan for Service Students Achieving Below Grade Level***

Pursuant to 47605.6(i), a 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 instance, 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, the STAGE Plan (see Appendix), developed 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 will coordinate and monitor 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)*

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 Success Team (SST)*

Any student requiring additional support and /or challenges (low achieving, behavior) will be 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 principal. After observations by the principal or coach 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 will 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 non-core, non-college preparatory classes will be 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.

A free before and/or after school intervention program will also be offered to those students who would benefit from additional instruction.

### *Intervention Curriculum*

Julia Lee Performing Arts Academy will use the Fountas & Pinnell Leveled Literacy Intervention (LLI) 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 has two parts. Kindergarten and first grade students will meet in a small group environment and use a teacher-led intervention curriculum such as Number Worlds published by McGraw Hill. 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 such as Dream Box, which is a standards-aligned curriculum, available in English and Spanish. Dream Box is evidence based to promote student growth and deeper conceptual understanding by encouraging different pathways to solving problems. This program is intuitive and adjusts automatically to student's needs. It covers a wide variety of mathematical concepts and provides tutorials, practice and assessment for each identified skill a student is working on. 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.

### *U. 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 Charter Authorizer and/or~~ Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. JLPAA will ~~be categorized as a "public school" within the Charter Authorizer~~ operate as its own local educational agency (LEA) and shall apply directly for membership in a state-approved SELPA in conformity with Education Code Section § 47641(ab). ~~JLPAA anticipates entering a Memorandum of Understanding (MOU) between the Charter Authorizer and the charter school related to the delineation of duties between the Charter Authorizer and the charter school for Special Education services. The Charter Authorizer will thus be responsible for assigning staff to monitor the special education program at JLPAA.~~ JLPAA is considering membership in the Riverside County SELPA or the El Dorado County Charter SELPA. Upon acceptance in a SELPA, the Charter School will provide the County evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be

considered a material revision to this charter. 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.

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 ~~Charter Authorizer's~~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.

~~During the term of the charter, JLPAA may determine that it is interested in becoming its own Local Education Agency ("LEA") for Special Education and join another SELPA rather than being deemed a school of the Charter Authorizer for such purposes. In the case that JLPAA desires to join another SELPA during the term of its charter, it will provide the Charter Authorizer with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which JLPAA would become its own LEA. Additionally, JLPAA will provide the Charter Authorizer with final written notice that it has made a final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which JLPAA would become its own LEA. At any time that JLPAA becomes its own LEA for the purposes of special education, the Charter Authorizer shall have no further responsibility for the coordination or provision of special education services to JLPAA students, regardless of school district county or residence of such students, and JLPAA shall be exclusively responsible for the coordination and provision of special education services to JLPAA students and for any and all other obligations of a school or school district county relative to services for students with special needs.~~

~~JLPAA will remain, by default, a public school of the Charter Authorizer for purposes of Special Education pursuant to Education Code Section 47641 (b). JLPAA requests that our Special Education program to be included in the Charter Authorizer's SELPA and our students to receive the same level of support provided to other students served by the Charter Authorizer. An annual meeting between JLPAA and the Charter Authorizer to review special education policies, procedures, protocols, and forms of the Charter Authorizer and the SELPA, will ensure that JLPAA and the Charter Authorizer have an ongoing mutual understanding of protocol and will facilitate ongoing compliance.~~

~~As long as JLPAA functions as a public school of the Charter Authorizer solely for purposes of providing special education services, JLPAA will establish a Memorandum of Understanding (MOU) with the Charter Authorizer which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of JLPAA. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 and 20 U.S. Code 1413 as follows:~~

~~The Charter Authorizer retains the special education funds for the students of JLPAA;~~

~~The Charter Authorizer provides services to the students of JLPAA in the same manner as other students of the Charter Authorizer; and JLPAA pays the Charter Authorizer a pro-rata share of the overall Charter Authorizer encroachment for special education.~~

JLPAA intends to provide special education instruction and related services in accordance with the IDEIA, Education code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). JLPAA will remain, by default, a public school of the Charter Authorizer for purposes of Special Education pursuant to Education Code Section 47641 (b). However, JLPAA reserves the right to make written verifiable assurances that JLPAA will become an independent LEA and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium.

The 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 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 school will work with the ~~Charter Authorizer and~~ SELPA to provide an appropriate placement and services.

~~JLPAA will make time and facilities available to meet the needs of the student’s IEP. JLPAA will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.~~

~~If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to JLPAA. The school will encourage open communication between the parents and the school for any items related to the special education services. Students at JLPAA who have IEPs will continue to attend the school, unless the IEP recommends otherwise.~~

#### *Search and Serve*

~~In order to comply with Child Find requirements as specified by law, JLPAA will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success at the school. This process will entail search and serve, a Student Success Team, referral, assessment, and IEP review, which will include notice to the SELPA within five (5) school days.~~

#### **Services for Students under the “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 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. In accordance with federal law, the school will plan to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. Upon the commencement of JLPAA’s school year, all students will be evaluated as a means of class placement. Any student may be evaluated 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. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, parents, and Principal, JLPAA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Principal and faculty will then convene the Student Success Team for that student.~~

~~For students who are identified as needing interventions, a Student Success Team 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.

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. ~~an IEP meeting will be convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, JLPAA, in coordination with the Charter Authorizer as the LEA for Special Education, shall implement the existing IEP at JLPAA or as otherwise agreed by the parent/guardian.~~

### 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.

~~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 Case Manager will~~

~~determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. JLPAA, in coordination with the Charter Authorizer as the LEA for Special Education, shall obtain parent/guardian consent to assess JLPAA students.~~

All referrals will be responded to in writing by the JLPAA/Charter Authorizer representative within 15 days. JLPAA will notify the ~~Charter Authorizer~~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.

#### *Assessment*

~~The Resource Specialist/Case Manager will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment of each student. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:~~

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

~~Unless conflicting with the Charter Authorizer and/or SELPA policies and procedures, JLPAA/Charter Authorizer will adhere to the following assessment guidelines.~~

- ~~" Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;~~
- ~~" The student must be evaluated in all areas related to his/her suspected disability;~~

~~"Assessments must be conducted by a professional with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments.~~

~~Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;~~

- ~~" Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;~~
- ~~" Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;~~
- ~~" Assessment results will be delivered to the parent/guardian in their primary language, and a qualified interpreter will be provided if needed~~
- ~~" Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and~~
- ~~" A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.~~

~~Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Case Manager 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.~~

### ***Development and Implementation of IEP***

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

~~The Case Manager, along with the Principal, will ensure that all aspects of the IEP and school-site implementation are maintained. The Case Manager will provide modifications and accommodations (outlined within each individual's IEP) in the classroom environment taught by the classroom teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE).~~

~~Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. The Case Manager will arrange and note the necessary IEP meetings. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. IEP membership shall be in compliance with state and federal law. The proposed IEP team will include all of the following members:~~

- ~~" The parent or guardian of the student for whom the IEP was developed;~~
- ~~" The Student, if appropriate~~

- ~~" The Principal;~~
- ~~" At least one special education teacher or services provider;~~
- ~~" A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;~~
- ~~" If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;~~

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

~~A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the Case Manager. The IEP will include all required components and be written on SELPA approved forms. The student's IEP will include, among any others required by law:~~

- ~~" A statement of the student's present levels of academic achievement and functional performance;~~
- ~~" The rationale for placement decisions;~~
- ~~" The services the student will receive and the means for delivering those services;~~
- ~~" A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;~~
- ~~" Measurable annual goals and short term objectives focusing on the student's current level of performance;~~
- ~~" A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;~~
- ~~" An explanation of the extent, if any, to which the student will not participate in general education; and~~

~~" Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and Charter Authorizer assessments.~~

~~IEP meetings will be held according to the following schedule:~~

~~" Yearly to review the student's progress and make any necessary changes;~~

~~" Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;~~

~~" After the student has received a formal assessment or reassessment;~~

~~" When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);~~

~~" When JLPAA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.~~

~~" When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;~~

~~" Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability, and~~

~~" If the parent/guardian, JLPAA staff member, hired service providers, or the student has communicated a concern about the student's progress.~~

~~The Charter Authorizer as the LEA for Special Education will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and conferences.~~

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

~~Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's~~

~~progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.~~

~~JLPAA 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.~~

### Staffing

The Charter School is committed to assuring 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 Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from **Charter Authorizer**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.

### *Procedural Safeguards*

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

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

~~The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. JLPAA will utilize the Notice of Procedural Safeguards used by the Charter Authorizer or SELPA in which it is a member. The school will acknowledge any concerns or disagreements raised by parents within five days, followed by a resolution meeting~~

### *Dispute Resolution/Complaint Procedures*

~~JLPAA shall follow Charter Authorizer policies as they apply to all Charter Authorizer schools for responding to parental concerns or complaints related to special education services and any disputes as they arise. JLPAA shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the Charter Authorizer unless otherwise directed by the Charter Authorizer. JLPAA shall immediately notify the Charter Authorizer of any concerns raised by parents. In addition, JLPAA and the Charter Authorizer shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.~~

~~The Charter Authorizer's designated representative, in consultation with JLPAA's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. JLPAA shall allow the Charter Authorizer access to all facilities, equipment, students, personnel, and records to conduct such an investigation.~~

~~JLPAA and the Charter Authorizer shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The Charter Authorizer, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and JLPAA shall comply with the Charter Authorizer's decision.~~

~~JLPAA and the Charter Authorizer shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.~~

### 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 will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

~~Teachers will discuss individual student concerns during grade level Professional Learning Community (PLC) meetings and implement suggestions from other staff members. When other supports and interventions are not meeting the needs of the student, the teacher will complete a referral for a Student Success Team (SST) meeting. At this meeting, parents, classroom teachers, administrators, and other support staff will identify additional strategies to implement in the classroom and at home to help the student. Other courses of action may be identified including counseling and/or retention. The Student Success Team may also refer a student for formal assessment. This process is consistent with the Child Find obligations under IDEIA and Section 504. JLPAA’s staff will receive regular training in both this system of intervention and JLPAA’s Child Find obligations.~~

JLPAA founders believe 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 Office 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***

**~~It is JLPAA's understanding that the Charter Authorizer shall represent JLPAA at all SELPA meetings and report to JLPAA of SELPA activities in the same manner as is reported to all schools within the Charter Authorizer.~~**

### **Section 504 of the Rehabilitation Act**

JLPAA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act

and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

JLPAA understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

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 maybe 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 area 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **SPECIAL EDUCATION PROGRAM DESCRIPTIONS**

~~Designated Instruction and Services (e.g. Speech and Language therapy, Adaptive Physical Education, Occupational/Physical therapy, Counseling, Sign Language Interpreting, etc.)~~

#### ~~Designated Instructional Services (DIS) and other itinerant or supplementary services~~

~~The Charter Authorizer will be responsible for providing the full continuum of supplementary services as indicated on a student's IEP. The highest consideration and focus will be on providing evidenced-based practices with high quality service providers. The Charter Authorizer will be responsible for hiring or contracting with a school psychologist and speech-language pathologist. Other providers will be contracted through appropriately licensed provider agencies in accordance to relevant laws and SELPA policy. Final determination will be based on an evaluation of program needs and on-going review of students' IEPs.~~

#### ~~Specialized Academic Instruction (SAI):~~

##### ~~Specialized Academic Instruction – "Inclusion"~~

~~Appropriately credentialed and trained special education staff will provide consultation, direct instruction, or co-instruction in the regular education program. To best meet the needs of the child with a disability, this staff will adapt the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards of JLPAA and State Standards. A portion of these services will also be delivered by paraprofessionals under the direct supervision and guidance of the special education teacher.~~

~~Re-teaching and targeted remediation will be provided for students that require academic support beyond that which can be provided in the regular education classroom or academic intervention programs provided to all students.~~

~~Instructional design and delivery will be in accordance with the IEP and based on the curricular standards as assessed in the state assessments and recommended in the California Special Education Administrators of County Offices (SEACO) Curriculum Guide.~~

~~Inclusion Services (e.g. supported full time placement in general education classes for students with severe disabilities)~~

~~The highest quality special education program is built on the foundation of a successful regular education program. 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.~~

~~In the cases where inclusion for Students in the Moderate/Severe program may be indicated, IEP teams will review the continuum of Least Restrictive Environment based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students. Inclusion placement and services must be consistent with the proposed goals and plan determined by the IEP Team. For example, in the case where inclusion is determined for social modeling purposes, the student will be mainstreamed in times and environments where positive social interactions with neuro-typical peers can best be supported and maximized.~~

~~Placement in a nonpublic school/agency (NPS/NPA) or residential facility~~

~~Students whose educational needs surpass the ability for JLPAA to provide on-campus services may be referred to programs provided by a NPA, NPS, or cooperating LEA/SELPA/County program approved through the IEP process without negatively impacting their enrollment at JLPAA.~~

~~The Charter Authorizer shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. JLPAA shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the Charter Authorizer. JLPAA shall immediately notify the Charter Authorizer of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.~~

~~Transportation for students with special needs in order to access special education services~~

~~Should an IEP Team deem that a student requires transportation to access educational benefit in the Least Restrictive Environment in alignment with these policies; the Charter Authorizer would secure such services through transportation agencies certified to provide such services. This could be through an agreement with neighboring school Charter Authorizer's transportation~~

~~services, retaining a Nonpublic Agency approved to provide transportation, reimbursement of public transit, if appropriate, for an individual student, or reimbursing the parent/guardian for mileage costs.~~

### Funding

~~JLPAA understands that it will enter into a MOU with the Charter Authorizer regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the Charter Authorizer and JLPAA. JLPAA anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:~~

#### *Retention of Special Education Funds by the Charter Authorizer*

~~The Charter Authorizer shall retain all state and federal special education funding allocated for JLPAA students through the SELPA Annual Budget Plan, and shall be entitled to count GBA students as its own for all such purposes.~~

#### *Contribution to Encroachment*

~~JLPAA shall contribute its fair share to offset special education's encroachment upon the Charter Authorizer's general fund. Accordingly, JLPAA shall pay to the Charter Authorizer a pro-rata share of the Charter Authorizer's unfunded special education costs ("encroachment"). At the end of each fiscal year, the Charter Authorizer shall invoice JLPAA for JLPAA's pro-rata share of the Charter Authorizer wide encroachment for that year as calculated by the total unfunded special education costs of the Charter Authorizer (including those costs attributable to JLPAA) divided by the total number of Charter Authorizer ADA (including JLPAA students), and multiplied by the total number of JLPAA ADA. The JLPAA ADA shall include all JLPAA students, regardless of home district county.~~

#### *Community Advisory Committee (CAC)*

~~The Riverside County Charter SELPA Community Advisory Committee (CAC) advises the local Special Education Local Plan Area (SELPA) as specified by the State Education Code Part 30, Sections 56001, 56190-56194, 56195.7, 56195.9, 56200, 56205, 56240, and 56780. The CAC advises the Riverside County Charter CEO/Executive Committee and the SELPA's administration regarding:~~

- ~~• Planning and operation of special education programs in the Riverside County Charter SELPA.~~
- ~~• Development and review of the Local Plan and recommend priorities to be addressed by the Local Plan.~~

- ~~●—Assisting in parent education.~~
- ~~●—Increasing public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.~~

~~The CAC collaborates with the local SELPA to ensure that the educational requirements of special education students are met. The CAC serves as a liaison between SELPA, the charter school, families, community members, students, and teachers, so that all JLPAA are heard. The organization may also provide consumer education, information, and referral to resources.~~

### *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.

## **Element 2: Measurable Pupil Outcomes**

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*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

### *Measurable Student/Schoolwide Outcomes*

*The Charter School has clearly defined schoolwide outcomes goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).*

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and [www.corestandards.org](http://www.corestandards.org)).

The Executive Director, Principal and faculty will monitor and support the academic achievement and psychological well being of the students, with the Board of Directors ultimately responsible for the school’s achievement. The Executive Director and Principal will be held accountable to the Board of Directors for student outcomes, including meeting established state and federal accountability measures.

The Charter School will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new CCSS) and reflect proficiency measures required by California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), English Language Proficiency Assessments for California (ELPAC), Physical Fitness Testing (PFT) etc., as well as applicable state priorities detailed in California Education Code §52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School.

The following chart delineates the Charter School’s school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities

defined in Cal. Ed. Code Section 52060(d). The Charter School will work with the Charter Authorizer as necessary to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607. See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

<b><u>Achievement Goal #1: Basic Services</u></b>			
<i>JLPAA teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at JLPAA has sufficient access to standards-aligned instructional materials (E.C. 60119). JLPAA facilities are maintained in good repair (E.C. 17008(d)).</i>			
<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Hire properly credentialed teachers expressing desire to commit to JLPAA community long term.	Staff certifications Annual survey Oral interview documents	JLPAA will strive to maintain a 95% teacher retention rate and/or higher teacher attendance rate than the District average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year teacher surveys.	Executive Director Principal Teacher Hiring Team
For each year of the charter, all teachers at JLPAA will be appropriately assigned and fully credentialed as required by law and the charter.	Annual review in May/June of criteria, systems and procedures for teacher hiring.  Annual review every August of the master schedule/teacher assignments to ensure compliance.	Staff members not having a clear credential decreases annually	Executive Director Principal

Standards-aligned instructional materials will be available to students	Classroom Observations  Grade Level Meetings  Inventories	All students, both school wide and for all numerically significant subgroups, will have access to printed and/or digital instructional materials	Executive Director Principal Instructional Staff
Facilities are kept in good repair through regular walk-throughs and maintenance of school facilities	Monthly log  Annual teacher and parent surveys	Repairs will be handled in a timely manner; Each year, at least 80% of teachers and parents will positively rate the maintenance of facilities	Executive Director Principal Custodian

**Achievement Goal #2: Implementation of Common Core State Standards**

*JLPAA will ensure that EL students will gain equal access to academic content aligned with the Common Core State Standards and increase English Language proficiency.*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Design and implement Common Core curricular study units to include integrated and differentiated lessons and materials.	Student observations  Assessment results  Sample study units	By the end of the charter term, for each statistically significant student group, those students will decrease their distance from three (Meets Standards) by at least 10 points in both ELA/ Literacy and Math portions of the SBA.	Executive Director Principal Instructional Staff

Increase access to adaptive technology-based, Common Core aligned instruction for all students, including English Learners	Classroom observations  Inventory of technology in each classroom  Sample lesson plans	Students utilizing technology throughout the day will increase annually both school wide and for all numerically significant subgroups	Executive Director Principal Instructional Staff
Engage staff in Professional Development, Professional Learning Community (PLC) meetings, and grade level planning time with a focus on how EL students will be enabled to gain academic content knowledge and English Language proficiency	Calendar of Professional Development, PLCs and grade level planning time  Attendance logs from Professional Development and PLCs  Agendas from Professional Development and PLCs	At least 95% attendance from all teachers at staff meetings/PLCs.  100% of teacher lesson plans should show focused time on both integrated and designated EL	Executive Director Principal Instructional Staff

**Achievement Goal #3: Parental Involvement**

*JLPAA will increase parental involvement, including efforts to seek parent input for making decisions for the school, and promote parent participation.*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Employ Parent Liaison to develop a community resources pamphlet, among other duties	Budget  Community Resources Pamphlet	100% Pamphlet will be sent home to all families and extra copies will be displayed in the school office.	Executive Director Principal Parent Liaison

Engage stakeholders by holding grade-specific and other Parent Workshops	Calendar or agendas of Parent Workshops  Sign in sheets for Parent Workshops	At least 10% of parents will attend at least one parent workshop sometime during the school year	Principal Parent Liaison Instructional Staff
Establish and encourage parent attendance at parent committees, including ELAC and Board meetings.	Calendar of meetings  Sign in sheets	Hold at least one (1) parent or committee meeting, besides ELAC and Board meetings, for each trimester.	Principal Parent Liaison
Gather parent input on Annual Parent Survey	Survey Results	At least 25% of parents will respond to our annual survey	Principal Parent Liaison Instructional Staff

**Achievement Goal #4: Student Achievement**

*JLPAA will increase pupil achievement, as measured by all of the following, as applicable:*

- A. Progress on CAASPP (as available)*
- B. Percentage of ELs who make progress toward English language proficiency as measured by the English Proficiency Assessment for California (ELPAC)*
- C. EL reclassification rate*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Communicate the expectation for high academic standards and expectations to all students, including English Learners	CAASPP data ELPAC Data Stakeholders feedback	All statistically student subgroups will gain at least 5% improvement by the end of the charter term in ELA/Literacy and Mathematics.	Executive Director Principal Instructional Staff

<p>Provide rigorous, quality instruction that aligns with the rigor and structure of the CAASPP</p>	<p>CAASPP results</p>	<p>The percentage of students meeting or exceeding standards in English Language Arts, Math, and Science (CAST) will exceed the average proficiency of the Comparison Public Schools as identified by JLPA.</p>	<p>Executive Director Principal Instructional Staff</p>
<p>Frequently monitor and provide appropriate interventions to students “at risk of low achievement” and ELs</p>	<p>Diagnostic assessments</p> <p>STAGE Plans</p> <p>Skill Specific Small Group Sessions rosters</p> <p>Targeted intervention (ART) rosters</p> <p>Roster of SST meetings</p>	<p>100% of students identified as “at risk of low achievement” and ELs will be involved in at least one type of intervention</p>	<p>Principal Instructional Staff SST Team</p>
<p>Provide high impact integrated and designated ELD instruction with the ELD Standards and the ELA/ELD Framework for English Learners</p>	<p>Lesson Plans Reclassification data</p>	<p>Reclassification rates for English Learners to Fluent English Proficient will exceed the reclassification rates of the Comparison Public Schools as identified by JLPA.</p>	<p>Executive Director Principal Instructional Staff</p>

**Achievement Goal #5: Student Engagement**

*JLPAA will maintain engagement, as measured by all of the following, as applicable:*

*A. School attendance rates*

*B. Chronic absenteeism rates*

*C. Middle School dropout rates (E.C. 52052.1(a)(3))*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Prioritize and track daily attendance with all students	Daily notification review of absenteeism	Maintain the percentage of student attendance for all numerically significant subgroups each year of the charter term at 95% or higher	Principal Instructional Staff Office Clerk Parent Liaison
Ensure access of JLPAA's student attendance procedures	JLPAA's Handbook website	Maintain average daily student attendance at 95% or higher both school wide and for all numerically significant subgroups	Principal Instructional Staff Office Clerk Parent Liaison
Refer truant students to the SST process for monitoring and support	Student attendance data  SST referrals for attendance	Each year, for each statistically significant student group, less than 5% of students will be absent more than 10% of the school days (chronic absence).	Principal Instructional Staff
Utilize SART/SARB Process	Meeting logs, invitation forms, tracking forms	Each year, percentage of students/parents participating in the	Principal Office Clerk

		SART/SARB process is less than 5% of students	
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**Achievement Goal #6: School Climate**

*JLPAA will maintain its school climate, as measured by all of the following, as applicable:*

- A. Pupil suspension rates*
- B. Pupil expulsion rates*
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Emphasize campus safety to all stakeholders	Practice drill log (e.g. fire, earthquake, intruder, etc.)	Complete at least one practice drill bi-monthly	Principal Instructional Staff Parent Liaison
Consistent communication with all stakeholders	Website posts Newsletters Social media posts Parent meeting logs	Weekly social media/website use to inform parents of school events, and at least one parent meeting and/or newsletter publication disseminated to parents each month	Principal Instructional Staff Parent Liaison
Stakeholders receive, have access, and understand JLPAA's suspension and expulsion policy	On file for each student a signed Suspension and Expulsion Acknowledgement	Suspension and Expulsion Rate will be less than 3% annually both school wide and for all numerically significant subgroups	Principal Instructional Staff Parent Liaison Office Staff

Provide professional development in School Climate (including positive behavioral support and crisis management) to support staff	Agendas and minutes	Suspension and Expulsion Rate will be less than 3% annually both school wide and for all numerically significant subgroups	Principal Instructional Staff Office Staff
Administer Annual Survey to students, parents, and teachers	Annual survey reports for each group	Each year, at least 80% of students, families, and teachers positively rate safety/culture at the Charter School.	Principal Instructional Staff Parent Liaison Office Staff

**Achievement Goal #7: Course Access**

*JLPAA pupils will have access to, and enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs.*

*“Broad course of study” includes the following, as applicable:*

*Grades 7-8: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Provide access to additional support with learning standards for student subgroups and students with exceptional needs	Intervention Session participation logs  STAGE Plans  Benchmark assessment results	By the end of the charter term, the performance gap between English Learners/SPED/Socioeconomically Disadvantaged Students and the highest performing subgroup on the Math and	Principal Instructional Staff

		ELA/Literacy portions of the SBA will decrease by at least 5%.	
Access to a variety of Visual and Performing Arts classes	List and/or schedules of Visual and Performing Arts classes and activities offered to all students	100% of students will have access to Visual and Performing Arts classes each week	Principal Instructional Staff
Provide professional development in the Visual and Performing Arts standards to instructional staff	Agendas Sign in sheets	At least 90% of all Instructional staff will attend professional development in Visual and Performing Arts meetings offered throughout the charter term	Principal Instructional Staff
Create Study Units for core subjects that integrates non-core curriculum using Backwards Design	Copies of Study Units	There will be non-core curriculum integrated into all Study Units created for core subjects	Principal Instructional Staff

**Achievement Goal #8: Student Performance**

*All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss> and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state's priorities. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:*

- A. Internal Assessment*
- B. Growth*
- C. Social Responsibility*

<b>School Action</b>	<b>Method of Assessment</b>	<b>Measurable Outcomes</b>	<b>Person(s) Responsible</b>
Prepare all students to compete in the 21 <sup>st</sup> century with technology both school wide and for all numerically significant subgroups	Student work utilizing technology	100% of students will have access to technology in order to complete assignments, assessments on-line, present information using available technology	Principal Instructional Staff
Provide all staff equitable access to hardware, online communication, and work tools to assess students and outline yearly goals	The percentage of staff utilizing hardware, online communication, and work tools  Assessment Analysis and Instructional Plan	100% of staff have equitable access to hardware, online communication, and work tools to assess students and outline yearly goals	Principal Instructional Staff
Students will be confident readers, writers, speakers, listeners, and presenters	State assessment scores  Benchmark & Interim Assessments  Teacher Created assessments/tasks	By the end of the charter term, the average of all students schoolwide will increase by at least 5 points on the ELA/Literacy portion of the SBA.	Principal Instructional Staff
Students will make sense of mathematical problems and persevere in solving them.	State assessment scores  Benchmark & Interim Assessments  Teacher Created	By the end of the charter term, the average of all students schoolwide will increase by at least 5 points on the Math portion of the	Principal Instructional Staff

	assessments/tasks	SBA.	
Students will use scientific inquiry to investigate and experiment with various branches of science, including Earth Science, Life Science, Physical Science, and Engineering.	State assessment scores  Teacher Created assessments/tasks  Benchmark & Interim Assessments	By the end of the charter term, the average of all students who were administered the CAST will increase by at least 5 points.	Principal Instructional Staff

These goals and JLPAA’s progress toward these goals will be communicated with the entire school community annually. Achievement of these goals will be measured by, among indicators, standardized test scores, benchmark assessments, and ongoing formative and summative assessments (publisher-supplied, teacher-created and online) throughout the year.

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 [Ref. Ed Code 47605.6(b)(5)(C)].

### Element 3: Methods of Student Assessment

*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(b)(5)(C).*

Julia Lee Performing Arts Academy affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Julia Lee Performing Arts Academy will adhere to all state testing requirements, including provisions of AB 484 (2012) and any revisions of Education Code that are applicable to charter schools. As established in the previous section, Julia Lee Performing Arts Academy will be utilizing diverse assessments that are aligned with the curriculum and instructional program, and fulfill the requirements of the state priorities in alignment with LCFF. They will be administered according to the assessment cycle below:

<b><u>Achievement Goal #1: Basic Services</u></b>		
<i>JLPAA teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at JLPAA has sufficient access to standards-aligned instructional materials (E.C. 60119). JLPAA facilities are maintained in good repair (E.C. 17008(d)).</i>		
<b>Assessment</b>	<b>Description</b>	<b>Assessment Schedule</b>
Certifications/ Credential Review	Used to ensure staff are appropriately assigned/ credentialed	Annually (May/June) monitored and checked prior to hiring, master schedule reviewed in August
Parent and teacher survey	Parents and teachers will be surveyed to obtain feedback on all schoolwide programs and initiatives	Annually
Facilities status log	Used to ensure facilities are in good repair and maintained	Monthly
Classroom observations	Administrative observations of teacher classrooms	Ongoing
Instructional materials inventories	Inventory logs of instructional materials such as curriculum	Quarterly and prior to each school year before new orders

**Achievement Goal #2: Implementation of Common Core State Standards**

*JLPAA will ensure that EL students will gain equal access to academic content aligned with the Common Core State Standards and increase English Language proficiency.*

Classroom/student observations	Monitors student access to academic content	Ongoing
CAASPP, Smarter Balanced Assessment, CAST, PFT, ELPAC	Provides student academic performance data	Annually, as available
Interim Benchmark Assessments (CCSS aligned): NWEA MAP or i-Ready Diagnostics	Provides student academic performance data	Tri-Annually
School designed assessments: Tests, Quizzes, Projects, Rubrics, Writing Prompts, Performance Based Assessments	Used for local tracking of student performance and progress monitoring	Ad-hoc, weekly, bi-weekly, monthly
Summative assessments in ELA, Science, Math and Social Studies (CCSS aligned)	End of unit assessments in core content areas	Monthly
Classroom technology inventory	Tracks student technology access and use	Monthly
Sample lesson plans	Used by site administration to monitor teacher instructional strategies and planning, including differentiation, and short/long term sequencing	Ongoing
Calendar of professional development	Used to determine PLCs and grade level planning time	Weekly
Attendance logs from professional development and PLCs	Used to determine staff participation	Weekly
Agendas from professional development and PLCs	Used to determine tracking, scheduling, and planning effectiveness of professional development and PLCs	Weekly

**Achievement Goal #3: Parental Involvement**

*JLPAA will increase parental involvement, including efforts to seek parent input for making decisions for the school, and promote parent participation.*

Budget	Used to determine the extent to which financial resources were used on fulfilling the goal	Quarterly and by the end of each fiscal year
Agendas	Tracks content of parent workshops and their effectiveness over time	At least three times/year
Sign-in sheets	Tracks participation of parent workshops and their effectiveness/interest	At least three times/year
Calendar of meetings	Schedules and tracks planning of parent meetings such as ELAC, board meetings, etc.	At least bi-monthly
Survey results	Tracks parent survey results for extent parents feel they are able to be involved with their child's school	Annually

**Achievement Goal #4: Student Achievement**

*JLPAA will increase pupil achievement, as measured by all of the following, as applicable:*

- A. Progress on CAASPP (as available)*
- B. Percentage of ELs who make progress toward English language proficiency as measured by the English Proficiency Assessment for California (ELPAC)*
- C. EL reclassification rate*

CAASPP	Tracks student academic progress and performance on CCSS	Annually
ELPAC	Tracks EL progress in English Language acquisition	Annually
Diagnostic assessments	Used for ongoing progress monitoring for all students, including ELs	Ongoing
STAGE Plan	Tracks students "at risk" of not meeting grade level standards	Ongoing, once per trimester
Rosters (intervention groups, SSTs, ART)	Tracks frequency of meetings/sessions and student participation of each	Ongoing
Lesson plans	Used by site administration to monitor teacher instructional	Ongoing

	strategies and planning, including differentiation, and short/long term sequencing	
Reclassification data	Monitors EL program effectiveness	Ongoing
<b><u>Achievement Goal #5: Student Engagement</u></b>		
<i>JLPAA will maintain 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 (E.C. 52052.1(a)(3))</i>		
Daily absentee review/student attendance data	Tracks student attendance and establish strategies to address chronic absenteeism	Daily, ongoing
Handbook	Provides parents and students with schoolwide policies and procedures, including reporting absences	Ongoing
Website	Provides parents and students with information including reporting absences online	Ongoing
SST referral log	Tracks student academic, social, and other concerns/interventions, including for those students chronically absent.	Ongoing
SART/SARB	Used to address chronic absenteeism with parents/student	Ongoing
<b><u>Achievement Goal #6: School Climate</u></b>		
<i>JLPAA will maintain its 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>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>		
Practice drill log	Tracks frequency of fire, earthquake, and/or intruder drills	At least one drill per month
Website posts, newsletters, social media posts	Informs parents of school events	Monthly

Suspension/expulsion acknowledgement	Tracks student/parent awareness of infractions leading to suspension/expulsion	Annually
Agendas & minutes	Tracks professional development planning and discussions relating to school climate and student discipline, including suspension and expulsion	Weekly
Annual parent/teacher survey	Tracks effective implementation of school culture	Annually
<p><b><u>Achievement Goal #7: Course Access</u></b></p> <p><i>JLPAA pupils will have access to, and enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-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><u>Grades 7-8:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education</i></p>		
Intervention session participation logs	Tracks UC (Unduplicated Count) student participation in intervention program in order to best monitor program effectiveness	Ongoing
STAGE Plans	Tracks UC students “at risk” of not meeting grade level standards	Ongoing, once per trimester
Benchmark assessment results	Used for ongoing progress monitoring for all students, including ELs, FRPM-eligible, and foster youth	Ongoing
VAPA schedules/rosters	Tracks access of VAPA classes for UC students	Each trimester
Agendas/sign-in sheets	Tracks staff participation and planning of professional development for VAPA classes	Weekly
Study units	Used to analyze and monitor non-core lesson plan and instructional design	Ongoing

**Achievement Goal #8: Student Performance**

*All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss> and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state’s priorities. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:*

- A. *Internal Assessment*
- B. *Growth*
- C. *Social Responsibility*

CAASPP	Tracks student academic progress and performance on CCSS in ELA, Math, and Science	Annually
Benchmark assessment results	Used for ongoing progress monitoring for all students in ELA, Math, and Science	Ongoing
Interim assessments	Tracks students’ preparedness to achieve academic progress and performance on CAASPP	Once per trimester
Student work utilizing technology	Tracks students’ use of technology for completion of assignments, projects, and presentations	Ongoing/daily
Staff technology use	Tracks staff access to hardware, online communication, and work tools	Daily

Julia Lee Performing Arts Academy will use multiple assessment measures to ascertain students’ progress in achieving CCCS, and other locally established goals. In addition to the standardized measurements, students will demonstrate their knowledge and ability through school designed interim assessments and a variety of teacher designed means which may include performance assessments, projects, performance based assessments, teacher created tests, essays, etc. Assessments are formative and summative, holistic and standardized, criterion- and norm-referenced, paper and pencil, and online and include any assessments applicable to students in non-charter public schools. Students must demonstrate mastery of grade level standards and skills when measured against multiple measures. Assessment will both improve learning and provides accountability. Assessments of student learning will help JLPAA:

- Plan curriculum and instruction
- Evaluate teaching strategies for continuous improvement
- Identify individual student needs
- Provide students, facilitators and parents with information useful in promoting learning and development
- Monitor progress of individual students toward achievement of standards

### Mandated State Assessments

As is required by California law, JLPAA will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 6065, including the CAASPP tests and other mandated state assessments. JLPAA will administer tests that are required by grade level, including the Smarter Balanced Assessments (SBA), California Science Test (CAST), California Alternate Assessments (CAA), English Language Proficiency Assessments for California (ELPAC), and the California Physical Fitness test (FitnessGram) in Grades 5 and 7. JLPAA will comply with all applicable regulations, reporting and processes associated with the state's new Charter School Local Control Accountability Plans under the Local Control Funding Formula.

### Annual Placement and Interim Benchmark Assessments

Julia Lee Performing Arts Academy will utilize beginning of the year diagnostic placement and triannual cumulative interim benchmark assessments based on standards. JLPAA retains the right to select appropriate CCSS aligned placement and interim assessments that may include, but are not limited to, the following: Measure of Academic Progress (MAP) published by NWEA or i-Ready Diagnostic published by Curriculum Associates. Both of these are CCSS aligned computerized adaptive assessments that give teachers and administration information they need to improve teaching and learning. We will use the growth and achievement data from these assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, language, math, and science, while i-Ready Diagnostic provides assessments in reading, writing, and math. They measure growth and show how students are progressing over time so data can be looked at historically.

### Formative Grade Level Designed Assessments

Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams weekly also design Common

Formative Assessments that they analyze during data meetings. Such assessments may include, but are not limited to exit cards, quizzes, anecdotal observations, quick writes, rubrics, writing prompts, oral reports, presentations, performance based assessments, Multiple Intelligence projects, etc. Grade level teams will establish proficiency levels for each assessment. JLPAA will use formative assessments to gain an understanding of what students have or have not learned in order to make responsive and targeted adjustments in teaching and learning for that course study.

### Summative Assessments

- " CCSS aligned teacher constructed summative assessments will be created as part of UbD designed study units as explained in *Element 1: I. Instructional Program*. These assessments will be created in all core subjects and given at the conclusion of each study unit, usually monthly, JLPAA will use summative assessments to gain an understanding of what students have or have not learned in order to make responsive and targeted adjustments in teaching and learning for that course study.
- " Final Interim Benchmark Assessment

### Use and Reporting of Data

JLPAA will be accountable to stakeholders by providing them with transparent information on student achievement; parent, student and teacher program satisfaction; financial stability; and attendance. The school will share accountability information, such as the SARC report, with the school community, the larger community and the Charter Authorizer via an annual report, parent meetings, social media, Board meetings, the school website and school mailings, which will be provided in English and Spanish..

JLPAA will use a school database software package 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. The student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English learners, socioeconomically disadvantaged students, students with disabilities, and foster and homeless youth). This information will be shared with all stakeholders on the school website and on JLPAA's student information system.

At the beginning of the school year, student assessment scores from the previous year will be analyzed by the instructional staff and administration. Data from both the state and local assessments will be compiled into a school data-management program to allow teachers to access the results in order to monitor individual student progress.

JLPAA's staff will maintain a Student Information System (SIS), such as Power School, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFEP status, socio-economic status, and length of time with Julia Lee Performing Arts Academy, etc. Matched scores will be used whenever appropriate. As a result of the analysis of student achievement data, the staff of Julia Lee Performing Arts Academy will target areas in the Charter School's instructional program, professional development and instruction to address student needs and improve student outcomes. Each year a Needs Assessment will be formulated with resources directed to meet targets.

Additionally, the school's management team will review student assessment data and discuss analysis of its implications for instruction. The Superintendent's recommendations to the JLPAA Board may address curriculum/textbook adoption, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items. The JLPAA Board will consider any reports and recommendations from the Superintendent and take action or seek additional information, as it deems appropriate.

Data reporting and analysis at benchmark intervals will also provide a basis for monitoring decisions that have been made or are under consideration. Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and English language development a minimum of three times per year per the Assessment Schedule. (Assessments for history/social science and science will be given as part of UbD units and grade level constructed assessments will be analyzed during PLCs). Following each assessment, teachers will process, analyze and share data with teaching and administrative staff and develop plans for re-teaching. The fall and spring assessments will be followed by parent teacher conferences where teachers will share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment will be followed by a re-teach period based on identified standards or skills in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teacher, and grades from both interim assessment and standardized tests will be used to drive future professional development, curriculum selections and programmatic changes. Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year will be made by the classroom teacher, whole instructional staff, and administrative leaders as appropriate. Decisions will be made on a daily basis to guide instruction, on a triannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness

Parent/teacher conferences will be held at least two times per year. Individual student results and achievement targets will be shared with parents at this time. In addition, pupil progress

will be communicated to parents regularly using a standards based report card and progress reports if needed. In addition, students with an IEP and receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students will be translated by staff. Reasonable efforts will be taken to provide information in primary language to families speaking languages other than Spanish.

### Student Grading System

A student grading system will be developed by the faculty of JLPAA in collaboration with the Principal and Executive Director, aligned to CCSS. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

The student grading system will be based on the following assumptions and guidelines:

- " Grades will be seen as a formal mechanism to hold students accountable for their own learning and achievements.
- " Formal assessment and reporting periods (trimesters) will be established.
- " Grades will be reported at the end of each trimester and will be provided to students and parents/guardians.
- " Grades will be accompanied by narrative descriptions of student progress.
- " Grades will indicate how well students have mastered the required standards and their level of achievement with the California Content Standards.

Decisions on promotion and retention of students can be found in Element 1 P. "Addressing the Needs of All Students".

## Element 4: Governance

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

### *Nonprofit Public Benefit Corporation Status*

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

As provided for in the California Corporations Code, the school is governed by its Governing Board, whose members have a legal fiduciary responsibility for the well being of the School. The Charter School will operate as a separate legal entity, independent of the Distriet County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Distriet County and the Charter School. Pursuant to California Education Code Section 47604(c), the Distriet County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the Distriet County has complied with all oversight responsibilities required by law.

### *Central Office*

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

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

The central office and Charter School functions outlined in the matrix below ensure that the

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

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

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

*Executive Director Role*

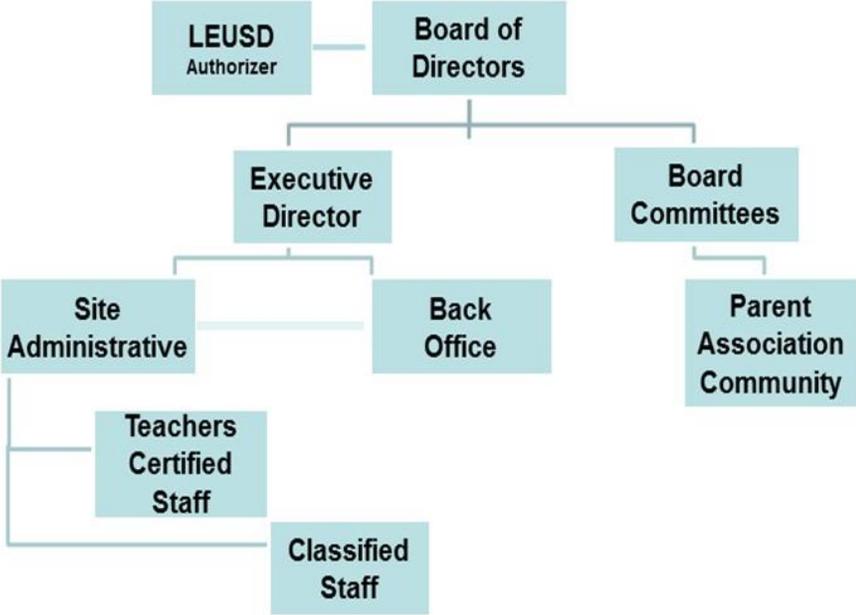
The Executive Director shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the employees of the Corporation. The Executive Director shall perform all duties incident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

- a. The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b. He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c. He or she shall be expected to anticipate the developing needs of the Corporation, charter schools and the community, both short- and long-term, and to interpret those needs and changes for the Board.

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

*Organizational Chart*

# Organizational Chart



*Composition of Governing Board*

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

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

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

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

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

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

*Initial Board*

(See Appendix for full Bio of all Board Members)

**Kellie Butkiewicz, President**

**Pietro E. Canestrelli, Treasurer**

**Shellie Dansby, Secretary**

**Koko Judge, Member**

**Dr. Kim Scott, Member**

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

### *Selection and Development of Board Members*

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

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

### *Roles and Responsibilities of Board Members*

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

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

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

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

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

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

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

### *Conduct of Meetings*

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

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

post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting. Members of the public shall be provided with an opportunity to address the Board directly at each teleconference location.

- A majority of the authorized number of directors shall constitute a quorum.

### *Board Training*

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

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

### *Process for Parent Involvement*

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

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

*Recommended Commitments*

- " Commitment and willingness to adhere and support all policies as outlined in the Julia Lee Performing Arts Academy Family Handbook.
- " Two-way communication between the Charter School and home regarding the education and well being of the student.

*Encouraged*

Figure 4.1 – Parent Participation Opportunities (see below)

**Figure 4.1 – Parent Participation Opportunities**

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

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

*Informal:*

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

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

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

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

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

- Report cards
- Phone calls home (informational from teachers, and satisfaction check-ins from liaison)
- Surveys (annual, parent-teacher conference, events, activities, workshops, etc.)

- Tuesday envelope (weekly information)
- Website
- Social media
- Principal open door policy
- Auto call system

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

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

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

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

## **Element 5: Employee Qualifications**

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

JLPAA will 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 on the basis of race, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. 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 committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. 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. 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 school. Each certificated employee 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 school and students.

As detailed in Section IV, below, JLPAA will adhere to all applicable state and federal laws regarding background checks and clearance of all personnel, ESSA 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 Executive Director and Governing Board will create a leadership development pipeline for exemplary teachers with demonstrated leadership skills and administrative interest. We will contract with an organization such as New Leaders to provide this professional development for future JLPAA leaders.

### **Hiring Assumptions**

The extent to which staff will be hired will be based on need as dictated by student enrollment, amongst other factors. The positions listed below are based on a student enrollment of 302 in year one (1) of the charter school. The positions with an asterisk will be hired if student enrollment meets the projections as stated above. JLPAA may employ additional staff in subsequent years during the term of its charter:

- Executive Director
- \*Principal
- \*Thirteen (13) Teachers for grades TK-5<sup>th</sup> - Year One
- Dance Instructor (part-time or may be contracted in alignment with budget)
- Music Instructor (part-time or may be contracted in alignment with budget)
- Theatre Instructor-part time (part-time or may be contracted in alignment with budget)
- \*Eight (8) Associate Teachers – Year One
- Office Manager
- \*Office Clerk
- Custodian

- Parent Liaison
- \*Additional classified/clerical staff may be added/hired based on enrollment and budgetary capacity

All full-time staff will be eligible for all health benefits provided by JLPAA. Specific personnel policies, including calendar, work day/school year, and procedures for disputes will be further developed and amended, from time to time, by the Executive Director and/or Board of Directors. JLPAA's employee policies and procedures will be codified in an Employee Handbook.

### **Administrative Positions: Executive Director and Principal**

#### *Executive Director*

Candidates for Executive Director 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 Executive Director will be hired by the Governing Board. The Executive Director shall report to the President of the JLPAA Board and be accountable to the entire JLPAA Board.

The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of JLPAA. The Executive Director shall oversee all aspects of the school's programs, including financial, operational, educational operations, and strategic planning. The Executive Director 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 Executive Director 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 Executive Director will hire, supervise, discipline and dismiss the Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss staff at the school after consideration of a recommendation by the Principal. The Executive Director shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by 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: Executive Director**

The Executive Director acts as Chief Executive Officer and Chief Operating Officer of JLPAA. The Executive Director will be the primary liaison between JLPAA and the Charter Authorizer. The essential duties and qualifications of this position are:

**ESSENTIAL DUTIES:**

- Know and be committed to the JLPAA vision, mission, goals and objectives.
- Know and be committed to JLPAA's board policies, values and basics.
- Prepare the agenda/reports for Board meetings, in consultation with the President of the Board.
- Supervise, directly or through delegation, all activities of the school system according to the policies of the Board.
- Attend and participate in all regular and special meetings of the Board, and make recommendations of any nature affecting the school.
- Define educational needs and formulate policies and plans for recommendation to the Board, based on short and long term planning.
- Prepare and submit to the Board, recommendations relative to matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- Advise the Board on the need for new and/or revised policies and see that policies of the Board are implemented.
- Inform and advise the Board about the programs and practices of the school, and keep the Board informed of the activities operating under the Board's authority.
- Represent the Board as liaison between the Charter Authorizer and the community.
- Accept responsibility for the general efficiency of the school system, for the development of the school staff, and for the educational growth and welfare of the students.
- Delegate at own discretion to other employees, the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power and duty does not relieve the Executive Director of final responsibility for the action taken under such delegation.
- Study and revise, through collaboration with staff, curriculum guides and courses of study, on a continuing basis. Recommend to the Board for its adoption as necessary, courses of study, curriculum guides, and major changes in texts.

- Make administrative decisions within the school necessary for the proper functioning of the school.
- Hold meetings with teachers, administrators, and other employees as necessary for the discussion of matters concerning the improvement and welfare of the school.
- Assume responsibility for the overall financial planning of the school and for the preparation of the annual budget, for Board review and approval.
- Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval of the Board.
- File, or cause to be filed, reports on behalf of the school required by the Charter Authorizer or state, or by applicable law.
- Secure for employment the best-qualified and most competent teachers available, and support staff, classified staff, and administrative personnel.
- Make recommendations with reference to the location and size of new school sites and additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; and improvements, alterations, and changes in the buildings and equipment of the school.
- Establish and maintain a program of public relations to keep the public informed of the activities and needs of the school, affecting a cooperative relationship between the school and the community.
- Keep informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keep the Board informed of trends in education.
- Perform such other tasks as may from time to time be assigned by the Board.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Laws, rules and regulations related to Charter Schools, including applicable sections of the State Education Code and Board policies or other applicable laws.
- National, state and local educational goals and objectives.
- Statutory and regulatory requirements in area of responsibility.
- Charter school development and renewal process.
- Budgeting practices regarding monitoring control and record keeping.

**ABILITY TO:**

- Demonstrate outstanding interpersonal, organizational, written and verbal communication skills.
- Be an active listener and have positive, professional interactions at all levels and in all situations in order to maintain effective relations with students, staff, parents and community members.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Read, analyze and interpret professional journals, technical procedure or governmental regulations.
- Effectively present information and respond to questions from groups of employees and the general public.
- Exercise independent judgment and analysis to coordinate operations.
- Work with mathematical concepts such as probability and statistical inference.
- Define problems, collect data, establish facts and have valid conclusions.
- Operate a variety of office equipment including computer, printer, scanner, facsimile machine, calculator, copier, etc.
- Work independently and participate as a team member in a collaborative environment.

**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

*Principal*

Candidates for Principal shall be screened, interviewed by the Executive Director and President of the JLPAA Board (or his or her designee) and hired by the Governing Board. The Principal shall report to the Executive Director and be accountable to the JLPAA Board.

Besides being responsible for planning, coordinating, supervising the day-to-day business

operations of a school and instructional program, 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's responsibilities also include, but are not limited to those outlined in the following job description:

### *Job Descriptions*

#### **TITLE: Principal**

The Principal, under professional direction from the Executive Director, serves as the instructional leader of the Charter School. The Principal will be responsible for promoting the school's mission and vision through all aspects of the site's operations. The Principal's essential duties include the following:

#### **ESSENTIAL DUTIES:**

- 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 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 **District**, 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 Executive Director 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 Charter Authorizer and its related entities.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities.
- Assist Executive Director and central office staff with budgets, charter renewal, outreach, partnerships and other duties as required.
- Oversee the implementation and administration of all statewide assessments

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Laws, rules and regulations related to Charter Schools, including applicable sections of the State Education Code and Board policies or other applicable laws.
- Operation of office machines including a computer and specified software applications.
- Budgeting practices regarding monitoring and control including financial and statistical record keeping.

### **ABILITY TO:**

- Be an active listener and have positive, professional interactions at all levels and in all situations in order to maintain effective relations with students, staff, parents and community members.
- Carry out supervisory matters requiring knowledge of School policies, procedures and related rules and regulations, federal guidelines and related codes and laws.

- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Exercise independent judgment and analysis to coordinate operations and adopt effective courses of action.
- Maintain records, prepare reports and deliver presentations.
- Operate a variety of office equipment including word processor, computer, printer, scanner, facsimile machine, calculator, copier, etc.
- Work independently and participate as a team member in a collaborative environment.

### **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).

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 Executive Director in a timely fashion.

All teachers employed by JLPAA in core, academic subjects shall hold a credential equivalent to that which a teacher in other public schools would be required to hold. 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: Classroom Teacher**

Teacher responsibilities include:

- Help develop and deliver a quality, enriched curriculum and navigate resources that are aligned with the state standards (Common Core and California) in all core content areas
- Provide continual assessment of student progress and maintain appropriate documentation and records
- Provide an effective environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Have, at a minimum, basic experience with educational technology
- Actively strive for continuous and open communication with parents and community members
- Maintain regular, punctual attendance

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.
- 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: Dance Instructor-Part Time or Full Time**

The full time dance instructor will provide dance instruction to grades TK-8<sup>th</sup> grade and hold the belief that all students can achieve at the highest academic levels.

**ESSENTIAL DUTIES:**

Responsibilities include, but are not limited to:

- Develop dance curriculum
- Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)
- Participate actively in school-wide activities and events, extending beyond the classroom (e.g., planning for professional development, refining curriculum)
- Enforce and model school-wide behavioral expectations
- Collaborate with the classroom teachers to integrate movement into the classroom and class content into dance class.
- Ensure that the school's academic standards are rigorous, clear, measurable, and aligned with the Common Core State Standards, California Standards for the Visual and Performing Arts and other related content standards.
- Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
- Use a backwards-planning model to develop long-term, unit, and daily lesson plans

- Accommodate, differentiate, or modify curriculum to meet student needs
- Research and use a variety of methods to engage students in the classroom
- Develop dance assessments that measure student progress.
- Assume responsibility for the progress of all students, including developing intervention plans for students who do not meet dance goals
- Demonstrate resourcefulness (e.g., anticipate and order equipment, schedule guest speakers, design field trips, develop partnerships in the community, research and write grants, attend conferences to improve instruction, etc.)
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their child's education
- Choreograph dance performance pieces for the end of the year recital and informal "performance parties" throughout the year

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- And support for JLPAA's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.
- World, Folk, and Cultural Dances
- Contemporary Dance (jazz, hip hop, ballet, and lyric)
- History of Dance
- Choreography

### **ABILITY TO:**

- Collaborate with other instructors in the Visual and Performing Arts Teaching Team
- Collaborate with the principal, grade levels, and instructors in the Visual and Performing Arts Teaching Team
- Engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Use assessment data to inform instruction
- Incorporate Physical Education Content Standards into dance lessons

**QUALIFICATIONS:**

- A valid California Physical Education Single Subject Credential preferred
- Minimum of three (3) years experience teaching dance in a studio or classroom environment
- BCLAD, CLAD, SB1969 or EL authorization

**TITLE: Music Teacher-Part Time or Full Time**

The JLPAA music teacher is responsible for providing an introduction to technical musical concepts to TK-8<sup>th</sup> grade students and hold the belief that all students can achieve at the highest academic levels.

He/she exposes students to musical scales, musical notation, the art of singing, different types of musical instruments, and different styles of music. The music teacher also instructs students about the history of music, as well as introducing them to the music of many legendary musicians and composers. Additionally, a music teacher may be required to prepare students for public performances, in conjunction with either a classroom teacher or the dance department, to showcase student talent in the performing arts.

**ESSENTIALDUTIES:**

- Teaches skills in music understanding/appreciation, harmony, explorations in music and choral music to elementary students
- Plans and executes a balanced music program and organizes class time so that preparation, rehearsal, and instruction can be accomplished within the allotted time
- Provides individual and small group instruction in order to adapt the music curriculum to the needs of each student; encourages students to develop individual musical skills to the greatest extent possible
- Utilizes repertoire of all types of music literature, including traditional and contemporary, that are appropriate for the ages and skill levels of students
- Maintains care and responsibility for school-owned music, musical instruments, and equipment to prevent loss or abuse; makes minor adjustments and requests repairs to instruments as required
- Evaluates each student's musical growth, performance, and musical understanding; assesses each individual's contribution to the performance of the group
- Selects appropriate music, books, and instructional aids to enhance learning and requisitions musical instruments and instructional supplies as necessary

- Cooperates with JLPAA Principal and faculty in providing musical programs for school assemblies, open house, parent meetings, and seasonal programs
- Communicates with parents and school staff on individual student's progress behavior management and student engagement
- Organizes classroom systems and procedures and manages student behavior to ensure all students are fully engaged
- Researches and uses a variety of methods to engage students in the classroom.
- Enforces and models school-wide behavioral expectations
- Assists with school duties, such as monitoring student transitions and dismissal

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- And support for JLPAA's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.
- Choral music instruction
- Beginning piano instruction
- Different types of musical instrument instruction

### **ABILITY TO:**

- Collaborate with the principal, grade levels, and instructors in the Visual and Performing Arts Teaching Team
- Engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Motivate pupils to develop skills, attitudes, and musical experiences
- Use assessment data to inform instruction

### **QUALIFICATIONS:**

- Possession of a Bachelor's degree from a four-year college or university; music concentration highly preferred
- A valid California Multiple-Subject Credential or Single Subject Music Credential highly preferred
- BCLAD, CLAD, SB1969 or EL authorization

**TITLE:        Theatre Arts Instructor-Part Time or Full Time**

The JLPAA theatre arts teacher will teach grades Tk-8th grade and hold the belief that all students can achieve at the highest academic levels. He/She will cover all aspects of the dramatic arts including pantomime, storytelling, tableau, role-playing, theater games, and Reader's Theater. Other duties may include preparing students for public performances, in conjunction with either a classroom teacher or the dance department, to showcase student talent in the performing arts.

**ESSENTIALDUTIES:**

- Teach skills in theater appreciation to build students' understanding of various performance styles
- Provide staff development to classroom teachers on methods and strategies for integrating theatre activities across the curriculum.
- Provide lessons to students on character, setting, conflict, motivation, props, stage areas, blocking, cooperative scriptwriting, and improvisation.
- Plan a balanced program, and organize daily class time so that preparation, rehearsal and instruction can be effectively accomplished within the allotted time
- Utilize repertoire of all types of performance styles that are appropriate for the ages and skill levels of students
- Establish and maintain standards of student behavior to provide an orderly, productive environment during practice, group rehearsals, and theater performances
- Organize and supervise approved field trips to enhance classroom learning
- Design assessments and use data to refine curriculum and inform instructional practices
- Differentiate plans for individual students based on their unique learning profiles so that all students are engaged and challenged
- Prepares orders for any supplies, equipment, costumes, etc. within approved budget, following established purchasing procedures, and maintains and stores such in safe and approved fashion and to minimize time required for distribution and collection
- Instructs students in proper care and use of supplies, equipment, costumes, etc.
- Provides and supervises opportunities for students to demonstrate individually and in large groups the skills and talents developed in the theater program. These opportunities may occasionally be outside of the normal work day for teachers, including evenings and weekends
- Communicates with parents and school staff on individual student's progress behavior management and student engagement

- Organizes classroom systems and procedures and manages student behavior to ensure all students are fully engaged
- Researches and uses a variety of methods to engage students in the classroom.
- Enforces and models school-wide behavioral expectations
- Assists with school duties, such as monitoring student transitions and dismissal

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- And support for JLPAA’s mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.
- Creative dramatics and improvisation
- Simple staging and costuming

**ABILITY TO:**

- Collaborate with the principal, grade levels, and instructors in the Visual and Performing Arts Teaching Team
- Engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Motivate pupils to develop skills, attitudes, and theatre experiences
- Use assessment data to inform instruction

**QUALIFICATIONS:**

- Possession of a Bachelor’s degree from a four-year college or university; theatre arts major or minor highly preferred
- A valid California Multiple-Subject Credential or appropriate Single Subject Credential highly preferred
- BCLAD, CLAD, SB1969 or EL authorization

**TITLE: Associate Teachers**

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

The Associate Teacher is responsible for providing assistance to instructional programs by

assisting the classroom teacher in achieving educational objectives by working with individual students or small groups to help them achieve the skill levels of the class as a whole. The instructional aide assists the teacher in providing a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

**ESSENTIAL DUTIES:**

- Executes instructional activities with individual students or small groups of students following teacher direction and demonstration.
- Assists in preparation of materials for class, classroom activities, assignments, location of supplementary materials from other resources areas.
- Implements behavior management programs designed by teachers and/or school. Counts and records specific student behaviors; administers procedures in the positive behavior support plan
- Monitors student use of instructional equipment. Provides general maintenance of equipment including cleaning and disinfecting.
- Serves as a source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Assists, monitors, and guides students to pay attention, participate in activities, and complete tasks.
- Perform a variety of clerical duties such as preparing and duplicating instructional materials, scoring papers, maintain records including attendance, grades and test scores as assigned.
- Maintain the confidentiality of records and information related to students and parents. Maintain inventory and requisition materials and supplies as needed.
- Assure the health and safety of students by following health and safety practices and procedures.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- And support for JLPAA's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.

**ABILITY TO:**

- Establish and maintain productive working relationships with staff and general community
- Work on multiple tasks and prioritize appropriately
- Recognize areas of concern relating to student issues and propose or recommend appropriate solutions to problems
- Communicate effectively
- Exercise initiative and make independent decisions

**QUALIFICATIONS:**

- Possession of an Associates of Arts (AA) 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**

JLPAA's Office Manager is directly responsible and supervised by the Executive Director and Principal. The Office Manager performs a variety of clerical duties, record keeping, public relations activities, and office support duties in order to support students and staff. He/She performs other related work as directed.

**ESSENTIAL DUTIES:**

- Knows and is committed to JLPAA's Vision, Mission, and Values.
- Performs clerical duties as directed by supervisor.
- Maintain Executive Director's and Principal's calendar to coordinate work and meetings.
- Communicates and serves as liaison with outside agencies to exchange information and/or resolve issues or concerns.
- Schedules meetings/appointments, as assigned by supervisor.
- Types and proofreads routine correspondence and documents.
- Keeps records and proofreads required reports.
- Enters data and checks for accuracy.
- Performs clerical functions including but not limited to filing, printing, copying,

faxing, etc.) for the purpose of supporting school operations.

- Answers phones, takes and forwards messages.
- Prepares requisitions for purchases
- May assist with departmental budget
- Performs other department related duties as assigned by Executive Director or Principal.
- Maintains a clean, safe and orderly work environment.
- Continually pursues academic and professional growth and development; always pursues academic excellence for self, students and parents.
- Attends staff development sessions in accordance with established policies and procedures.
- Provides assistance to staff for the purpose of supporting them in the completion of their assigned tasks efficiently.
- Communicates and works cooperatively with co-workers, parents and students.
- Understands, interprets, and explains a variety of policies, laws, rules, and regulations to others.
- Reports all safety, sanitary, and fire hazards to Executive Director or Principal.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Laws, rules and regulations related to Charter Schools, including applicable sections of the State Education Code and Board policies or other applicable laws.
- Alphabetical, numerical, and subject matter filing systems.
- Operation of office machines including a computer and specified software applications.
- Budgeting practices including financial and statistical record keeping.
- English usage, spelling, grammar, and punctuation
- Principles of basic record-keeping
- Principles of basic mathematics
- Proper lifting techniques

### **ABILITY TO:**

- Demonstrate outstanding interpersonal, organizational, written and

verbal communication skills

- Be an active listener and have positive, professional interactions at all levels and in all situations in order to maintain effective relations with students, staff, parents and community members.
- Operate a variety of office equipment including word processor, computer, printer, scanner, facsimile machine, calculator, copier, etc.
- Work independently and participate as a team member in a collaborative environment.
- Prioritize tasks and meet deadlines.
- Understand and carry out oral and written directions.

**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**

Under the direction of the Principal and or Office Manager, this position performs a variety of general clerical, recordkeeping, and public relations activities and office support duties in order to support a safe and orderly environment for students and staff. He/She performs other related work as directed.

**ESSENTIAL DUTIES:**

- Know and be committed to JLPAA's Vision, Mission, and Values.
- May greet visitors for the purpose of conveying information or providing direction as appropriate.
- Performs record keeping and general clerical functions including but not limited to proofreading, filing, printing, copying, faxing, etc.) for the purpose of supporting school or ~~district~~ county office operations.
- Ensures that daily attendance is recorded accurately school-wide and follow-up with appropriate staff to ensure that attendance is taken accurately daily
- Ensure that monthly attendance is reconciled by teachers
- Provide a daily attendance report to the Principal and Executive Director
- Oversee the local and state reporting of attendance (P1, P2, and CALPADS)

- Manage state and local attendance policies, including SARB, SART, etc.
- Contacts parents regarding absences or student illness and logging all parent communication information in Student Information software
- May receive, screen and distribute incoming mail to the proper recipient.
- Maintain confidentiality of materials and information.
- Answer telephone(s), direct phone calls and all individuals as necessary to appropriate person.
- Know and be able to answer questions regarding JLPAA's program.
- Operate a variety of office equipment including; word processor, computer, printer, scanner, facsimile machine, calculator, copier, etc.
- Handling of monies for various purchases and activities as assigned.
- Maintains supplies by checking stock to determine inventory levels; anticipating requirements; placing and expediting orders; verifying receipts; stocking items; delivering supplies to work stations.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Continually pursue academic and professional growth and development; always pursue academic excellence for yourself, students and parents.
- Attend staff development sessions in accordance with established policies and procedures.
- Maintain a clean, safe, and orderly work environment.
- May supervise students sent to office until supervisor or designee is available.
- Works cooperatively with office staff to maintain school site operations.
- Enters data and checks for accuracy
- Assist with other such duties as may be assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Laws, rules and regulations related to Charter Schools, including applicable sections of the State Education Code and Board policies or other applicable laws.
- JLPAA's programs and activities.
- Routine office procedures, methods, and equipment

- Computer and specified software applications, practical experience in Microsoft Office.
- Alphabetical, numerical and subject matter filing systems.
- English usage, spelling, grammar, and punctuation
- Principles of basic record keeping
- Principles of basic mathematics
- First Aid/CPR
- Proper lifting techniques

**ABILITY TO:**

- Perform routine general clerical work.
- Demonstrate outstanding interpersonal, organizational, written and verbal communication skills.
- Understand and carry out oral and written directions
- Be an active listener and have positive, professional interactions at all levels and in all situations in order to maintain effective relations with students, staff, parents and community members.
- Operate a variety of office equipment including but not limited to word processor, computer, copier, printer, scanner, facsimile machine, calculator, copier, etc.
- Understand and follow oral and written directions.
- Meet Schedules and time lines as assigned.
- Work independently and participate as a team member in a collaborative environment.

**QUALIFICATIONS:**

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

**TITLE: Parent Liaison**

Under the direction of the Principal, this position assists in communications between parents and the school, delivers parenting workshops, and supports Julia Lee Performing Arts

Academy families locate the services they need.

**ESSENTIAL DUTIES:**

- Know and be committed to JLPAA's Vision, Mission, and Values.
- Provides information to parents about the Charter School's procedures, instructional programs, and the names and roles of administrators and staff members.
- Conducts meetings at school or in their homes for parents who request help in completing specific forms for school registration.
- Provides information to parents about the resources available to them throughout the school and community.
- Makes follow-up phone calls to ensure the family is able to, and continues to, access the resources they need.
- Makes home visits to parents, as appropriate.
- Contacts parents to serve on school committees or to attend special events at the school.
- Serves as a contact person for parents to call with questions about the school services or specific activities and events.
- Maintains confidentiality in carrying out responsibilities.
- Participates in school renewal activities.
- Coordinates and may present a variety of workshops of interest to the parent community.
- Maintain a clean, safe and orderly work environment.
- Attends staff development sessions as required by Principal.
- Assists with other such duties as may be assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Laws, rules and regulations related to Charter Schools, including applicable sections of the State Education Code and Board policies or other applicable laws.
- Operation of office machines including a computer and specified software applications, practical experience in Microsoft office or MOUS certification.
- JLPAA's policies and procedures.

**ABILITY TO:**

- Demonstrate outstanding interpersonal, organizational, written and verbal communication skills.
- Maintain a flexible workload.
- Receive and obtain direction from Principal and act accordingly in a timely manner.
- Organize, coordinate and take initiative of assigned projects.
- Be an active listener and have positive, professional interactions at all levels and in all situations in order to maintain effective relations with students, staff, parents and community members.
- Adjust to the ever-changing technology and operate a variety of office equipment including word processor, computer, printer, scanner, facsimile machine, calculator, copier, etc.
- Work independently and participate as a team member in a collaborative environment.

**QUALIFICATIONS:**

- Minimum of a High School Diploma or Equivalent.
- College Level course work in relevant field and or 1-3 years of clerical experience.
- Fluent in English and Spanish
- A Valid Driver's License.

**TITLE: Custodian**

The Custodian assists the Principal in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

**ESSENTIAL DUTIES:**

- Performs general clean-up of all facilities (sweeps, mops, scrubs, polishes, vacuums, halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom, etc.)
- Maintain multi-purpose room floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate
- Prepares and set up rooms for special meetings or events, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound, etc.
- May work extra hours to accommodate after school activities and functions

- Perform periodic major cleaning projects such as scrubbing walls, ceilings, etc.
- Secures building against vandalism, lock and unlock doors, turn off light switches and generally patrol the building and grounds
- Performs minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism, etc.)

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Cleaning materials, disinfectants and equipment used in custodial work
- Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools

**ABILITY TO:**

- Understand and follow oral and written directions at a level required for successful job performance.
- Communicate and interact effectively with multiple constituencies
- Maintain a flexible workload.

**QUALIFICATIONS:**

- High school diploma or equivalent preferred
- Minimum of one year experience in custodial work preferable
- Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures

*Hiring of Teachers*

The Executive Director (ED) and Principal will actively recruit strong, qualified candidates through word-of-mouth and individual contacts, as well as advertising, marketing, and effective use of the press and teacher networks such as Edjoin university credential programs and Teach for America.

JLPAA will consider a teacher applicant for hire after the applicant has successfully completed a circuit interview process. The ED will convene an interview team, consisting of the Principal and any combination of teachers. The Principal will provide training for the team. The

interview team will conduct the circuit interviews and keep a candidate's philosophical match with the program, mission and vision in primary consideration throughout the process.

In one phase, applicants are asked to respond in writing to prompts intended to reveal applicants' understanding of teaching theory and teaching knowledge as it specifically pertains to second language learners and instruction. In another phase, applicants are asked to respond to a series of scenarios, which are designed to reveal teachers' commitment to Julia Lee Performing Arts Academy's mission, vision and values. In the next phase, applicants are observed teaching a lesson (live or videotaped) and given immediate feedback. This phase is intended to reveal an applicant's willingness to reflect on teaching practice and to improve his or her pedagogy. Candidates also participate in such tasks as an oral interview and role-play. If an applicant's position requires bilingualism, each phase will ask applicants to demonstrate proficiency in both languages.

The hiring team confers and makes recommendations to the ED, who makes the final decision. The ED or designee then conducts reference checks and makes an offer to the candidate pending Board approval. The ED is responsible for recommending finalists for positions at JLPAA to the Board.

### *Compliance*

The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, gender identity, age, disability, or any other protected classifications. It is our intention that Julia Lee Performing Arts Academy staff reflects the diversity of the community. Julia Lee Performing Arts Academy employees shall be accountable to the Principal and ED. All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization and a Mantoux tuberculosis (TB) test

### *Professional Development Calendar*

- The annual JLPAA professional development calendar is set up each year to reflect the Teacher Orientation and Summer Institute for New and Returning teachers
- 1 hour/week Grade Level Team Meetings
- 1 hour/week Professional Development Sessions
- 1 hour monthly Faculty/Staff Meetings
- Ongoing Job-embedded Professional Development: Classroom

- Coaching/Feedback (On-site and web-based)
- 1 hour Classroom Teacher On-site PD during Performing Arts classes

JLPAA faculty and staff will be given the opportunity to attend professional development seminars and presentations. These professional growth sessions may take place on campus or off-site. Each year the faculty attend Professional Development Training, including seminars and presentations on several different educational and instructional strategies and pedagogy.

### *Orientation and Induction*

All new faculty members go through a one-week orientation and induction process prior to the school year to familiarize themselves with the school's vision, mission, program, culture and expectations. More importantly new faculty members are given the opportunity to get involved in the professional learning community as part of their development from the outset. Because of the climate and culture of Visual Performing Arts embedded in our program, it is pertinent that teachers be trained.

### *Mentorship*

Faculty members who are new to JLPAA will be assigned a mentor teacher or administrator with whom they are able to discuss questions, concerns, and the potential for personal growth. If the teacher is interning, then the mentor is the assigned administrator. If a teacher is going through the Beginning Teacher Support and Assessment program ("BTSA") then their mentor is one of several on-campus BTSA providers. If the teacher is experienced but new to the school, a mentor is usually the team or department head. Any mentorship discussion is confidential and plays no part in the annual review process.

### *Observations and Evaluations*

Faculty members are encouraged to observe one another in the classroom at all times and there are often formalized times created for such observation via administration, especially for those faculty members who are new to the field or new to the Charter School. A minimum of three formal observations are conducted on new teachers each year. The veteran faculty are observed on a rotating basis over three years. All administrators conducting formal instructional observations utilize an iPad and conduct observations electronically via multiple walk-throughs, as a best practice. Faculty receive their feedback directly and almost immediately via email following the observation. Faculty members are also encouraged to schedule observations in others schools to glean best practices from outside the organization.

### *Performance Based Evaluation Structure*

The JLPAA governing board support a faculty performance evaluation system. The four components within the system are:

1. Student Achievement
2. School Community Support
3. Standards Based Evaluation Model (comprised of the clinical supervision model utilizing California Standards for the Teaching Profession (CSTP))
4. Professional Growth (set by evaluator)

Performance reviews are ongoing throughout the school year, and a summative review will be conducted at the end of each school year using a rubric designed by the ED and Principal and approved by the Board of Directors.

Teachers will be supported in their professional growth with ample time for planning and collaboration and resources for improving instruction. Professional development will be lead mutually by teachers and the Principal, who serves as the instructional leader. Professional development time is driven by the Principal's classroom observations, student data and teacher needs. Regular scheduled professional development time is used to read articles, books and research and discuss findings and application to Charter School. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school mission and vision. Other time will be devoted to data analysis, looking at student work, community building, and collaborative planning of lessons, units, and curriculum (See Appendix for Professional Development Format).

In addition to regular school year professional development, teachers also engage in a one-week summer retreat/in-service. This time is dedicated developing school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, study unit development, backwards planning and to other yearlong school wide planning.

#### *Staff Observations*

The Principal or designee is responsible for observing and supervising all Charter School staff. The Principal or designee conducts both formal and informal observations. Informal observations may consist of daily classroom walk-throughs, review of lesson plans, observation of interactions with fellow staff and contributions to professional conversations.

### *Yearly Evaluation Procedures*

1. Principal or designee provides a copy of the Teacher Evaluation Rubric to the teacher.
2. Principal/designee will have conducted a minimum of one observation visit.
3. Pre-Evaluation Conference –The teacher conducts self-evaluations and meets with the Principal or Designee to discuss the preliminary rubric standing.
4. The first Rubric evaluation is completed by the principal /designee and provided to the teacher.
5. Principal/designee will conduct at least two additional observation visits.
6. The final Rubric evaluation is completed by the Principal /designee and provided to the teacher.

### *Other Staff Evaluations*

Evaluation procedures will be conducted in a manner established by the administration and approved by the Board. Procedures will include supervision and evaluation, self- evaluation, and professional goal setting.

## **Element 6: Health and Safety Procedures**

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

Julia Lee Performing Arts Academy will follow clear procedures to ensure the health and safety of pupils and staff. JLPAA will adopt and implement site-specific comprehensive health and safety plans and risk management policies in consultation with insurance carriers and risk management experts prior to the Charter School's opening. 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 [District County](#) prior to operation or according to a timeline as specifically required by the [District County](#).

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the Charter School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the Charter School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

All staff members will also be well versed in established safety and emergency precautions, including fire and earthquake drills. Staff members, including yard duties and clerical workers, are required to attain CPR and First Aid certification and maintain these credentials. In addition, staff is required to complete online Safe Schools seminars related to emergency situations, including how to properly proceed in the presence of blood-borne pathogens, first aid, child abuse reporting, and playground safety. Trainings are differentiated according to the position the staff member holds at Julia Lee Performing Arts Academy. Additionally, all recommended safety drill procedures and evacuation maps will be posted in all classrooms.

### *Fingerprinting*

The Executive Director shall review (or cause to be reviewed) Department of Justice fingerprint background reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the President of the Board will review.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the Principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval, if required, for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries for volunteers, if required, will be completed annually, at the beginning of each school year or when volunteer service begins. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

#### *Procedures for Background Checks*

As a condition of employment, JLPAA requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. JLPAA will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district or county because of his or her conviction for any crime, unless an applicable exception applies. JLPAA will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. JLPAA shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

### *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.

### *Child Abuse Reporting*

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Police Department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program. Child abuse or neglect includes the following:

- 1) Physical injury inflicted in a manner other than accidental means on a child by another person.
- 2) Sexual abuse of a child as defined in Penal Code 11165.1.
- 3) Neglect as defined in Penal Code 11165.2.
- 4) Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
- 5) Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
- 6) Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report, which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may

assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name. Staff is informed of Mandated Reporter duties each year, during summer professional development, in the employee handbook and through Safe Schools training.

**Figure 2.5 – Health and Safety Staff Requirements**

	Safe Schools Yearly Training	TB test	CPR/First Aid	Fingerprint DOJ/FBI background Check	Mandated Reporter
Teachers	√	√	√	√	√
Associate Teachers	√	√	√	√	√
School Assistants	√	√	√	√	√
Office/admin staff	√	√	√	√	√
Contractors	Case by case basis	Case by case basis	Case by case basis	Case by case basis	Case by case basis
Volunteers/visitors not within direct eye sight of paid school employee	Principal discretion	Principal discretion	Case by case basis	√	Case by case basis

*On-Line Safety Training*

The safety of all employees and students is of utmost importance. We are pleased, therefore, to offer the Safe Schools professional development and training courses to our staff. All employees are required to receive certain mandatory trainings each year. These courses are informative and helpful in maintaining safe working conditions for employees and students. The trainings are offered online, and most are also offered in Spanish.

*Communicable, Contagious, or Infectious Disease Prevention Policy*

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire Charter School community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations/Physical Exams). Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

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

The Charter School shall function as a drug, alcohol and tobacco free workplace.

#### *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 of 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).

The Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations. Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in- service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision.

#### *Health Examination Certificates or Waivers*

On or before the 90th day after a student's entrance into first grade at, all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver.

#### *Health Examinations*

The Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary.

A parent/guardian may file annually with the Charter School's Principal a statement in writing, signed by the parent/guardian stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the Charter School Principal is satisfied that any contagious or infectious disease does not exist.

#### *Vision/Hearing/ Scoliosis Testing*

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

*Immunizations, Tuberculosis Testing, and Screening*

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the Charter School staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten must show proof of the following immunizations:

Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

Students entering grade seven must show proof of the following immunizations:

<b>Immunization</b>	<b>Dosage</b>
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

The Charter School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic.

Students may be conditionally admitted in accordance as set forth in Title 17, California Code of Regulations Section 6035. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the Charter School discovers that an admitted student has not received all required immunizations, the Charter School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements: Students will be exempted from immunization requirements if his/her parent or guardian files with the Charter School a letter or affidavit stating that the immunization is contrary to his or her personal beliefs. Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. This statement must contain a statement identifying the specific nature and probable duration of the medical condition. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the Charter School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

JLPAA will follow the requirement of Education Code Section 49406 in requiring that all employees submit to a tuberculosis risk assessment prior to commencing employment and, if risk factors are identified, the employee shall be required to undergo the tuberculosis examination and repeat the examination at least once each four years pursuant to Ed. Code section 49406(b). Employees will select the site for tuberculosis testing and be responsible for the cost of such testing.

JLPAA will direct employees to a site where "Live Scan" will be utilized. This computerized fingerprinting system enables employers to receive reports from the Department of Justice in approximately 72 hours. Employees will not begin work at JLPAA until the fingerprint clearance is received from the Department of Justice.

Julia Lee Performing Arts Academy will abide by the McKinney-Vento Act and eliminate enrollment barriers faced by homeless children and youth including assisting with obtaining educational records, immunizations and naming a liaison that will help ensure that homeless children and youth enroll in, and have a full opportunity to succeed in, schools of that LEA.

The Charter School will file a written report on the immunization status of all new entrants to the Charter School with the Department of Health Services as required by law.

### *Administration of Medication*

JLPAA will follow Education Code 49423 regarding the administration of medication to students during the school day. The school will request a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, to provide a release for the Health Technician or other designated school personnel such as Office Manager to consult with the health care provider of the student regarding any questions that may arise with regard to the medication. The release will include a waiver from civil liability for JLPAA and school personnel if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

### *Maintenance and School Site Safety Plan*

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.

### *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 such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. A comprehensive policy will be developed 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 will be addressed in both our sexual misconduct policy and the Employee Handbook. JLPAA will immediately undertake a thorough and objective investigation of the harassment allegation(s). The policy will include all relevant protected classes including those listed by the Fair Employment and Housing Act (FEHA).

### *Auxiliary Services*

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

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

### *Fires and Other Emergencies*

The school will have an emergency procedures and evacuation plan to follow in the event of fire or other disaster. (See *Emergency Plan* in the Appendix) These will be posted prominently in all rooms and bulletin boards of the facility. Exits, fire extinguishers and first aid kits will be located on each floor. All employees will be expected to familiarize themselves with the location of such equipment. The School shall conduct fire drills monthly. A Certificate of Occupancy will be obtained before the start of school. The process to obtain a Certificate of Occupancy will include passage of all required fire inspections as coordinated with city/county officials.

### *On-the-Job Injuries/Illnesses*

Any job-related injury or illness, regardless of severity, will be reported immediately to an employee's supervisor for prompt medical attention as necessary.

### *General Safety Rules*

Employees perform a wide range of functions in various locations. Although some safety rules apply only to specific positions, all employees will be expected to comply with the rules in this procedure:

- Use common sense in performing duties.
- Report any work injury/illness to supervisor.
- Report unsafe conditions to supervisor or safety committee member.
- Do not use any equipment, vehicles or materials when overly tired, nauseated, feverish or under the influence of any substance that may affect judgment.
- Keep work area neat and tidy.
- Use mechanical devices or request assistance in lifting heavy loads.
- Wear seat belts when operating any company or rented vehicle or driving your own personal vehicle while on company business.
- Do not use tops of cabinets or bookcases for extra storage or displays.
- Assure that aisles or exits are kept clear; do not allow cords to interfere with walkways.
- Keep paper clips, tacks, pins and other objects off the floors.
- Store all sharp objects properly when not in use.

- Open and close doors cautiously and use extra caution at blind hallway intersections.
- Open only one file cabinet drawer at a time to avoid tip-over. Cabinets should also be loaded from bottom to top and emptied in the reverse order.
- Report or clean up all spills immediately.
- Use step stools, platforms or ladders for climbing. Never use chairs.
- Report or replace frayed electrical cords.

### *Emergency Evacuation Plans and Re-entry*

In any emergency, employees should follow alarms or other alerts to evacuate the building and/or area near the premises. Employees will be expected to follow the basic evacuation procedures but remember that personal safety is paramount and takes precedence. Employees will be instructed to:

- Check work area for anything needing to be secured and store it quickly.
- Secure locks on all secured containers and cabinets.
- Leave your work area and report to your designated assembly area.

Administration will coordinate with fire, police or other emergency preparedness personnel to determine when the building may be re-entered.

### *Improper Health and Safety Practices*

All employees will be expected to abide by safe work practices and adhere to general safety rules to ensure their safety as well as the safety of coworkers.

Infractions of school health and safety practices will be dealt with in accordance with the school's policies on discipline and will be based on the following factors:

- Severity of the infraction.
- Whether the infraction endangered only the employee or co-workers.
- Whether the infraction was a first or repeat violation.

In compliance with Proposition 65, JLPAA will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## **Element 7: Means to Achieve Racial and Ethnic Balance**

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*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

JLPAA shall adhere to an Outreach Plan that combines effective recruitment strategies with resources to attract a diverse population to strive to ensure that the population of students is reflective of the general population within the territorial jurisdiction of the District. The Outreach Plan will be reviewed and updated annually based upon the success and/or failures of the prior year. We will continue to conduct outreach and host information sessions to engage parents and community members in the outreach process, and we have a plan for continued outreach as we progress through school planning and start-up phases. We have found overwhelming support for Julia Lee Performing Arts Academy demonstrated by letters of support (Parent and Community connections): Individuals and community organizations have submitted letters of support for Julia Lee Performing Arts Academy and are included in the Appendix.

As required by Education Code section 47605(b)(5)(G), the petition provides a “reasonably comprehensive description” of “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” The ~~District~~ County should not interpret this as a requirement that JLPAA “ensures” it will match the exact racial and ethnic balance among its pupils to that of the LEUSD student population. Such a guarantee would result in a violation of the Charter Schools Act, which forbids discrimination in admissions and requires students to be selected by random public lottery. (Ed. Code §47605(d).)

Our outreach program will be effective, and JLPAA will work diligently to avoid discrimination and unfair and unhealthy enrollment practices in an effort to provide for a racial and ethnic balance.

Additionally, we have also reached out to the Assistant Superintendent of LEUSD and his staff and we were able to have an informal meeting, which allowed JLPAA to understand the proper protocol of submitting our petition and to start building a genuine relationship on behalf of our community. We will also continue to reach out to the ~~LEUSD~~ RCOE Trustees and Superintendent and remain committed to working collaboratively to serve in the best interest of all of Lake Elsinore students.

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 Lake Elsinore residents are given an equal opportunity to apply for enrollment. We will assure that those students with lower academic achievement levels are informed of the option for Charter School enrollment through targeted recruitment efforts in locations and through means likely to reach this target population. 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, and socio-economically disadvantaged populations.

Julia Lee Performing Arts Academy will engage a variety strategies to achieve a racial/ethnic balance 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 such as Center for Love 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.
- Community walks through neighborhoods and door to door campaign
- Open house and tour visits for prospective parents.
- ~~Request the District provide a yearly list of underperforming District students to be used for outreach efforts.~~

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 racial and ethnic balance.
- Convene the Schools Advisory Committee to yearly analyze the recruitment strategies effectiveness by reviewing applicant pool and enrollment data. The Schools Advisory Committee will prepare a report for the board including any recommended changes to achieve racial and ethnic balance.

JLPAA will take steps to ensure that diverse groups of students feel comfortable and welcome in the school. By training staff in creating a culturally responsive school environment and an instructional program that is attuned to a multi-cultural population, students of all ethnic backgrounds will feel welcome. JLPAA will conduct student and parent surveys at least annually which will include questions that elicit satisfaction reporting and suggestions to continually improve the 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 school compared to the general population residing within the territorial boundary of the District.

### *Federal Compliance*

To the extent that JLPAA is a recipient of federal funds, including federal Title I, Part A funds, the school has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. JLPAA agrees that it will keep and make available to the [District County](#) any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s teacher (classroom teacher) including a timely notice to each individual parent that the parent’s child has been assigned, or taught for

four or more consecutive weeks by, a teacher who does not meet applicable state certification and licensure requirements at the grade level and subject area in which the teacher has been assigned.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students, if applicable.

## **Element 8: Admission Requirements**

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

Admission to JLPAA shall be open to any resident of California who wishes to attend the school, as outlined in Education Code § 47605.6(e)(2)(A). JLPAA shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

JLPAA will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). JLPAA will enroll all pupils who wish to attend to the extent that space allows.

JLPAA will recruit a diverse student population, including low achieving and low-income students, and will abide by all state and federal laws regarding admissions. Our recruitment plan is designed to achieve a racial and ethnic balance among our pupils that is reflective of the general population residing within the target community of The Lake Elsinore Unified School District. JLPAA will be nonsectarian in its programs, admissions policies, employment practices and all other operations.

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 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.

**Figure 2.6 – Anticipated Application, Drawing, Admission Process**

Open enrollment begins	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	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	Admission notifications made.
Within two weeks of notifications	Enrollment Information meetings held
One month after enrollment packet handed out	Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, and emergency medical information.

Following the open enrollment period, applications will be counted to determine if any grade 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 single public random lottery in accordance with Education Code §47605.6(e)(2)(B) and all applicable federal requirements to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity at any grade level, all applicant families will be offered enrollment and additional spots will be filled on a first come, first served basis. 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.

### *Public Random Drawing*

In accordance with applicable law and federal guidance, the following groups of students will be exempt from the drawing:

- Students currently enrolled at the Charter School
- Siblings of students already enrolled or admitted into the Charter School
- Children of founders, teachers and staff, not to exceed 10% of the total Charter School enrollment (Subject to approval of the chartering authority)

No enrollment preference as listed above will result in limiting enrollment access for pupils with disabilities or other disadvantaged students.

In accordance with applicable law and federal guidance, the following groups of students will receive preference in the lottery (in the order listed below):

- Students who reside within the District boundaries
- Students who reside within the school attendance boundary of the nearest district school in proximity to the charter school address (Only as it applies to SB 740 eligibility. The selected school must be the designated attendance boundary school based on the physical location of the charter, according to the school district, and the district attendance boundary school must have a student population that is equal or greater than 55% eligible for free or reduced price lunch for the charter to be eligible for SB 740 funding).
- Students who qualify for free or reduced price meals
- All other applicants

The preferences in the public random drawing as listed above, subject to District County approval, are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (“PCSGP”), such modifications may be made at the Charter School’s discretion without any need to materially revise the charter so long as such modifications are consistent with law and provided to the District County in writing.

The lottery will occur within 60 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 school will inform parents 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 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 perspective parent tours.

Additional assurances that JLPAA will adhere to include:

- 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 each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

#### *Every Student Succeeds Act*

JLPAA will adhere to all admission and enrollment provisions of Every Student Succeeds Act (ESSA) pertaining to Public School Choice and other legal requirements.

## Element 9: Annual Independent Financial Audits

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(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.

JLPAA will engage an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The JLPAA Board will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who will be a Certified Public Accountant, will be submitted to the ~~District County~~, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director will review any audit exceptions or deficiencies and report to the JLPAA Board with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor. All audit exceptions and deficiencies shall be resolved to the satisfaction of the ~~school district county~~.

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 (3) an audit of JLPAA's internal controls practices. If JLPAA receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

The annual audit will be completed and forwarded to the chief financial officer of ~~LEUSD RCOE~~, the JLPAA audit committee, the State Controller, the county superintendent of schools, and the California Department of Education by December 15th annually. The audit

committee 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 charter- granting agency regarding how the exceptions and deficiencies have been or will be resolved, within 10 days, to the satisfaction of the District 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.

JLPAA will annually provide the following financial reports to the District County and the California Department of Education in the required format:

- Preliminary Budget – On or before July 1
- First Interim Projections – On or before December 15
- Second Interim Projections – On or before March 15
- Unaudited Actuals – On or before September 15
- Independent financial audit report – On or before December 15th following the end of the fiscal year

#### District County Oversight Costs

In accordance with applicable law, the District County may charge for the actual costs of supervisory oversight of JLPAA not to exceed 1% of the school’s revenue, unless the District County Board contracts out a portion of this oversight to a third party pursuant to Education Code section 47605.6(c).

## **Element 10: Suspension and Expulsion Procedures**

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

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 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 Executive Director'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 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for

suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The 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.

### *Grounds for Suspension and Expulsion of Students*

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

### *Enumerated Offenses*

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage, or intoxicant of any kind.
- Offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage or intoxicant of any kind, or sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, vaporized nicotine or tobacco, snuff, chew packets and betel.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation/replica firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. 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.
- Engaged in an act of bullying
  - “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:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

- (D) 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.
- “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:
  - A message, text, sound, video, or image.
  - A post on a social network Internet Web site, including, but not limited to:
    - 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).
    - 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.
    - 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.
  - An act of cyber sexual bullying.
    - 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.

- 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.
  - 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.
  - “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.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Engaged in harassment, threats, or intimidation directed against school personnel or pupils.
- Made terroristic threats against school officials, school property or both.
- Brandishing a knife at another person.
- Assault or battery upon any school employee.
- Any other serious violation of charter school rules or behavioral expectations.

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 Executive Director or designee’s concurrence.

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

- Possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage, or intoxicant of any kind.
- Offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage or intoxicant of any kind, or sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, vaporized nicotine or tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation/replica firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. 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.

- Engaged in an act of bullying
  - “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:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) 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.
  - “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:
    - A message, text, sound, video, or image.
    - A post on a social network Internet Web site, including, but not limited to:
      - 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).
      - 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.
      - 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.

- An act of cyber sexual bullying.
  - 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.
  - 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.
- 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.
- “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.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Engaged in harassment, threats, or intimidation directed against school personnel or pupils.
- Made terroristic threats against school officials, school property or both.
- Brandishing a knife at another person.
- Assault or battery upon any school employee.
- Any other serious violation of charter school rules or behavioral expectations.

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 Executive Director or designee's concurrence.

If it is determined by the 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.

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.

### *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. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 Executive Director to appeal the determination. The Executive Director 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 Executive Director'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. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### *Authority to Expel/ Expulsion Procedures*

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three

members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### 1. Request for Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The parent(s) or guardian of a student shall have 10 school days from issuance of a written notice of the Principal's recommendation for expulsion to file a written request for a hearing. If no hearing is requested, the expulsion determination is deemed to be uncontested and the expulsion becomes final as of the 11th day following the Principal's recommendation for expulsion. If requested and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal 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 three (3) days prior to the 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 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.

### 3. 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.

### 4. 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.

### 5. 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.

## 6. 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.

## 7. Appeals

Within thirty (30) school days from issuance of notice of the decision to expel, the student's parent/guardian may submit a written request to the Executive Director to appeal the determination. The appeal will be considered by an Administrative Panel to be assigned by the Executive Director. The Administrative Panel should consist of at least one member who is certificated and not a teacher of the pupil. The Administrative Panel shall act on the appeal at its earliest opportunity, although not later than 30 school days from issuance of notice of the decision to expel. The Administrative Panel shall consider the findings of fact and record of the hearing. If the Administrative Panel overturns the appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal.

The Executive Director 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.

### *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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

#### *Expelled Pupils/Alternative Education*

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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.

#### *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.

#### *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 Executive Director or designee and the pupil and guardian/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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of District County or SELPA

The Charter School shall immediately notify the District County/SELPA and coordinate the procedures in this policy with the District County/SELPA of the discipline of any student with a disability or student who the Charter School or District County/SELPA would be deemed to have knowledge that the student had a disability, who is suspended for more than ten (10) school days during a school year.

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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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:

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

- Conduct a functional behavioral assessment or a functional analysis 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;
- 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
- 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 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 or until the expiration of the 45 day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

## 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) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- 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
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the 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:

- 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.
- The parent has requested an evaluation of the child.
- 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 IDEIA-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**

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*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

JLPAA participates 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. Should STRS disallow charter schoolteachers from being members; JLPAA will identify a comparable retirement option for credentialed employees.

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

The central office, Principal and Office Manager are 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 full-time certificated employees who participate in STRS and/or PERS, employees will contribute the required percentage. JLPAA will contribute the employer's portion required by STRS. JLPAA reserves the right to explore alternative retirement plans should it deem the STRS/PERS programs become cost prohibitive.

Pursuant to Ed. Code section 47611, JLPAA shall notify all applicants for positions with the charter school 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**

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

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 according to District policy or at another school district or school within the County through the District's intra and inter-district county transfer policies.

Alternatives to JLPAA for these 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**

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*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

*Education Code Section 47605(b)(5)(M).*

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

All employees of the Charter School will be considered the exclusive employee of the Charter School and not of the ~~District~~County, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district 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

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

### *Intent*

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

In absence of Distriet County policies or protocols for charter school dispute resolution, this plan is being presented based on common charter school best practice. Should any section of this element pertaining to resolving disputes be in conflict with Distriet County Board policies or desired protocols, then JLPAA is amenable to altering said areas through an addendum, to be mutually agreed upon, and considered in addition to the original petition.

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

### *Disputes between JLPAA and the Authorizer*

In the event that Julia Lee Performing Arts Academy and LEUSD RCOE have disputes related to the terms of this charter or future MOUs, the Charter School proposes:

That the Superintendent and the Principal of the Charter School meet informally to resolve the dispute. In the event of a dispute that cannot be informally resolved between JLPAA and the Distriet County, whether it be regarding the terms of this charter or any other issue regarding the school and Distriet County relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s).

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

JLPAA

21020 Malaga Rd. Lake Elsinore, CA 92532

c/o Executive Director

c/o Principal

In the event the initiating party believes the dispute relates to an issue that could potentially

lead to revocation of the charter, this must be explicitly stated in written notice of the dispute. Not later than fifteen (15) business days from receipt of the dispute statement, a JLPAA representative and a Distriet 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 Distriet 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 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 Distriet 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 Distriet 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 be proceed "as provided in the law". Both parties agree to not make public comment during this process.

#### *Internal Disputes*

The Board of Trustees of the LEUSD RCOE agrees to promptly refer all complaints regarding Julia Lee Performing Arts Academy operations to the Principal, the JLPAA Executive Director or Board for resolution in accordance with JLPAA adopted policies. The Distriet 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. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook, which outlines both a formal and informal process for complaint resolution. The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

## Element 15: Closure Protocol

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*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

JLPAA and the [District 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 Board of Directors will promptly notify parents and students of the Charter School, the [District](#), 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 Board will ensure notification to the parents and students of the Charter School, authorizer, community stakeholders, Riverside County Office of Education, State Board of Education, SELPA, retirement systems, and other service providers of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

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

As applicable, the Charter School will provide parents, students and the [District 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 [District County](#) to store original records of Charter School students. All records of the Charter

School shall be transferred to the Distriet County upon Charter School closure. If the Distriet 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 Distriet 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 shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Distriet County or Distriet County property will be promptly returned upon Charter School closure to the Distriet 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 Provisions

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### *Business Management*

Under the management of the Executive Director, 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 Executive Director of JLPAA. With assistance from the DFO the external CPA will prepare regular financial reports according to GAAP and will submit them to the District 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.

### *Insurance*

JLPAA Charter School (“JLPAA”) shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Charter authorizer’s risk manager and as specified below. JLPAA’s obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end JLPAA’s right to operate as a charter school pursuant to this Charter or cause JLPAA to cease operations until JLPAA has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of JLPAA, throughout the life of the Charter, JLPAA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than “ A or A-VII” by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California

Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: “bodily injury”, “property damage”, “advertising injury”, and “personal injury”, including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER’S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of JLPAA. If any charter authorizer’s property is leased, rented or borrowed, it shall also be insured by JLPAA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per “claim” with an aggregate policy limit of \$3,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Distriet County and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “Distriet County and the Distriet County Personnel”) as additional insureds; (b) shall insure Distriet County and the Distriet County Personnel to the same extent as JLPAA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Distriet County and/or by the Distriet County Personnel shall be in excess of JLPAA’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by JLPAA; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to the Distriet County by US Mail, certified, or by personal delivery. In addition to such notice provided to the Distriet County by the insurer, JLPAA shall also provide the Distriet County with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, JLPAA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Distriet County option.

The acceptance by the Distriet County of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of JLPAA or of any insurer or joint powers authority to the Distriet County.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Distriet County and/or the Distriet County Personnel are waived.

JLPAA shall provide to the Distriet County duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Distriet County within thirty (30) days of the approval of this Charter and by July 1 of each year thereafter. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf.

The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of JLPAA to defend, indemnify, and hold harmless the Distriet County and the Distriet County Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of JLPAA to defend, indemnify, and hold harmless the Distriet County and the Distriet County Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District County.

JLPAA shall promptly respond to all inquiries from the District County regarding any claims against JLPAA and/or any obligation of JLPAA under the foregoing provisions of this Charter.

### *Indemnification*

To the fullest extent permitted by law, JLPAA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to District County and hold harmless the District County, the District's County Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of JLPAA, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of JLPAA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of JLPAA or of any other facility, program, or activity. The obligations of JLPAA to defend the District County and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate JLPAA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence, from an Indemnitee’s active negligence, or from an Indemnitee’s willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of JLPAA shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

JLPAA further specifies that its indemnification, defense, and hold harmless obligations pursuant

to this Charter extend to indemnify, defend, and hold the District County and District County Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

JLPAA's obligation to indemnify, defend, and hold harmless the District County and District County Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end JLPAA's right to operate as a charter school pursuant to this Charter or cause JLPAA to cease operations.

#### *Transportation*

JLPAA will not provide transportation for students from home to school or school to home except in order to comply with the Americans with Disabilities Act and the Individuals with Disabilities in Education Act (IDEIA). Education Code Section 47610.

#### *School Meals*

The Charter School intends to 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 District 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.

## Potential Civil Liability Effects

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“Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the District Board of education.” [Ref. Ed. Code § 47605.6(h)]

### *Intent*

This statement is intended to fulfill the terms of Education Code Section § 47605.6(h) and provide information regarding the proposed operation and potential effects of the charter school on any school district where JLPAA may operate and the ~~District~~ County Board.

### *Civil Liability*

The Charter School shall be operated by JLPAA, 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). The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.

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

The Bylaws of JLPAA 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 has already secured and maintains 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 ~~District~~County and its purchase shall be the responsibility of the 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.

## **Impact on Charter Authorizer**

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

The Charter School is constituted as a California Public Benefit (“nonprofit”) Corporation and is governed by a board of directors as described in the Charter School’s charter. The Principal enjoys lead responsibility for administering the Charter School under policies adopted by the Board. JLPAA provides or procures most of its own administrative services independent of the District County. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the District County (e.g. special education programs, food service, etc.), if the District 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).

JLPAA will minimize its impact on the District County. The District 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 400 students in grades K-8. The Charter School expects that the majority of these students live within LEUSD boundaries.
- 2) District County Services. JLPAA will meet with the District County to discuss any services to be provided by District 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 District County is unable to provide any such services, or if JLPAA chooses not to purchase any services from the District 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 3% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the district county for actual costs of oversight, provided that JLPAA is housed in substantially rent free District County facilities. In the event that the District County does not provide substantially rent free facilities to the Charter School, then up to 1% in oversight cost may be collected. The operating budget reflects the maximum 3% allocation towards the District County.~~
- 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 will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in

conformity with Education Code Section 47641(a). The Charter School LEA intends to apply to become a member of the Riverside County Charter SELPA. The Charter School will provide related services (e.g. speech, occupational therapy, adapted P.E., nursing, transportation, etc.) by hiring credentialed and/or licensed employees, providers through private agencies, or independent contractors. The Charter School will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School will abide by all caseloads applicable to charter schools. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

- 6) Legal Structure. The charter will be held by Julia Lee Performing Arts Academy, an independent non-profit corporation registered in the State of California. The operation of JLPAA will be contracted out to the CMO, which will be governed by a local board of directors.

## **Facilities**

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

The charter school is working to obtain a private facility, and is focused on the following locations:

- Elsinore First Assembly Church: 19740 Grand Ave., Lake Elsinore, 92530