



Renewal Charter Petition Application for

James Jordan Middle School

CDS Number: 19-64733-010988401

Date of Submission
July 30, 2019

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Ms. Maria N. Alvarado, MA. Ed., Principal

Mr. Victor Albores, On-Site Financial Manager

Board Officers

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Assurances, Affirmations, and Declarations

James Jordan Middle (also referred to herein as “JJM” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (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 following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA.

Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

- ***General Information***

The contact person for Charter School is:	Executive Director, Dr. Myranda S. Marsh.
The contact address for Charter School is:	James Jordan Middle School P.O. box 3290 Winnetka, CA 91396-3290
The contact phone number for Charter School is:	(818)882-2496
The proposed address or ZIP Code of the target community to be served by Charter School is:	91306
This location is in LAUSD Board District:	Los Angeles Unified School District (“LAUSD” or “District”) Board District 3
This location is in LAUSD Local District:	Educational Service Center Northwest
The grade configuration of Charter School is:	6-7-8
The number of students in the first year will be:	415
The grade level(s) of the students in the first year will be:	6-7-8
Charter School’s scheduled first day of instruction 2020 is:- 2025	Monday August 17, 2020
• The enrollment capacity is:	480
• The type of instructional calendar (e.g., traditional/yearround, single track/multi-track, extended day/year) will be:	Traditional, August to June
The bell schedule for Charter School will be:	Monday through Thursday 8:15 AM to 3:30 PM; Friday 8:15 AM to 1:00 PM.
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Charter Renewal

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

JJM's academic achievement exceeds that of schools of residence for our currently enrolled students, similar schools as selected by LAUSD, and the overall achievement of the state of California.

JJM closely monitors the students who have the lowest performance ranking. JJM is committed to pushing kids up out of this “basement” of academic achievement. The table below shows that JJM has fewer students who are languishing in the lowest rank of standard “Not Met” when compared to Similar, Resident or all LAUSD schools.

SBAC 2017-18				
Element	JJM	Similar	Resident	LAUSD
ELA				
Exceed/Met	53.13	32.12	34.25	42.31
Not Met	20.83	41.29	46.12	34.25
MATH				
Exceed/Met	52.08	19.49	8.33	31.32
Not Met	21.09	55.32	60.96	42.07

From data set provided by LAUSD Charter Division during the 2018-19 school year.

Community Need for Charter School

As the sole criteria for charter renewal has become the ability to equal, and hopefully exceed, the performance of schools of residence that our students would otherwise attend, and also to equal or exceed the performance of schools with similar demographics and the performance of LAUSD schools taken as a whole district. Parents who choose to enroll their students at JJM are aware of this comparison of academic achievement. Though the school has grown in size, JJM

maintains a waiting list for every grade level. The parents in this community want their children to attend JJM.

JJM provides an academic environment superior to other public schools in the community. In 2019, the state of California recognized JJM as a California Distinguished School. Innovate Public Education in partnership with the University of Southern California recognized JJM as #6 for Math achievement on a list of 1,331 Los Angeles County Schools serving primarily low-income Latino students. JJM was ranked at #39 for ELA on the same award website. (<https://reports.innovateschools.org/top-la-public-schools/>)

The LAUSD Charter Division provides a data set comparing the academic performance of JJM to that of demographically similar schools as well as schools of residence for students enrolled at JJM, and finally compares to the overall performance of the LAUSD.

The data set below shows that JJM has superior scores for each category of comparison.

James Jordan Middle																	
2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA																	
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "-" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.																	
Mathematics				2016-17							2017-18						
LD	RD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Change from 2017-18
XR	3	8195	James Jordan Middle	All Students	369	30.08	28.18	24.66	17.07	41.73	384	21.09	26.82	23.44	28.65	52.08	10.35
				American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---
				Asian	---	---	---	---	---	---	*	*	*	*	*	*	---
				Black or African American	---	---	---	---	---	---	*	*	*	*	*	*	---
				English Learner	61	73.77	22.95	3.28	0.00	3.28	62	62.90	27.42	6.45	3.23	9.68	6.40
				Filipino	---	---	---	---	---	---	*	*	*	*	*	*	---
				Foster Youth	---	---	---	---	---	---	---	---	---	---	---	---	---
				Homeless	---	---	---	---	---	---	---	---	---	---	---	---	---
				Latino	343	29.74	28.28	24.78	17.20	41.98	354	21.19	26.84	24.01	27.97	51.98	10.00
				Native Hawaiian or Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---
				Socioeconomically Disadvantaged	337	30.56	28.78	24.04	16.62	40.65	350	21.14	25.43	24.00	29.43	53.43	12.78
				Students with Disabilities	67	65.67	26.87	5.97	1.49	7.46	73	64.38	21.92	6.85	6.85	13.70	6.24
				Two or More Races	---	---	---	---	---	---	*	*	*	*	*	*	---
				White	---	---	---	---	---	---	*	*	*	*	*	*	---
Similar Schools																	
XR	2	5161	Alliance College-Ready Middle Academy 5	All Students	294	50.00	31.97	13.61	4.42	18.03	296	42.91	34.12	13.51	9.46	22.97	4.94
E	5	8268	Chester W. Nimitz Middle	All Students	1,717	50.67	26.67	14.50	8.15	22.66	1,439	53.44	25.36	13.55	7.64	21.20	-1.46
E	2	8168	Griffith Middle	All Students	1,366	54.39	26.21	13.54	5.86	19.40	1,380	47.83	29.78	15.65	6.74	22.39	2.99
E	5	8264	Florence Nightingale Middle	All Students	721	50.35	20.67	15.53	13.45	28.99	799	46.68	24.66	14.02	14.64	28.66	-0.33
C	1	8132	Fosbury Learning Center	All Students	1,237	59.74	24.25	12.77	3.23	16.01	1,204	57.64	25.83	12.29	4.24	16.53	0.52
NW	4	8406	John A. Sutter Middle	All Students	775	58.97	24.65	11.35	5.03	16.39	738	62.47	24.12	9.76	3.66	13.41	-2.98
E	5	5154	Orchard Academics 2C	All Students	458	56.55	22.49	12.66	8.30	20.96	392	55.36	25.51	11.99	7.14	19.13	-1.83
NE	6	8321	Paloma Middle	All Students	1,243	58.09	27.67	11.02	3.22	14.24	1,176	55.27	27.47	12.59	4.68	17.26	3.02
NE	6	8080	Richard E. Byrd Middle	All Students	1,464	52.53	28.21	12.02	7.24	19.26	1,412	55.45	24.86	11.47	8.22	19.69	0.43
S	7	8352	Robert E. Peary Middle	All Students	1,258	58.19	23.21	11.92	6.68	18.60	1,245	56.47	24.26	11.97	7.31	19.28	0.68
E	2	8387	Robert Louis Stevenson Middle	All Students	1,260	56.35	25.40	11.98	6.27	18.25	1,180	57.37	23.64	11.61	7.37	18.98	0.73
NE	3	8434	Van Nuys Middle	All Students	1,078	60.20	23.28	12.06	4.45	16.51	1,049	58.25	22.78	11.82	7.15	18.97	2.46
C	5	8189	Washington Irving Middle School Math, Music and Engineering Magnet	All Students	733	31.11	29.60	20.74	18.55	39.29	723	26.69	27.25	25.59	20.47	46.06	6.77
S	7	8490	Wilmington Middle Science, Technology, Engineering, Arts, Mathematics (STEAM) Magnet	All Students	1,332	48.05	24.70	15.24	12.01	27.25	1,440	48.82	24.51	15.63	11.04	26.67	-0.58
Similar Schools Median				All Students	1,240	55.37	25.05	12.72	6.48	18.93	1,178	55.32	25.11	12.44	7.34	19.49	0.56
Resident Schools Median																	
NW	4	8406	John A. Sutter Middle	All Students	775	58.97	24.65	11.35	5.03	16.39	738	62.47	24.12	9.76	3.66	13.41	-2.98
NW	3	8102	Christopher Columbus Middle	All Students	671	62.15	22.35	10.13	5.37	15.50	660	60.30	21.36	12.42	5.91	18.33	2.83
NW	3	8217	Ernest Lawrence Middle	All Students	1,436	34.61	20.96	16.09	28.34	44.43	1,397	35.36	18.83	14.53	31.28	45.81	1.30
NW	3	8283	Northridge Middle	All Students	788	58.76	22.08	12.69	6.47	19.16	797	61.61	20.08	11.79	6.52	18.32	6.77
Resident Schools Median				All Students	782	58.87	22.22	12.02	5.92	17.78	768	60.96	20.72	12.11	6.22	18.33	0.58
Los Angeles Unified					262,993	43.52	26.62	17.46	12.40	29.86	256,285	42.07	26.30	17.65	13.67	31.32	-1.84

Note: 2015 and 2016 achievement level percentages were reported in the nearest whole number. Revisions in 2017 achievement level percentages were reported in the nearest hundredths.

James Jordan Middle
2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "-" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

LD	RD	Loc. Code	English Language Arts	School	Subgroup	2016-17						2017-18						Change from 2017-18
						Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
XR	3	8195	James Jordan Middle		All Students	367	23.43	31.34	34.33	10.90	45.23	384	20.83	26.04	38.28	14.84	53.13	7.90
					American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---
					Asian	---	---	---	---	---	---	*	*	*	*	*	*	---
					Black or African American	---	---	---	---	---	---	*	*	*	*	*	*	---
					English Learner	61	70.49	26.23	3.28	0.00	3.28	62	62.90	30.65	6.45	0.00	6.45	3.17
					Pacific Islander	---	---	---	---	---	---	*	*	*	*	*	*	---
					Hispanic	---	---	---	---	---	---	*	*	*	*	*	*	---
					Former Youth	---	---	---	---	---	---	---	---	---	---	---	---	---
					Homeless	---	---	---	---	---	---	---	---	---	---	---	---	---
					Latino	341	23.75	31.96	33.43	10.85	44.28	354	20.62	25.99	38.98	14.41	53.39	9.11
					Native Hawaiian or Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---
					Socioeconomically Disadvantaged	335	24.78	31.34	32.64	11.04	43.88	350	20.00	25.57	39.43	14.00	53.43	9.55
					Students with Disabilities	67	52.24	37.31	8.96	1.49	10.45	73	58.90	28.77	9.59	2.74	12.33	1.88
					Two or More Races	---	---	---	---	---	---	*	*	*	*	*	*	---
					White	---	---	---	---	---	---	*	*	*	*	*	*	---
Similar Schools																		
XR	2	5161	Alliance College-Ready Middle Academy 5		All Students	294	36.05	31.63	26.87	5.44	32.31	256	35.81	25.68	32.43	6.08	38.51	6.20
E	5	8268	Chesler W. Nimitz Middle		All Students	1,700	45.53	27.00	22.53	4.94	27.47	1,438	39.57	27.54	27.19	5.70	32.89	5.42
E	2	8168	Griffith Middle		All Students	1,365	38.17	28.06	27.62	6.15	33.77	1,374	31.95	27.66	31.51	8.88	40.39	6.62
E	5	8264	Florence Nightingale Middle		All Students	799	38.65	28.49	25.11	7.76	32.86	788	36.17	25.76	29.31	8.76	38.07	5.21
C	1	8135	Fishay Learning Center		All Students	1,194	47.74	25.72	21.11	4.44	25.54	1,181	40.51	24.81	33.88	8.51	32.68	7.14
NW	4	8406	John A. Sutter Middle		All Students	759	38.47	33.86	23.98	3.69	27.67	736	44.70	29.21	22.55	3.53	26.09	-1.58
E	5	5154	Orchard Academics 2C		All Students	458	44.98	25.76	23.80	5.46	29.26	391	43.73	27.37	23.53	5.37	28.90	-0.36
NE	6	8321	Pacifica Middle		All Students	1,209	39.37	30.93	25.81	3.89	29.69	1,164	40.81	28.44	25.95	4.81	30.76	1.07
NE	6	8080	Richard E. Byrd Middle		All Students	1,439	39.54	31.29	22.79	6.46	29.25	1,408	43.11	28.41	22.87	5.61	28.48	-0.78
E	7	8352	Robert E. Peary Middle		All Students	1,261	42.90	30.21	22.60	4.28	26.88	1,245	44.90	27.63	23.45	4.02	27.47	0.59
F	2	8387	Robert Louis Stevenson Middle		All Students	1,266	35.94	31.60	28.04	4.42	32.46	1,179	35.88	29.18	27.57	7.38	34.94	2.48
NE	3	8434	Van Nuys Middle		All Students	1,046	54.59	21.41	19.89	4.11	24.00	1,041	51.68	22.57	18.92	6.82	25.74	1.74
C	5	8189	Washington Irving Middle School Math, Music and Engineering Magnet		All Students	716	26.96	27.37	35.20	10.47	45.67	725	29.66	25.38	34.21	10.76	44.97	-0.70
S	7	8490	Wilmington Middle Science, Technology, Engineering, Arts, Mathematics (STEAM) Magnet		All Students	1,316	38.37	29.18	25.76	6.69	32.45	1,439	41.77	26.69	24.46	7.09	31.55	-0.90
Similar Schools Median						1202	39.01	28.84	24.59	5.19	29.48	1,172	41.29	27.46	25.21	6.46	32.12	2.64
Resident Schools																		
NW	4	8406	John A. Sutter Middle		All Students	759	38.47	33.86	23.98	3.69	27.67	736	44.70	29.21	22.55	3.53	26.09	-1.58
NW	3	8102	Christopher Columbus Middle		All Students	666	50.60	27.18	18.92	3.30	22.32	656	49.39	26.37	19.05	5.18	24.24	2.02
NW	3	8217	Ernest Lawrence Middle		All Students	1,423	28.39	19.04	28.32	24.24	52.57	1,388	23.27	17.80	31.27	27.67	58.93	6.36
NW	3	8283	Northridge Middle		All Students	768	42.32	28.65	23.70	5.34	29.04	789	47.53	25.73	20.41	6.34	26.74	-2.30
Resident Schools Median						764	40.40	27.92	23.84	4.92	28.36	763	46.12	26.05	21.48	5.76	26.42	-1.94
Los Angeles Unified						260,528	36.30	24.14	24.96	14.59	39.55	255,279	34.25	23.44	28.82	16.49	42.31	2.76

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

The California Charter School Association has invested resources to provide a data analysis that shows results in deciles with comparison to state wide achievement and also achievement by demographically similar schools. Below is the report for James Jordan Middle School.

Select a School: James Jordan Middle (Winnetka) 0109884

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2017-2018

James Jordan Middle (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

PERCENTILE:
Schools must be above the 5th percentile on the DFS measure.

Above

Percentile

The selected school has a percentile above 5 in 3 of the last 3 years.

INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.

Above

State Rank



This school was at/above the target

3 out of 3 year(s),
meeting the standard for this metric for 2018.

Above

Similar Students Rank



This school was at/above the target

3 out of 3 year(s),
meeting the standard for this metric for 2018.

Above

3 Year Growth



This school's DFS changed by

39 points,
meeting the 2018 target of 12 points.

MULTIPLE MEASURE REVIEW:

Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review.

Not Required

The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

Similar students rank calculated using the September 29, 2018 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and state rank and DFS growth are calculated using the CDE Dashboard data files released December 6, 2018. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

The academic achievement of the various subgroups attending JJM is presented below:

% of students who meet or exceed standards on SBAC						
	2017-18 JJMS	STATE	LAUSD	Sutter	Lawrence	Columbus
ELA schoolwide	53.1	49.9	42.3	26.1	58.94%	24.23%
EL	6.45	12.62%	3.66%	0.00%	7.30%	0.00%
SWD	12.33	14.98%	10.34%	1.96%	11.19%	2.02%
LowSES	53.43	37.69%	36.46%	25.29%	45.09%	23.55%
	JJMS	STATE	LAUSD			
MATH schoolwide	52.05	38.7	31.6	13.42%	45.81%	18.33%
EL	9.68	12.57	5.4	0	10.18	0.76
SWD	13.7	12.25	8.13	2.02	7.7	0
LowSES	53.43	26.23	25.84	13.31	28.62	17.46

Success of Key Features of the Educational Program

The key features of our Educational Program are Ability Grouping, Increased Instructional and Intervention. A detailed description of these practices can be found in the section called Instructional Design.

Evidence of Success

Low Income Students

In the most recent officially released scores, when comparing the percentage of Socio-economically Disadvantaged students who meet or exceed standards on the CAASPP, students at JJM outperformed resident schools, LAUSD and the State of California average. This was true for both English Language Arts and for Mathematics.

Latino Students

In the most recent officially released scores, when comparing the percentage of Socio-economically Disadvantaged students who meet or exceed standards on the CAASPP, students at JJM outperformed resident schools, LAUSD and the State of California average. This was true for both English Language Arts and for Mathematics.

English Learners

In 2017-18, more EL students met and exceeded state standards on the CAASPP ELA and MATH assessments at a higher rate than the District and resident schools that do not have a gifted magnet as part of their demographics. This trend is continuing according to the 2018-19 CAASPP data preview.

Students with Disabilities

In the most recent officially released scores, when comparing the percentage of Students with Disabilities who meet or exceed standards on the ELA CAASPP, students at JJM outperformed resident schools, and LAUSD. For the CAASPP assessment of Math, JJM students also outperformed the State of California.

Areas of Need

While the rate of reclassification at JJM sometimes does not reach the same level as that of the District or resident schools every year, English Learners at JJM are receiving a high quality education. This is evidenced by the percentage of EL students who are able to meet and exceed state standards on the CAASPP assessments. Also, there are far fewer JJM EL students who rank at the lowest performance level of "Not Met" when compared with the resident schools, similar schools, LAUSD and the State of California.

JJM continues to conduct data analysis and piloting new programs to increase the reclassification rate for English Learners, including adopting iReady Instructional Tools for use during Language Skills sections that are designated for ELD.

Student Population to be Served

James Jordan Middle School is a site-based middle school serving students in grades six through eight. Because of our strong academic achievement in comparison to local schools and the district overall, JJM would like to reserve the right to expand our enrollment to a maximum of 480 students. More students should have the opportunity to attend a school with unusually strong academic achievement. The state legislature continues to support the practice of giving parents choices about where their child attends school. There is a clear reason to expand schools that have superior results.

Recruiting at-risk students is a priority for JJM. JJM has been successful in our recruiting efforts, as more than 90% of our enrolled students are low-income and/or Title I eligible. While many charter schools are criticized for neglecting their duty to search and serve students with Special Needs, JJM has a percentage of students in our Special Education programs that exceeds the percentage found at the local LAUSD schools. Our most recent CDE report shows 20% of our students are English Learners, with an additional 45% being Redesignated Fluent English Proficient students.

To reach our target population, JJM has formed good relations with local elementary schools including Winnetka Elementary, Limerick Elementary, Sunny Brae Elementary, and Calahan Elementary. In order to insure smooth transition of services, JJM has attended IEP meetings for incoming 5th grade students at several of the local district schools. JJM holds orientation meetings January through May that are advertised in low-income neighborhoods and at various district schools. Outreach flyers and informational sheets in both Spanish and English are distributed in various locations likely to be frequented by low-income minority students.

All students are welcome and are supported in achieving academic success through a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. JJM believes that students of any and all ethnic backgrounds can benefit from this approach. Poor academic performance and prior disciplinary problems, with the exception of formal expulsion from a public school, will not preclude a student from attending the school, as we believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at larger schools.

Five Year Enrollment Plan

JJM has a secure lease for our current location that covers the full 5 year term of this renewal. JJM also has options to extend that lease. JJM may be able to undertake tenant improvements that would allow for a modest increase in enrollment. Alternatively, may secure funding to purchase a site of our own. If these circumstances arise, the Board of Trustees may consider expanding the capacity of the school to 480 within the same grade span. A budget for that possibility is included in the budget projection.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
6	140	140	140	140	160
7	138	138	138	138	160
8	137	137	137	137	160
Total	415	410	410	410	480

Goals and Philosophy

JJM Mission Statement

James Jordan Middle School prepares students to meet the highest standards of personal character and develop the skills and self-efficacy necessary for successful completion of the A-G requirements in high school, with a plan for enrollment at a four-year college, entry into a productive career, and an active membership in their community.

Vision: The campus of JJM will radiate a sense of energetic order and respectful engagement. Teachers will be dynamic coaches who create a wide variety of engaging learning experiences in classrooms that have clear and coherent expectations for behavior. Students will be able to express their goals, potential challenges or past mistakes, and the actions that are needed to achieve their goals. Classrooms will vibrate with on-task, academically oriented “student talk” and not rely on lecture format of instruction. Staff will express optimistic goals for students and themselves. Support systems will be assigned according to need and instruction will be clearly differentiated. The use of data and research will be readily available to support and explain every decision made for the school. Evidence of the benefits of pro-social behavior and rewards for academic, ethical and interpersonal achievement will be readily apparent.

An Educated Person in the 21st Century

Graduates of James Jordan MS will culminate with the following skills and ideals:

- A deep respect for colleagues, peers and co-workers of all abilities and backgrounds that translates into effective team-work
- Literacy and competency in core academic skills sufficient for success in college preparatory high school courses with experience and understanding about how those skills transfer into workplace success.
- Familiarity with basic functions of personal computers including word processing, touch-typing, internet-based research and spreadsheets for data display and calculations.
- A plan for fulfilling all the requirements needed for college admission
- Cultural literacy, including an ability to interact comfortably and appropriately in a broad variety of settings, particularly university or workplace settings.
- Proficiency in self-reflection, self-assessment and in giving and receiving feedback.
- A belief that a university education and engagement in life-long learning are powerful tools for accomplishing personal and social goals and enable students to participate in meaningful careers.
- Knowledge of meta-cognition, self-regulation and motivational strategies to promote life-long learning.

- An understanding of the value in choosing to take the more difficult path rather than settling for something that is easy or comfortable.

JJM believes that all students have the right to the tools that will enable them to become the leaders of society. JJM intends that our students see all social and human problems as the joint responsibility of all stakeholders in our culture. JJM will, by example and instruction, equip our students to take an active role in improving the world. JJM will encourage students to seek and prepare themselves for meaningful work in a career that has personal significance for their own fulfillment and the betterment of the world.

How Learning Best Occurs

The learning environment at JJM is designed to meet the needs of a diverse student body that includes a minority-majority student population drawn from economically disadvantaged homes as defined by the Federal free-and-reduced-price lunch program.

Middle School Shouldn't Be Awful

Length of Model Program/Practice: 5-7 years

Middle School is often an emotionally traumatic experience for students. An Op-Ed piece in the New York Times begins by saying: “The sheer unpleasantness of middle school has become something of a cliché” (North 2014). JJM has created multiple structures to make sure that students will describe their experience in positive terms. Reducing incidences of bullying is essential to avoiding long term negative impact on physiological and psychological health for middle school students (Wolke and Lereya 2015).

Academic success is only possible with a positive and supportive school climate. Students must believe that the school staff care about them and are acting in their best interest. Students must feel that they can have peer conflicts resolved appropriately. Students should feel that an abundance of help and support is available to help them meet academic standards. When Maslow’s hierarchy of human needs is applied to schools, it is clear that academic endeavors cannot progress when basic social and emotional needs are not met (Deering et al 2013).

JJM requires a very high standard of ethical behavior from staff and students. JJM has two full-time Behavior Support Coordinators who, under the supervision of the Principal, work to carefully de-escalate negative peer interactions and to provide logical consequences when students do not meet behavioral expectations. Students who want to report a negative interaction with peers fill out an Incident Report and an investigation will begin within 24 hours. This practice discourages students from trying to solve interpersonal conflicts on their own and allows counseling and guidance to help students work together effectively. JJM has schoolwide standards for what behavior is considered a minor problem and what behaviors constitute a major breach of expectations. The designation of minor or major is reviewed annually in collaboration with teachers and staff. This collaboration prevents the confusion that might occur when one teacher feels that getting out of your seat without permission is a problem while another teacher allows that behavior. All major problems trigger an immediate referral to a Behavior Support Coordinator who will investigate the incident and work with the Principal to determine appropriate consequences. The success of these practices is reflected in quantifiable data from

district and in-house surveys. The nearly 98% attendance rate at JJM is proof that students are comfortable being at school and do not try to avoid attending class.

JJM provides students with the tools to self-regulate their behavior. Students can inform adults that they are not able to work effectively in a regular classroom and they can spend the day working on their academic assignments in a small group environment that is closely monitored by a credentialed teacher. On an average day, JJM has 5 students in this Supervised Solo Instruction setting.

JJM uses a program called “Deans List” to track when students who exceed our expectations and when they do not meet our expectations. A school wide system of rewards is available and students can purchase rewards using the number of merits that they have recorded on Deans List. One of our LCAP goals is that 60% of all of our students will receive public recognition for above average performance on academic or behavioral goals each school year. JJM also has an LCAP goal that 100% of our students will receive written praise from an adult every year. JJM has met these LCAP goals each of the last 4 years.

At JJM, we promote parent engagement and track our success with several quantifiable LCAP goals, such as achieving quorum at four English Learner Advisory Committee meetings every year. JJM mandates teacher contact for any student who receives an NC grade on a report card. JJM tracks this contact for our LCAP goal of 100% of parents having a conference if their child earns an NC grade or if they have hit the year-to-date criteria for chronic absenteeism. In the Fall 2018 California Dashboard, JJM earned the highest rating of blue for controlling Chronic Absenteeism.

Results

JJM is not a typical awful middle school experience. In fact, our students have a very positive view of the JJM experience. On our 2017-18 in-house student survey, 95% of students say that they like being a JJM student (most of the time). Ninety-one percent of 360 student responses said that JJM was safer than other middle schools; 96% of our students report “There are a lot of ways to get extra help and tutoring (e.g.: lunch tutoring, after-school, Saturdays, Intersession, etc.)” In the 2017-18 student survey, 82% of our students said that “If I have a problem with another student, the adults at JJM will do something about it.” Ninety-six percent of our students said that (almost all) of the staff “wants me to succeed in school and in life.”

On the LAUSD School Experience Survey results for 2018-19, there is similar evidence of a beneficial school climate. For example, at JJM only 9% of students report experiencing bullying which can be compared to 16% of students throughout LAUSD. JJM students feel connected with a rating of 75% compared to 64% for the district overall. JJM students feel safe at a rate of 79% over a district rating of 68%.

Qualities of Effective Schools

The learning environment at JJM is designed with the elements recommended by Effective School research (Sadovnick, Cookson & Semel, 2001). The following is a list of the elements of successful schools from the Effective Schools research and the structural components that JJM has instituted on campus that match the research.

Quality of Effective School	Statement of Value / Belief / Philosophy	Structural Components
Clear Mission	JJM Mission Statement: James Jordan Middle School prepares students to meet the highest standards of personal character and develop the skills and self-efficacy necessary for successful completion of the A-G requirements in high school, with a plan for enrollment at a four-year college, entry into a productive career, and an active membership in their community.	
Safe, Orderly Environment	<p>Relationships of trust and respect are built between parents, teachers and students. By keeping overall enrollment small, the school has a feel of a small community.</p> <p>Our students face many challenges outside of school that may make the structured format of a classroom unworkable on occasional days when their affective domain is under exceptional stress.</p> <p>JJM will survey students and parents to insure that JJM is constantly aware of their feelings and concerns.</p>	<ul style="list-style-type: none"> • Credential required for the Discipline Coordinator to insure instruction continues when a student needs to be out of the classroom for behavior modification. • FEMA training completed and extensive Emergency response program on file. • A variety of written policies and daily rituals help socialize students into a culture of respect. • Character development embedded in core curriculum • Strict enforcement of the uniform code. • Close partnership with local police, particularly the juvenile officers.
Strong Instructional Leadership	<p>A highly –qualified principal will facilitate the establishment of a rigorous curriculum and assessment framework each year. Faculty will have 3 hours of professional development built into the regular school week schedule. That weekly time will follow the conceptual framework of Backwards Design to structure collaborative lesson planning and common assessments. Peer observation, data driven decision-making and are used to insure that the conceptual framework is being carried into the classrooms. The Principal and Assistant Principal will annually facilitate several rounds of Lesson Study using the protocols developed at Teachers College, Columbia.</p> <p>Teachers are provided with training and then consistent cycles of feedback to improve their instruction.</p>	<ul style="list-style-type: none"> • August Professional Development includes up to 2 weeks of structured workshops and collaborative planning by all faculty • Lead Teacher for each grade level is elected by faculty to coordinate administrative and faculty priorities in use of weekly full faculty collaborative professional development time (3 hours per week). • Mentors are assigned to all 1st and 2nd year teachers in addition to the school paying for BTSA induction.
Concentration on Instructional Tasks	A strict dress code is implemented to provide a uniform appearance to reduce distractions. While referred to as a “uniform”,	<ul style="list-style-type: none"> • Analysis of assessment data drives decisions in curriculum.

Quality of Effective School	Statement of Value / Belief / Philosophy	Structural Components
	<p>this is actually no more than restrictions on colors that may be worn and standards regarding safety such as the type of shoes that are appropriate (closed toed, with ties or Velcro to secure them to the feet)</p> <p>Instructional strategies are consistent across grade levels and all contents, including Physical Education.</p> <p>Breaks in the regular routine of instruction are kept to a minimum.</p> <p>Performance tasks are strongly emphasized in our assessment system.</p> <p>Feedback provided to teachers focuses on Pedagogy and Curriculum delivery.</p> <p>Professional Development meetings are not dominated by "housekeeping" or bureaucratic tasks but rather are structured around content and cross-subject planning time.</p>	<ul style="list-style-type: none"> • Elective courses are reduced to once a week to create space for targeted instruction in homogenous ability groups. • Majority of faculty is Multiple Subject credentialed to allow cross curricular teaching and regrouping of students for instruction in more than one core area. All Multiple Subject credentialed teachers have a master schedule assignment that is in compliance with the Administrator's Assignment Manual issued by the California Commission on Teacher Credentialing. • Written feedback from classroom observations provided to teachers at least 3 times per year.
Monitoring of Student Progress	<p>The staff development time will include a monthly review of data to track changes in student achievement on common assessments. Teachers will examine patterns of outcomes and share successful lesson plans. This public forum for examination of quantifiable changes in each class will compel teachers to be reflective and responsive to the needs of their students. Decisions about instructional methods are made in light of compared data. Interventions will take place quickly and will not wait for official quarterly progress reports.</p>	<ul style="list-style-type: none"> • Students have been assigned to a core team of teachers who meet regularly to discuss common students. • Teachers have a structured guide for conducting parent meetings and document all support offered at meetings. • A broad variety of data analysis activities track student achievement. This is reviewed by the Principal on a quarterly basis. The data is reviewed by the full faculty together. • Parents receive a monthly written grade report showing missing assignments, test scores and overall grade. • Each quarter, all teachers review the placement of each student in an ability group. Students are moved from one level of support to another on the basis of an established matrix, and the principal and Director of Special Education review all placements.
Positive Home-School Relationships	<p>All materials are provided to parents in both English and Spanish.</p>	<ul style="list-style-type: none"> • Our charter requires that a Parent be seated on the JJM Board of Trustees. This parent is chosen from those

Quality of Effective School	Statement of Value / Belief / Philosophy	Structural Components
	<p>Monthly parent meetings are held to facilitate sharing information, hearing parent concerns, and providing guidance in understanding elements of public schooling such as state testing and the LCAP.</p> <p>Seminars for parents are held regularly and cover topics such as college admissions requirements, strategies for monitoring homework, mental health warning signs, and mini-lessons in the content being learned by the students.</p> <p>When a student has a behavior problem, the parents are frequently offered a choice of consequences such as choosing that their child attend Saturday School or Anger-Management therapy instead of an out of school suspension.</p> <p>Parents are asked to contribute 15 hours of volunteer service per year. These hours are not mandatory. Failure to complete does not impact admission or enrollment. Parents who exceed the volunteer request are eligible for a variety of rewards from public praise to a trip to the California Charter School Conference.</p>	<p>elected by the other parents to the School Site Council.</p> <ul style="list-style-type: none"> • The position of Parent Coordinator has been established to provide more cohesive partnership with parents. The coordinator provides leadership training for elected parent representatives who run the School Site Council and to provide several parent workshops. • The School Site Council meetings and English Learner Advisory Council meetings are held quarterly to provide parent-elected parents an in-depth view of school policy and an opportunity to help make critical decisions, especially in regard to use of public funds • Annual parent survey captures concerns and ratings of various areas of school performance. • An electronic phone notification system has been adopted to provide a bilingual communication tool for teachers and school administrators. • A social worker is available on campus 20-30 hours per week to help families connect with local resources and to provide therapeutic services to students who do not have an IEP with counseling services. • Homework and tests are recorded every class period in the agenda book that is signed by a parent each night.

LCAP

The primary vehicle for expressing our desired pupil outcomes as aligned with state priorities is the LCAP. Using input from a variety of stakeholders, the annual LCAP lays out goals and metrics not just for test scores, but for all of the detailed services that JJM believes are essential for improving student achievement. Following is a chart showing the most essential goals and metrics from the 2017-2020 LCAP. However, the full text of the annual 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 on section 47607. **Included below are at least one goal for each of the state priorities.**

LCFF STATE PRIORITIES

GOAL #1

To increase parent awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement, especially through student participation in out of classroom tutoring opportunities.

Related State Priorities:

☐ 1 **X 4** ☐ 7
☐ 2 ☐ 5 ☐ 8
X 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

Provide expanded learning program during 1 week of Winter Break, two weeks Spring Break, Four weeks of Summer Break

Parent conference days, with release time or part day instruction, will be added to the academic calendar in a way that will keep our instructional minutes well above state requirements.

Expected Annual Measurable Outcomes

Outcome #1:

Parent conferences for students with NC grades.

Metric/Method for Measuring: Spreadsheet with time and date of conference for each student with an NC grade.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	94%	100%	100%	100%	100%	100%
English Learners	90%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	94%	100%	100%	100%	100%	100%
Foster Youth	n/a					
Students with Disabilities	90%	100%	100%	100%	100%	100%
African American Students	n/a					
American Indian/Alaska Native Students	n/a					
Asian Students	n/a					
Filipino Students	n/a					
Latino Students		100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	n/a					
Students of Two or More Races	n/a					
White Students	n/a					

Outcome #2: *Students with two NC grades participate weekly in one of the academic support programs.*

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Metric/Method for Measuring: Spreadsheet of all students with NC grades with attendance at least one academic support activity per week.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	85%	90%	91%	92%	93%	94%
English Learners	80%	90%	91%	92%	93%	94%
Socioecon. Disadv./Low Income Students	85%	90%	91%	92%	93%	94%
Foster Youth	n/a					
Students with Disabilities	90%	90%	91%	92%	93%	94%
African American Students	n/a					
American Indian/Alaska Native Students	n/a					
Asian Students	n/a					
Filipino Students	n/a					
Latino Students	85%	90%	91%	92%	93%	94%
Native Hawaiian/Pacific Islander Students	n/a					
Students of Two or More Races	n/a					
White Students	n/a					
Outcome #3: <i>Students with two NC grades attend an Intersession (Winter, Spring, Summer).</i>						
Metric/Method for Measuring: Spreadsheet of all students with NC grades with attendance at Intersession.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	89%	90%	91%	92%	93%	94%
English Learners	89	90%	91%	92%	93%	94%
Socioecon. Disadv./Low Income Students	89	90%	91%	92%	93%	94%
Foster Youth	n/a					
Students with Disabilities	89%	90%	91%	92%	93%	94%
African American Students	n/a					
American Indian/Alaska Native Students	n/a					
Asian Students	n/a					
Filipino Students	n/a					
Latino Students	89%	90%	91%	92%	93%	94%
Native Hawaiian/Pacific Islander Students	n/a					
Students of Two or More Races	n/a					
White Students	n/a					

LCFF STATE PRIORITIES

GOAL #2

Provide a wide variety of instructional settings, pedagogy and support for SWD.

Related State Priorities:

☐ 1 **X 4** **X 7**
X 2 ☐ 5 ☐ 8
X 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

Provide ample staff for provision of RSP services. increase staffing by one FTE position for the 2016-17 school year.

Keep salary of Administrator for Special Education competitive

Provide weekly planning time for all teachers to receive training in inclusion strategies and differentiation, and Monthly review of data regarding IEP services and goals. Provide a release day for each RSP to set up a quarterly review of all students and goals with each of their general education partner teachers.

Expected Annual Measurable Outcomes

Outcome #1: School consistently shows IEP services rendered on time as demonstrated on SELPA reports.

Metric/Method for Measuring: Welligent reports at the end of each school year.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
English Learners	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	2018 93%	94% of IEP services on time	94% of IEP services on time	95% of IEP services on time	95% of IEP services on time	96% of IEP services on time
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Outcome #2: IEP goals are being achieved by students at a point one year from the goal being set.						
Metric/Method for Measuring:						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
English Learners	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	2019 85% of IEP goals are achieved by students within one year of goal being set.	86% of IEP goals are achieved by students within one year of goal being set.	87% of IEP goals are achieved by students within one year of goal being set.	87% of IEP goals are achieved by students within one year of goal being set.	88% of IEP goals are achieved by students within one year of goal being set.	88% of IEP goals are achieved by students within one year of goal being set.
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

LCFF STATE PRIORITIES

GOAL #3

Students increase their ability to use technology with 1-1 laptops.

Related State Priorities:

☐ 1 ☒ **X4** ☒ **X 7**
☒ **X2** ☒ **X5**
☐ 8
☐ 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

1-1 computer technology available for daily classroom use in every academic class.

Teachers have had training during non-instructional days.

Students can touch type, create and edit word documents, use a thumb drive.

Expected Annual Measurable Outcomes

Outcome #1: % of students who can touch type at a reasonable speed.

Metric/Method for Measuring: Testing using a commercial software typing program.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	70% of students can touch type 20 wpm, create and edit word documents, use a thumb drive.	80% of students can touch type 30 wpm, create and edit word documents.	81% of students can touch type 30 wpm, create and edit word documents	82% of students can touch type 30 wpm, create and edit word documents	83% of students can touch type 30 wpm, create and edit word documents	85% of students can touch type 30 wpm, create and edit word documents
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth						
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2: Teachers have had training during non-instructional days.

Metric/Method for Measuring: Spreadsheet with individual teacher names and dates of training.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>85% of all of teachers have had training during non-instructional days.</i>	<i>87% of all of teachers have had training during non-instructional days.</i>	<i>89% of all of teachers have had training during non-instructional days.</i>	<i>91% of all of teachers have had training during non-instructional days.</i>	<i>93% of all of teachers have had training during non-instructional days.</i>	<i>95% of all of teachers have had training during non-instructional days.</i>
English Learners	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Socioecon. Disadv./Low Income Students	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

LCFF STATE PRIORITIES

GOAL #4

Reduce chronic absenteeism as defined for the California Dashboard performance indicator measuring attendance.

Related State Priorities:

☐ 1 ☒ **X4** ☐ 7
☐ 2 **X5** ☐ 8
X3 **X 6**

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

Assign specific duties for weekly truancy report to an office clerk who will report to school leaders

FT School Counselor who will develop a written plan for individual support for any student who is missing at least 10% of instructional days at the end of Q2 and Q3.

Provide mental health services to students who may be absent due to trauma or negative emotions regarding school

Provide social worker intern to counsel families for the purpose of implementing plans to reduce absences.

Expected Annual Measurable Outcomes

Outcome #1: The Chronic Absenteeism rate at JJMS will be held to a reasonable minimum.

Metric/Method for Measuring: official state reports

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	percentage of chronically absent student will not exceed 3.5%	percentage of chronically absent student will not exceed 3.5%	percentage of chronically absent student will not exceed 3.5%	percentage of chronically absent student will not exceed 3.5%	percentage of chronically absent student will not exceed 3.5%	percentage of chronically absent student will not exceed 3.5%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2: At the end of each quarter except Q4, a parent conference (or 3 attempts) has been held for Chronically Absent students to discuss the impact of absences and create a plan to increase attendance.

Metric/Method for Measuring: Spreadsheet showing the name of students who are missing 10% of the instructional days with dates of conference or attempts.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>	<i>a parent conference (or 3 attempts) has been held for 85% all students who qualify as Chronically Absent.</i>
English Learners	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Socioecon. Disadv./Low Income Students	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

LCFF STATE PRIORITIES

GOAL #5

The academic language performance of English Learners will improve as measured by reducing the number of EL students who are in the lowest SBAC rank (1) on the ELA portion of the state test.

Related State Priorities:

☒ **X1** ☐ 4 ☐
7
☐ 2 ☐ 5 ☐ 8
☐ **X3** ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

*Provide additional professional development for ELA teachers and paraprofessionals.
Assess students to determine likely obstacles to improvement, such as lack of phonics skills.
Maintain low staff/student ratio for students with weakest language skills.
Revise and improve comprehensive curriculum map for ELA courses.
Administrator will create individual plans for Academic Achievement for each English Learner.*

Expected Annual Measurable Outcomes

Outcome #1: % of EL students who score a "Not Met" on the ELA SBAC

Metric/Method for Measuring: % of EL students who score "Not Met" on current ELA SBAC will be smaller than the percentage who were in "Not Met" previous year SBAC scores.

APPLICABLE STUDENT GROUPS	Baseline 17-18 sbac	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
English Learners	<i>2017 70% not met 2018 62% not met 8% decrease</i>	<i>Show a decrease</i>	<i>Show a decrease</i>	<i>Show a decrease</i>	<i>Show a decrease</i>	<i>Show a decrease</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

APPLICABLE STUDENT GROUPS	Baseline 17-18 sbac	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

LCFF STATE PRIORITIES						
GOAL #6						
Demonstrate superior performance on the annual SBAC for ELA and Math when compared to district schools with similar demographics.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Expected Annual Measurable Outcomes						
Outcome #1: % of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%						
Metric/Method for Measuring: LAUSD annual data set provided for annual oversight visit.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-18 ELA <i>JJM "Not Met" 20.83%</i> <i>similar schools Not Met 41.29%</i> <i>JJM is 20.46% less students in the lowest rank of performance on SBAC.</i>	% of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%	% of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%	% of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%	% of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%	% of students with the lowest rank on initial SBAC in both Math and ELA will be lower than comparable district schools by 5%
	2017-18 MATH <i>JJM 21.09 %"Not Met" compared to similar schools Not MET 55.32%</i> <i>JJM is 32.23% less students in the lowest rank of performance on SBAC.</i>					

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2: % of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 5%

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<p>2017-18 ELA JJM 53.13% Meet or Exceed</p> <p>Compared to similar schools 32.12% Meet or Exceed</p> <p>JJM has 21% more students that meet or exceed state standards.</p> <p>MATH JJM 52.08% Meet or Exceed</p>	% of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 10%	% of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 10%	% of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 10%	% of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 10%	% of students meeting or exceeding standards on SBAC in both Math and ELA will exceed comparable district schools by 10%

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Compared to similar schools 19.49% Meet or Exceed JJM has 32.59 % more students that meet or exceed state standards.					
English Learners	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

LCFF STATE PRIORITIES

GOAL #7

Increase the number of staff who have received high-quality training in responding to emergencies.

Related State Priorities:

- ☒ **X1**
☐ 4
 ☐ 7
☐ 2
 ☐ 5
 ☒ **X 8**
☐ 3
 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

Send Campus Safety officer position and Office Manager to extended trainings connected to crisis response.

*Provide no-cost training for CPR/first aid and other crisis response training to all full time employees.
AED training for office staff, campus safety team and all administrators.
Provide extended menu of trainings for parents
To monitor campus security procedures and modify them as needed.
The school will establish a working MOU with at least one outside agency that can provide direct mental health services to our students.
All admin, all teachers, some paraprofessionals are trained in crisis response or active shooter scenarios.*

Expected Annual Measurable Outcomes

Outcome #1: All admin, all teachers, some paraprofessionals are trained in crisis response or active shooter scenarios.

Metric/Method for Measuring:

Attendance sheets from annual training

APPLICABLE GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Admin	100%	100%	100%	100%	100%	100%
Teachers	100%	100%	100%	100%	100%	100%
Paraprofessionals	94%	100%	100%	100%	100%	100%

Outcome #2: More than 50% of students had a parent attend a training in mental health, suicide prevention, crisis response, or other safety topics.

Metric/Method for Measuring:

Attendance sheets from all workshops offered for parents compared to list of all enrolled students sorted by those with the same parent.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	51% of students	51% of students	51% of students	51% of students	51% of students	51% of students

APPLICABLE GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<i>have a parent that attended training</i>	<i>have a parent that attended training</i>	<i>have a parent that attended training</i>	<i>have a parent that attended training</i>	<i>have a parent that attended training</i>	<i>have a parent that attended training</i>
English Learners	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioecon. Disadv./Low Income Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #3: *Campus Safety officer position and Director of Operations to attend extended trainings connected to crisis response.* (James Jordan Middle currently has 5 administrators. The goal is to have 4/5 received extended training by 2024-5.)

Metric/Method for Measuring: Spreadsheet with name of training and dates attended.

	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Campus Safety Officer	yes	yes	yes	yes	yes	yes
Director of Operations	yes	yes	yes	yes	yes	yes
Other Administrators	2/5	3/5	3/5	4/5	4/5	4/5

Outcome #4: Additional mental health services are provided to non-IEP students
(The size of the student body is scheduled to change so in addition to specifying a number of kids, the school is providing the goal as a percentage of the total student body).

Metric/Method for Measuring: Spreadsheet showing names of non-IEP students who are receiving counseling services on campus.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-9 On campus mental health services	2018-9 On campus mental health services	2018-9 On campus mental health services	2018-9 On campu smenta l health service	2018-9 On campus mental health services	2018-9 On campus mental health services

APPLICABLE GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	provided to 30 non-IEP students. (7% of student body)	provided to 35 non-IEP students. (8% of student body)	provided to 35 non-IEP students. (8% of student body)	s provided to 35 non-IEP students. (8% of student body)	provided to 30 non-IEP students. (8% of student body)	provided to 38 non-IEP students. (8% of student body)
English Learners	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Socioecon. Disadv./Low Income Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Foster Youth	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Students with Disabilities	<i>n/a</i>					
African American Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
American Indian/Alaska Native Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Asian Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Filipino Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Latino Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Native Hawaiian/Pacific Islander Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
Students of Two or More Races	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>
White Students	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>	<i>As needed</i>

Self-Motivated, Competent and Life-Long Learners

JJM enables students to become self-motivated, competent, and lifelong learners.

Self-regulation: Students who struggle in school, especially low-income students, rarely know a variety of strategies for improving their work and studying effectively. Therefore they must be given direct instruction in how to monitor and improve their own achievement (Zimmerman, 2002).

Martin Covington and Myron Dembo are just two experts who have documented the improvement in student outcomes when the learner sets goals, uses strategies, evaluates progress and improves their approach to a problem. Study Skills must be deliberately taught and the teacher must present consistent opportunities where success depends on the use of good strategies. The use of worked examples and graphic organizers is used consistently across all grades and content areas to assist students in learning ways to organize content information. Rubrics are used to help students understand directions, set goals, perceive areas of need and self-correct to produce improved work. The Backwards Design model of curriculum planning is used by JJM faculty to insure that they have a clear vision of the goal to which they are leading the students. From the first introduction of a topic, a teacher is clear about the skills a student will need to demonstrate mastery of the learning objectives. Students are guided to become responsible for monitoring and improving their own performance.

JJM has adopted a specific approach to cycles of practice and reflection. Instruction is designed around the principles of Worked Examples problem-solving. This approach “employs multiple modalities in presentation and emphasizes conceptual structure by labeling or segmenting. At the lesson level, effective instruction employs multiple examples for each conceptual problem type, varies example formats within problem type, and employs surface features to signal deep structure” (Learning from Examples: Instructional Principles from the Worked Examples Research, *Review of Educational Research*, Atkinson, R. and Derry, S., Vol. 70, No. 2, 181-214 (2000)). Instruction designed using this approach creates a conceptual framework for multi-step problem solving. The worked examples provide modeling and a means for student to check and evaluate their own progress. This promotes greater self-regulation and with cross-curricular use it can lead to generalization of problem-solving tactics to areas where there has been no direct instruction.

In practice on campus this means, a JJM teacher has set the tone of the room and is enforcing high expectations for attention, positive peer interactions and compliance with school rules, like the uniform code. There are no mixed messages about how students should behave. Students have clearly been coached to make smooth transitions from one activity to another. There are clear routines established for things like turning in homework, using the agenda book, or using the restroom. There is a visible and consistent behavior management strategy. All students can articulate the directions and expectations for the activity going on in class. Students are on-task and when they are not, the teacher takes note and has a series of interventions to redirect student behavior. The teacher does not send mixed signals. Expectations are clear and consistent for things like who gets to talk, who is out of their seat, bathroom privileges, students who claim that they have permission to do something without a written note from an adult. School rules are being enforced in the classroom (shirts tucked, agenda books signed, no tardies, Carpe Diem, etc.). All members of the grade level use the same management system and procedures.

In the classroom this looks like:

1. Using the Agenda books according to school policy so students constantly track their assignments.
2. Providing effective feedback, quick and specific so students understand what they did wrong.
3. Teaching kids a set of effective study strategies, starting with how to memorize information and how to take class notes.
4. Making sure that students are aware of their strengths and weaknesses, starting with being able to say what grade they have in a class and why they got that grade.
5. Assisting students in setting reasonable goals and monitoring their progress toward those goals.
6. Creating lessons that have teacher monitored benchmarks to show how much progress you must make to earn an A-B-C grade.
7. Training students to use rubrics to evaluate work samples.
8. Training students to use resources like worked examples and class notes.
9. Providing a clear system of individual rewards and consequences for reaching academic goals.

Instructional Design

Schoolwide Ability Grouping

This practice was part of the first JJM charter and it was adopted to address the need for differentiation of instruction while increasing the number of effective teachers who remain employed at JJM because they feel that they are making a difference in the lives of their students. With heterogeneous grouping, the amount of differentiation with a group of students can be staggering when their reading comprehension levels range from second grade to ninth grade. Ability-grouped cohorts mean that the spread of skill levels in any one classroom averages about two grade levels instead of seven grade levels.

In order to facilitate differentiation of instruction by our teachers, students at each grade level are sorted into cohorts based on their academic ability as measured by standardized test scores and course grades. Students are able to move into a higher ability group each quarter of the year to prevent any resemblance to “tracking.” On average, 35 out of 400 students change cohorts each quarter. JJM has a Special Day Program for students with Individual Education Plans that call for a large number of service minutes by an Educational Specialist. The Special Day Program at JJM allows these students to be hybrid and mainstream for either ELA or MATH while continuing to have intense services in their weaker academic area. The student-to-staff ratio in our Special Day Program is 11:1.

Resources are expended in correlation to the academic needs of the students in each cohort.

Support Cohort

Students with the weakest academic skills participate in the SUPPORT cohort and have the smallest class sizes with an additional adult in the classroom to reduce student-to-staff ratio to 14:1, allowing for more individual attention. For the support cohort, there is a General Education teacher and a second adult for 80% of instructional time. The second adult is either a

partner teacher with an Educational Specialist credential or a highly-qualified paraprofessional who has passed the CBEST.

Grade Level–High in Math Cohort and Grade Level–High in ELA Cohort

The mid-range of ability is divided into GRADE LEVEL-High in Math and GRADE LEVEL-High in ELA. These two cohorts have slightly larger class sizes and a second adult works with this group for 40% of their instructional time in 6th grade and 25% in 7th and 8th grades. The division of students into two grade level cohorts allows teachers to provide greater depth and coverage of grade level standards in the content area where the students have stronger academic skills.

Honors Cohort

HONORS is the cohort for students with strong academic skills. This group covers curriculum with greater depth and at a faster rate of speed. This group has the largest class size and does not have the support of second adults.

This practice benefits every student enrolled at JJM, including students with disabilities. It allows students to move forward in their areas of strength and targets additional services for students in their weakest academic areas. The STAR study conducted in Tennessee demonstrated the impact of small class sizes on student achievement (Boyd-Zaharias 1999). Although JJM cannot afford to maintain separate classes with a size of 15 students, there is an effort to approximate some of the beneficial conditions by maintaining a staff-to-student ratio of 1:15 or lower. For instance, JJM budgets for one class of 15 students for a group of incoming 6th grade students with especially weak academic skills. The lower staff-to-student ratio also supports social and emotional needs of both the students and the teachers. Stronger relationships between teachers and students also increases daily attendance.

Stakeholders participate in the decision-making portion of this practice. Teachers collaborate with administration to create rubrics for placement of students in ability groups. Parents are provided with a worksheet showing the analysis of how their child's placement was calculated and are invited to set an appointment to speak with teachers if they have questions about the placement. The effectiveness of our parent engagement is best represented in the number of applications that JJM receives for enrollment. For the past 5 years, applications have exceeded spaces available.

The metric for monitoring and measuring the success of this practice is the Difference from Three score generated by annual Smarter Balanced assessments and the number of students who move into the category of Meet or Exceed state standards. A spreadsheet tracks individual student data across all years of their enrollment at JJM.

Our LCAP includes a goal that our test scores will exceed those of local residential district schools and similar school across our authorizing district. JJM has an LCAP goal that specifies that JJM will reduce the number of students who score at the lowest rank of SBAC performance as the students move from one grade to another at our school.

The SBAC data for JJM students demonstrates the success of this model in preparing students to succeed at a four year university. College admission is based on completion of A-G classes in high school and a student that meets or exceeds standards on the 8th grade SBAC will not be

programmed into remedial classes their freshman year of high school. Over the past three years, our SBAC scores have improved dramatically especially in comparison to similar schools. By 2017-18:

- JJM had **53% of students meet or exceed ELA standards** while local schools had a median of only 32% with the LAUSD at 42% of students who meet or exceed ELA standards.
- In math, JJM had **52% meet or exceed** and local schools had 18% and the LAUSD had 31% that could meet or exceed SBAC math standards.

Students are more likely to succeed in high school and therefore in college if they attend JJM instead of other local schools.

Increased Instruction and Intervention

Length of Model Program/Practice: 10-14 years

Only a few students arrive at JJM having mastered the grade level standards from elementary school. The JJM class of 2018 enrolled in 6th grade with only 28% meet/exceed in ELA and a paltry 11% meeting or exceeding standards for math. The JJM class of 2019 also has not mastered elementary content with 35% meet/exceed in ELA and 22% meet/exceed in math upon enrollment in 6th grade. Clearly, our students are in dire need of remediation while also continuing to support their access to grade level curriculum.

Our master schedule provides for two hours of Math and two hours of ELA instruction each school day. One hour is devoted to grade level curriculum. The second hour is for addressing individual needs for remediation or acceleration in the content area. The second hour of ELA is when JJM provides targeted support for English Learners. For 8th graders, ELA instruction is reduced to one hour to allow increased time for Science and History/Social Studies. JJM mandates faithful implementation of Ironbox Power Over Numbers curriculum for use during our second hour of math instruction. In the future, JJM may select a different curriculum.

High Expectations

JJM establishes a high standard for what is considered strong academic performance. At JJM, students who earn less than 70% in a class do not receive credit for that class and must attend one or more Intersessions (see below) in order to stay on track to qualify for culmination. This choice was made in light of our goal to have every student prepared to succeed at a four-year university where a grade lower than C can prevent a student from completing degree requirements. One of our slogans is “Ds don’t get you degrees.”

Additionally, JJM mandates that more than 70% of almost every course grade must be from assessments and assignments that represent grade level work that was completed without adult assistance, unless the student has an IEP that mandates otherwise. Administrators work with teachers to help correctly identify student work that meets our standard of Independent Academic Ability. This practice is driven by the need to have parents clearly understand the level of academic ability their child has reached so that the parents can judge how many of our intervention programs to access. JJM also set standards for remediation of skills that were not mastered in elementary school. For example, one of our Local Control Accountability Plan (LCAP) goals is that 90% of all students who have been enrolled continuously for one year will

pass a phonics inventory. Another LCAP goal measuring remediation is to reduce the number of students who score at the lowest rank of academic performance on the SBAC.

Having established a high standard for academic success, JJM will review student data every quarter to make adjustments in pacing plans and intervention services. Each teacher must submit a data analysis of their own students' progress using a template created by the administration. The teacher takes note of patterns and highlights students that need additional support. The teacher provides a narrative reflection on how the data patterns will be used to adjust instruction for the coming quarter and what interventions they recommend for struggling students. The teachers are also responsible for making contact with the parent of any student who does not receive credit (NC) for a class by scoring under 70% for the course grade. One of our Local Control Accountability Plan goals is that 100% of parents with students with an NC report card grade have had a teacher conference. JJM has reached this LCAP goal each of the past 3 years.

JJM has developed a set of standards for key skills that directly contribute to a student being able to operate and understand the online testing format. One of our LCAP goals is that 75% of our students can touch type at a speed of 25 wpm with 90% accuracy. In every classroom, there is a laptop for every child and JJM has an LCAP goal that 50% of all classroom observations will show students using their laptops. JJM also uses the full CAASPP system of practice tests, especially the Interim Assessment Blocks (<https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>). Each content department selects at least one IAB for pre- and post-testing during each quarter. The administration reads and scores all of the open-ended responses using the CAASPP hand scoring feature. Our Director of Special Services works with Educational Specialists and General Education teachers to make sure that all testing accommodations contained in an IEP are meticulously implemented, even during practice tests.

Pedagogy

Every lesson is based on Common Core State Standards and has a clear link to the real world use of the skills being taught. There is differentiation in the lesson that allows students to engage in the material at different skill levels rising up through Bloom's Taxonomy. The teacher uses a variety of methods (visual, aural, kinesthetic) to convey or practice information. The teacher checks for understanding and uses several kinds of scaffolding to move students forward when they are stuck. Specific study skills are taught and students are coached to practice metacognition. Students earn grades for a variety of behaviors beyond tests, quizzes, papers, and homework. If a significant amount of class time is spent on an activity, there should be a way to capture a grade for that time. This includes having a variety of ways to check for understanding. Homework assignments and classwork have a wide range of activities. Students must be able to explain the purpose of the lesson and *why* the lesson is important for their future in college and a career.

Tiered study guides and differentiated lessons are requirements. Specific instruction and guided practice in study strategies and other metacognitive skills should be a regular part of the class agenda.

Automaticity

Teachers tend to forget that students need instructions broken down to a very basic level. For example, the teacher will have to show them how to fold a sheet of notebook paper into fourths. The teacher should not say “don’t copy” without teaching them how to paraphrase.

Authenticity

The teacher needs to help students understand how what they are learning is relevant to their future lives, especially to being successful in college. The teacher should ask them to perform academic tasks that are done in the real world.

Simultaneity

Students are more likely to learn when they are active. The teacher should design lessons that allow the largest number of students to be active at the same time. The teacher should avoid lessons where only one or two students are on the spot and need to pay attention. At least 60% of the class time should be academic talk by students. The teacher should use of individual white boards, popsicle sticks to randomize calling on students, think-pair-share etc. should be apparent in every class session. A large number of students should be visibly active in their engagement.

Structure of Class Time

It should be apparent that the teacher has carefully planned the structure of the class. Different from management, this is not a “policing” or monitoring function but rather the design for implementation. Directions and step by step chunking should be given visually not just orally. Group work should be highly organized with specific benchmarks and should require positive interdependence. Activities should promote self-regulation through the use of worked examples, graphic organizers and rubrics. Classroom time should include many opportunities for student participation. The classroom should be arranged to make the most efficient use of space.

Like many urban schools in California, JJM shares the challenge of serving a very diverse population. The percentage of students at JJM who have an Individualized Educational Plan (IEP) is well in excess of the district average. Also, a significant number of our students are English Language Learners. The majority of our students arrive at JJM with state assessment scores that demonstrate they did not master the state standards for the elementary years. JJM has chosen the philosophical approach that allows all of our students from gifted to those with learning disabilities the most access to grade level curriculum.

JJM believes in differentiation of curriculum and instruction but not always with a full spectrum of abilities in the same room. Our approach differs from “tracking” in that there are recurring objective measures of achievement that allow students to move fluidly between the types of classes according to their academic needs and performance. Core classes are sorted with homogeneous ability grouping based on in-house commercially prepared standardized assessment scores, SBAC results, teacher recommendation and other measures of academic achievement. Our approach closely mirrors the values and protocols for *Response to Intervention*, but it is on a school wide scale for the full academic day.

Students Learn More When They Are Engaged and Active

Drawing on the work of Marzano, especially those strategies detailed in *Classroom Instruction that Works*, JJM teachers will deliver instruction with a focus on effectively structured cooperative and collaborative learning activities. Active learning means that the student is the

worker and the teacher is the coach (Coalition of Essential Schools). A study of the experiences of 1,000 elementary students across the United States found that they spent 91% of their days in either whole-group or independent seatwork, with only 4.8 percent engaged with peers in a learning activity (Pianta, Belsky, Houts, & Morrison, 2007). Our emphasis on performance-based assessment is complimentary to the standards-based and norm-referenced assessments mandated at the school level by the state of California. Engagement is also the reason for tying academic curriculum to possible “real world” careers. Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002).

Articulation (expressing academic knowledge/Accountable Talk): “The talk of the classroom is necessarily academic in nature and includes a variety of cognitive functions that help students explain their thinking and learn from others. For instance, students need to be able to compare and contrast ideas, ask questions, and describe phenomena. It is useful to provide sentence starters related to the different types of thinking necessary in any learning environment. Post these sentence starters around the room and refer to them during guided instruction. In addition, remind students of the language objectives for the types of language they will use in their collaborative learning activity.” (Fisher, Frey, and Rothenberg, 2008).

In the classroom this looks like:

1. Increase the frequency of having kids explain things out loud and eventually in writing
2. Coaching kids in constantly using academic language and content vocabulary
3. Creating opportunities for meaningful academic conversation between students, especially around something that they read
4. Providing lists with definitions of academic vocabulary and assessing long-term memory (in Math and PE!!)
5. Modeling use of academic language

Differentiation: Systematic differentiation of instruction is an intensely challenging task for general education teachers serving a student body with highly diverse skill levels. JJM has adopted several guides for structuring differentiation. First, JJM has adopted the philosophy of Universal Design for Learning that was developed by the Center for Applied Special Technology in partnership with the U.S. Department of Education for the purpose of fulfilling the mission of the Individuals with Disabilities Education Act. This philosophy states that the needs of all learners should be taken into account before writing curriculum or instructional plans rather than writing a plan aimed at general learners and then later adapting or adjusting it for special needs students. This means that there is an assumption that the student audience is diverse and will need specific accommodations to access the standards-based curriculum on a daily basis. To this end, each member of the faculty is CLAD certified and has embedded state approved ELD strategies into the core curriculum.

To further refine this philosophical approach, JJM has adopted the conceptual framework for differentiation recommended by Carol Ann Tomlinson of the University of Virginia. In particular, her article, Reconcilable Differences? Standards-Based Teaching and Differentiation, Tomlinson, C.A., *Educational Leadership*, Volume 58, Number 1, September 2000, assists our teachers in thinking about how to cover state-standards while simultaneously providing a deliberate framework of access for students of all skill levels and abilities.

In the classroom this looks like:

1. Understanding the present level of performance of students- individually and by group averages.
2. Presenting material with a degree of scaffolding and pacing appropriate to the students' Zone of Proximal Development, which is the range just before and above the student's ability. Amount of Scaffolding will be different based on student's ability in comparison to the difficulty of the task. Scaffold for the students below the target and challenge the students above the target.
3. Presenting tiered study guides and activities that lead students up through levels of difficulty
4. Offering support for academic weakness and Honors program for enrichment
5. Assessing students with clear correlation to the study guides

Classroom Management: Our philosophy of overall behavior management is expressed in an article called *Unrelenting Expectations* (Livermore, 2009) based on research conducted at the Graduate School of Education, Penn University.

Students Will Learn More When They Are Part of School Culture Where They Feel Safe and Respected

The work of Dr. Ricardo Stanton-Salazar describes several typical barriers to achievement by Latino students, including the lack of time to form meaningful relationships with teachers and a lack of high expectations on the part of teachers. The block schedule which limits most JJM teacher contacts to 90 per day is designed to facilitate deeper and more trusting relationships with students by giving teachers the time to get to know a smaller group of students. The consistent promotion of the clear mission that JJM students are being prepared to enter a four-year college is designed to combat the possibility of low expectations. High expectations are an important manifestation of respect.

The "character" element of the mission of JJM is critical to creating the atmosphere of trust and respect critical to the success of a diverse school community. Our approach to student discipline is based in Cognitive Behavioral psychology paired with the Broken Windows philosophy espoused by Stanford psychologist Phillip Zimbardo, which has revitalized how law-enforcement looks at neighborhood policing. The highly successful charter school Amistad Academy of New Haven captures this spirit of early intervention with their slogan "We Sweat the Small Stuff." JJM has interpreted our approach with the slogan "Do What is Right, Not What is Easy!" This is a clarion call to make tough choices when confronted with conflicts with both peers and adults. Blended with Cognitive Behavioral psychology, this approach demands that those students who are not living up to expectations for behavior talk about their thinking process and examine the impact of their choices on the school community and the people about whom the student cares most.

Other fields have adopted this philosophy. In education, it means that small incidents of disrespect and disorder must be consistently and promptly addressed to avoid giving the appearance of a lack of value for people and property. "While some traditional predictors of victimization (such as low socioeconomic status) were associated with feeling unsafe, perceived school disorder was the major factor associated with such feelings. Disorderliness may thus be the school's version of "broken windows," which serve to signal to students a lack of consistent

adult concern and oversight that can leave them feeling unsafe. JJM suggest that fixing the broken windows of school disorderliness may have a significant, positive impact on adolescents' feelings of safety." (Which "broken windows" matter? School, neighborhood, and family characteristics associated with youths' feelings of unsafety, T. Mijanovich and B. Weitzman, Journal of Urban Health, Volume 80, Number 3 / September, 2003). At JJM, it has been interpreted as a need for small but immediate consequences for small acts of teasing and disrespect to avoid allowing the community of students to feel that additional escalation would be ignored.

In the classroom this looks like:

1. Beginning classes promptly with a routine.
2. Training kids to have good academic routines especially following directions and assessing this skill as part of the course grade.
3. Training students to keep their binders/backpacks organized and including this skill in course grades.
4. Maintaining a system of communication with parents, starting with enforcing the sign the agenda rule.
5. Experimenting with ways to motivate apathetic students (and parents) and to reward hard working students.
6. Documenting opportunities for support, including tutoring and resubmission.

Curriculum

The following courses are required for students enrolled at JJM

Sixth Grade	Seventh Grade	Eighth Grade
Physical Education	Physical Education	Physical Education
English Language Arts 6	English Language Arts 7	English Language Arts 8
Language Skills (used as Designated Instruction for EL as needed)	Language Skills (used as Designated Instruction for EL as needed)	n/a
Math	Math	Math
Power Math	Power Math	Power Math
History/Social Studies	History/Social Studies	History/Social Studies
Integrated Science	Integrated Science	Integrated Science
Advisory	Advisory	Advisory (used as Designated Instruction for EL as needed)

Because nearly two thirds of our incoming students scored below grade level on their Smarter Balanced Assessment in the year prior to enrolling at JJM, we have found it necessary to create courses that allow for rigorous curriculum on grade level and other courses that remediate for foundation skills that should have been mastered in elementary school.

The following courses are Core Subjects:

ENGLISH LANGUAGE ARTS

ELA (6, 7, and 8) (Core and/or college preparatory Subject)

This course is required for all three grade levels. It is part of each student's daily schedule. The course provides a rigorous experience with text and writing that works on grade level skills and is aligned with the California State Standards. The specific curriculum is selected by the English Department and approved by the Administration. For example as of 2019, JJM uses Unbound Ed for this class.

LANGUAGE SKILLS (6 and 7) (Core and/or college preparatory Subject)

This course is required in grades six and seven. It provides instruction in foundation skills that are essential for being able to achieve grade level standards. For English Learners, this class provides Designated Instruction in English Language Development. The specific curriculum is selected by the English Department and approved by the Administration. For example as of 2019, JJM uses Ready ELA for this class.

MATHEMATICS

Each student receives two periods per day of instruction in Mathematics.

MATH (6, 7, and 8) (Core and/or college preparatory Subject)

This is the course name for the daily period that provides coverage of rigorous grade level standards with experiences such as performance tasks. Students of all ability levels are led through exercises that focus on using mathematical reasoning to solve everyday problems. The Common Core performance tasks are a representation of this content. Students focus on discovering multiple paths to solve mathematical challenges and structured group work leads them to use academic language to analyze and discuss a variety of methods for problem-solving with their peers. Problem Solving classes focus on the Common Core objective to have students make sense of problems and persevere in solving them.

The specific curriculum is selected by the Math Department and approved by the Administration. For example as of 2019, JJM uses Ready Math for this class.

POWER MATH (6, 7 and 8) (Core and/or college preparatory Subject)

This is a course designed to develop procedural knowledge and numeracy. Development of these skills often requires a return to standards that should have been mastered in elementary grades. The curriculum focuses on the Common Core math principles of:

- attention to precision
- generalizing from worked examples
- understanding the abstract concept of a variable
- being able to articulate steps/procedures and analyze worked problems to identify where the work deviated from the procedure and resulted in the wrong answer

The specific curriculum is selected by the Math Department and approved by the Administration. For example as of 2019, JJM uses Ironbox Power Over Numbers for this class.

HISTORY / SOCIAL SCIENCE (6, 7 and 8) (Core and/or college preparatory Subject)

This course is required in grades six, seven and eight. Aligned with the evolving California History/Social Science Standards adopted in 2016, this course emphasizes disciplinary thinking and analysis skills. Particularly, using a variety of non-fiction texts to answer a complex question by making a strong claim and supporting it with evidence from text or other sources of information. We embrace the emphasis on literary skills exercised in tandem with the Social Science content. Additionally, this is an ideal course for mastering study skills. JJM has adopted a set of study strategies that are used across content areas and across all grade levels. Training students to have several tools for memorization is crucial to their success in Advanced Placement and Honors courses during high school.

The specific curriculum is selected by teachers and approved by the Administration. As of 2019, JJM uses the Pearson My World curriculum as the basis for this course.

JJM uses the Coalition of Essential Schools principle of deriving Essential Questions to assist students in identifying major themes that recur in the study of history. The themes emphasized in the state standards, such as Civics and Government or Economics, are taught as a spiral curriculum from 6th grade to 8th grade to provide a conceptual framework that makes it easier for students to make sense of fact-rich content and to recall details more efficiently in later years.

JJM has a mission objective to prepare students to participate in their community, including becoming informed voters. What Our 17 Year-Olds Know is a disturbing book that presents statistical evidence that the average high school graduate retains very little of the basic historical and geographic information needed to understand the evening news or the morning newspaper. JJM has developed a set of goals for mastery of geography that are taught and assessed each year. JJM helps students build a vocabulary that is particular to the field of social science and is likely to appear as part of test questions or in a newspaper editorial. Deliberate connections between historical studies and current events are woven into each curriculum unit.

INTEGRATED SCIENCE (6, 7, and 8) (Core and/or college preparatory Subject)

This course is required in grades six, seven and eight. JJM has fully implemented the NGSS standards and utilizes the California Science Test practice questions and results to shape our curriculum choices for Science. JJM has selected the integrated approach option in the California Standards for Science as is preferred by the California Department of Education. <https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter5.pdf>

In line with the integrated spirit of NGSS, especially as represented by the performance task sections of the CAST, JJM has also adopted an approach that increases the use of science experiments as a way to help students develop problem-solving skills that are based in factual evidence gathered from observation of scientific phenomena. This form of student-centered pedagogy is likely to result in strong academic performance.

As of 2019, the current selection of curriculum for Science is Teachers' Curriculum Institute: Science Alive! by Pearson Education.

When thoughtfully designed and expertly implemented, student-centered pedagogy—particularly cooperative learning—leads to better student engagement and increased student achievement (Marzano et al., 2001). Classroom activities that encourage students to have meaningful

dialogue with other students as they explore and apply concepts are correlated with higher student achievement when compared to more didactic instruction (Marzano, 2003; Tilesen, 2000). Educators providing examples of successful research-based strategies rely heavily on collaborative or discussion-based activities that are arranged in all combinations, from pairs to large teams, in both heterogeneous and homogeneous ability groups (Jones, 2003; Stone, 2002). All advocates of peer interaction in the classroom adhere to a Vygotskian vision of interaction that is task-oriented and analytical and that supports developing more elaborate schema than each individual would create on his or her own (John-Steiner & Mahn, 1996). To achieve this effect, cooperative learning must be well structured, must create a sense of interdependence, and should not be used so frequently as to preclude students from progressing to applying new learning on an individual basis (Marzano et al., 2001; Tilesen, 2000).

Teachers who use socio-cultural learning theory and cooperative learning have rejected the traditional or purely mimetic or pedagogy, centered only on the transmission of information, as unlikely to raise student achievement in most current public schools. The use of these methods is often called the “transformative approach,” “reform,” or “progressive” pedagogy, and is characterized by the items common to the list of successful strategies enumerated by current educational experts (Sadovnik et al., 2001). Researchers at RAND set out to measure the difference in impact of reform versus traditional pedagogy (Klein et. al, 2000). They recruited Horizon Research to design questionnaires to detect traditional versus reform pedagogy. The list of traditional practices included items such as “students watch/teacher demonstrates” in comparison to the reform list items such as “students conducting their own experiments.” The reform list also included use of open-ended questions, cooperative learning, use of manipulatives, and solving real-world problems. The traditional list included reading, memorizing, taking quizzes, completing worksheets, and watching teacher presentations/lectures. The team at RAND examined the achievement gains of more than 11,000 students in grades 3 to 11 and found that reform pedagogy had a small positive effect and that exclusively traditional methods had a small negative effect on student achievement (Klein et al., 2000). This provided quantifiable evidence to support the majority of current experts, who extol the value of reform practice over traditional instructional methods.

The following are non-Core courses:

PHYSICAL EDUCATION / HEALTH (6, 7, and 8) Non-core and/or Non-college preparatory

This course is required for grades six, seven and eight. JJM has created a non-traditional view of Physical Education. The objective of this course is to create positive experiences that are likely to lead to lifelong physical activity and lifelong attention to healthy choices. This is in alignment with EC Section 51220 that states, “The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.”

Physical Activity

Physical Education courses at JJM fulfill EC Section 51223(a), “All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays” (EC Section 51222[a]). Despite an innovative approach to this course, JJM will comply with

administer the PFT to all students in grades five, seven, and nine as required by *EC* Section 60800 and 5 *CCR* Section 1040.

Vigor of Mind

JJM honors the mind body connection and helps students understand the relationship between physical activity and both emotional and cognitive health. This course provides practice in various ways that physical awareness and activity can provide healthy coping strategies for dealing with negative emotions. “Given the potentially harmful lifetime consequences of a chronically over-activated stress system, it is critically important to consider the effects of stress on adolescents’ developing brains... Research on the effects of mindfulness training with adults has shown numerous benefits, including enhanced awareness of bodily sensation and improved emotion regulation and attention, especially in advanced meditators but also after a brief period of meditation training. Benefits also include increases in positive mood and immune system functioning, reductions in depressive relapse, greater empathy, reductions in substance abuse, and reduced stress” (<http://www.isacs.org/uploads/file/Mindfulness%20for%20adolescents.pdf>). Research demonstrates “aerobic fitness enhances cognitive strategies enabling to respond effectively to an imposed challenge with a better yield in task performance” (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3951958/>). Collaborative games and teamwork in physical problem solving are also part of the attention paid to the vigor of mind in students attending JJM. Leadership, teamwork and creating a supportive community environment are essential skills that will be part of the curriculum for this course.

Health

JJM also provides health education within the framework of Physical Education classes. State mandates regarding sexual health education, and suicide prevention are met by Physical Education courses. Health topics include nutrition, aerobic heart rate, blood pressure, and the negative impact of screen time. Additionally, topics specific to Southern California such as heat stroke and damage from sun exposure are blended into the curriculum.

ELECTIVES / “Advisory” Non-core and/or Non-college preparatory

Another non-core course that is offered on a regular basis is called “Advisory.” This course addresses our pillar of “Community” and fosters enjoyment of special interest through a positive partnership with peers under the guidance of various qualified adults that are part of the community. The topics covered in this course are various and are derived from the passionate interests of the adults assigned to teach. In past years, comic book creation, cooking, dancing, music appreciation, visual art, crafts, object assembly and creative writing have all been offered.

Meeting the Needs of All Learners

Students Achieving Below Grade Level

Once JJM has identified a student who needs additional academic support and/or remediation, JJM is able to provide a wide range of additional instruction and tutoring. Each of our teachers commits to providing lunchtime tutoring for their own students two days per week. Our administration oversees daily mandatory lunchtime tutoring by paraprofessionals for students who have received an NC grade on a progress report or a report card. Students in mandatory tutoring have their lunches delivered to them by paraprofessionals during the 45 minute lunch period. On most days, this service is provided to 40 students. Sixty percent of our student body participates in our after school program which includes a minimum of one hour of academic

tutoring. Our teachers are required to submit assignments and study guides for each of their NC students which will then be monitored by the after school paraprofessionals. Additionally, 80% of our ASES tutors begin their shift one or two hours before the end of the school day so that they can work in classrooms and understand the academic standards of the daytime teachers. JJM provides additional instruction 37 out of the 40 Saturdays contained in our academic calendar. This program operates from 9am to 12pm each week. Paraprofessionals are on hand to provide assistance with homework, studying for tests and reviewing concepts from any assessment that the student failed. Students who do not have a computer at home can work on our laptops during ASES or Saturday school.

Intersession

One of our most important interventions is the provision of 35 days of additional instruction for students who have not earned credit for a course. Intersession takes place for one week during Winter Break, two weeks during Spring Break and four weeks during Summer Break. Intersession instruction is provided by credentialed teachers or our most experienced paraprofessionals. A student can earn credit towards culmination and/or improve an NC grade to passing grade of C by successfully passing a week of intersession. Parents are informed that attendance for intersession is required, and while JJM does not have a legal mechanism for enforcing this mandate, parents are provided written documentation of how failure to attend will prevent their child from being promoted to the next grade level.

Parental Involvement in Student Success

It isn't enough to have intervention programs available; intense parent outreach must take place throughout the year to make sure that students are participating in all of our intervention programs. During the Welcome Breakfast that takes place before the first day of school, teachers provide descriptions of all the various times when tutoring is available. At the Breakfast, parents can sign up for our free after-school program so that their child can participate on the very first day of school. Because every teacher is required to contact parents when their child receives No Credit (NC) in a class, this provides an ideal time for the teacher to strongly encourage parents to take advantage of our various intervention programs. Parents are constantly informed in writing of the intervention programs which can be used to provide additional instruction to prevent retention, for example a reminder is included in every progress report and report card. JJM holds workshops every quarter to meet individually with parents of children with NC on a report card and in those meetings, JJM advocates intensely for participation in our intervention programs. Eighth grade parents receive a monthly report on their child's progress towards culmination. Students who are not likely to earn enough credits to move into the next grade receive both letters and phone calls from the Principal to remind them of the critical importance of attending Intersession.

Finally, JJM holds students accountable for mastering the content and earning passing grades. In the past three years, no more than 5 students have been retained each year. Students are not retained for a second year. The JJM philosophy is that that sending a child ahead to the next grade when they have no reasonable chance of success is likely to increase their disengagement with education. Parents who object to retention are referred to the Executive Director who will explain the reasons for the retention.

JJM is achieving our goal of having the majority of our students participate in more than one intervention or academic support program. During the 2018-19 school year, 103 students

participated in Winter Intersession with 81 students earning back credits for failed courses. This means that 25% of our total school enrollment received additional days of instruction.

Intervention Success

Our remediation strategies have been successful. JJM has met its LCAP goal of phonics mastery for the past 3 years. JJM has also moved students out of the lowest rank of performance on the SBAC. When the JJM class of 2018 enrolled, 43% of the students were at the lowest rank in ELA and 52% were at “Not Met” for Math. By culmination, Class of 2018 had reduced the number of students with the lowest academic rank from an enrollment high of 43% in ELA rank 1 to a culmination with only 23% of the students scoring at the lowest SBAC rank. In Math, 52% of Class of 2018 were at the lowest rank when they enrolled and by culmination only 18% remained in the lowest rank. This demonstrates the impact of our increased instructional time and all of our intervention programs. The California Department of Education says that an average improvement on SBAC scores of 15 points represents “Significant Improvement”. At JJM in Spring of 2018, the average improvement towards meeting SBAC grade level standards at JJM was 18 points for ELA and an improvement of 33 points in Math.

English Learners

I. Identification of Needs

A. Fluency

- i. Students whose home language survey indicates a language other than English is spoken at home shall take the ELPAC exam unless records indicate the student has been identified as fluent, either initially or as a re-designation, using a prior year’s ELPAC scores.
- ii. To determine fluency using school records, parents are asked to bring transfer paperwork from any previous California school. On or before the first day of enrollment at JJM, the school shall fax a records request to the prior school.
- iii. This school has requested the assistance of the authorizing district in obtaining complete testing records from prior schools. Records sent by schools in the authorizing district frequently do not include complete testing records and this makes consistent implementation of ELPAC testing and accurate CALPADS reporting very difficult.
- iv. All students regardless of EL status shall complete a phonics inventory during the first quarter of the year. Students who do not earn 90% or higher on the inventory will be provided with additional support.
- v. When the new ELPAC scores arrive, an evaluation of each student shall be made using a rubric that examines multiple measures, including parental input, to determine if re-designation to fluency is warranted.
- vi. Rubric for Redesignation

Exit (Reclassification) Criteria shared with parents via Annual Notice

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

<i>Required Criteria (California Education Code Section 313[f])</i>	<i>JJMS Criteria</i>
<i>1. English Language Proficiency Assessment</i>	<i>The student must show at least an overall level 4 (Well Developed). If the student does not meet the above ELPAC measure, the IEP team may use the alternate measure of determining that the student has demonstrated an appropriate level of English language proficiency commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level.</i>
<i>2. Teacher Evaluation</i>	<i>The teacher has offered your child's grade in their English class as their evaluation of their progress towards fluency in English.</i>
<i>3. Parental Opinion and Consultation</i>	<i>When a student meets the necessary criteria, a document will be sent home to seek parent opinion and consultation. OR the parent participated and signed the IEP with reclassification determination.</i>
<i>4. Comparison of Performance in Basic Skills</i>	<i>Smarter Balanced Summative Assessments or in-house i-Ready diagnostic test results provide an objective and standardized measure of your child's fluency. We then compare your child's score to those of their English Fluent peers within an empirically-established range of basic skills. To qualify, your child must score within one performance band of their Fluent peers, including both English Only and Redesignated Fluent English Proficient students.</i>
<i>IEP addendum to Comparison</i>	<i>"ELA Basic Skills that is commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level. See BUL-5619.7:" Students who are EL/SWD will be compared to EO students with a similar disability. This must be documented as part of the active IEP and include parent and or student participation.</i>

B. Academic Needs

- i. JJM shall use multiple measures of internal benchmarking to track the development of English language skills throughout the school year.
 1. IReady Diagnostic is used each quarter to measure the skill level of English Learners in all domains of language development. Following this test, students are assigned to a Language Skills class based on the specific skills that need to be strengthened.
 2. Students with Disabilities who are also English Learners have a special addendum to their Individual Education Plan that sets and monitors goals for English Language Development. These students also participate in the assessment and placement in Language Skills class.

- ii. Parent meetings will be called to develop a plan for any EL student who appears to need additional academic support. To develop this plan, data will be collected for each individual student and monitored by the Assistant Principal. Parents will be provided with information regarding school services and also activities at home that can promote English Language development. Such support services include our after school program, Saturday school and intercessions during weeks of vacations.

II. Services

A. Program Parameters

- i. JJM is pleased with our highest EL Performance rating on the California Dashboard in Fall of 2017. We hope to continue that achievement and extend it into the subgroup performance on the SBAC. The designated and integrated programs have been improved for the 2017-18 school year.
- ii. The EL services shall be delivered in the Structured English Immersion model. This means “*Significant amounts of the school day are dedicated to the explicit teaching of the English language, and students are grouped for this instruction according to their level of English proficiency.*” (Clark, K. *The Case for English Immersion*, Educational Leadership, April 2009 | Volume **66** | Number **7** Pages 42-46)
- iii. Guiding philosophy: “*The English language is the main content of SEI instruction. Academic content plays a supporting, but subordinate, role.*” (Clark, 2009)
- iv. The EL program shall be overseen by the Assistant Principal.
- v. The ELPAC and then ELPAC testing shall be administered by the Assistant Principal.
- vi. Classroom instruction shall be provided during school hours by appropriately certificated faculty holding California Teaching Credentialing Commission authorizations for EL instruction.

B. Provision of comprehensive designated ELD program.

- i. Every student in the school shall have a class for Language Skills development. All students, including English Learners, will be assessed and placed in a Skills cohort according to their language development needs. This insures that English Learners do not miss out on any instruction that is provided to students who are not EL.
- ii. The majority of students will receive 240 minutes per week of ELD instruction. 8th grade students will receive 60 minutes per week because there are very few English Learners in 8th grade and most also have an IEP so language development is addressed with Special Education services.
- iii. Free EL support instruction will be available to families who desire additional support. during Intersession, Afterschool and Saturday school shall be made available free of charge to every EL student. This adds an additional 60 days of instruction for any student who wishes to participate. This also extends the learning time available every school day and provides free daily tutoring to all EL students from an ESSA highly qualified paraprofessional.

C. Provision of integrated ELD program

- i. UnBound Ed curriculum for ELA has been adopted beginning in the 2018-19 school year. This curriculum is specifically designed to provide depth of language development with a focus on equity for groups such as English Learners.
- ii. Teachers are observed at least once per quarter to monitor and support the implementation of EL focused pedagogy.
- iii. All classes designated as SUPPORT level shall have a second adult for increased individualization and differentiation.
- iv. Paraprofessionals providing EL support shall be highly qualified according to ESSA standards.
- v. EL support instruction during Intersession (Winter/Spring/Summer), Afterschool and Saturday school shall be made available free of charge to every EL student. This adds an additional 60 days of instruction for any student who wishes to participate. This also extends the learning time available on every school day and provides free daily tutoring to all EL students from an NCLB highly qualified paraprofessional.
- vi. Science and History classes for the students with weak skills in English, including English Language Learners, will focus on literacy using the content areas as examples for lesson in language development. The emphasis shall follow standards for literacy in these content areas specified in the Common Core.
- vii. Math courses will emphasize the acquisition of content specific vocabulary and the use of academic language, especially in oral activities. This includes daily articulation exercises, scaffolded with work banks and sentence starters.
- viii. *“Students learn discrete English grammar skills.* In SEI classrooms, teachers try to accelerate students' natural tendency to acquire language by providing grammatically focused lessons that raise students' conscious awareness of how English works while engaging them in relevant, age-appropriate learning tasks. Students are overtly taught English pronunciation and listening skills; word building; word-order rules; a wide range of vocabulary (synonyms, antonyms, survival vocabulary, academic word groups); and formulaic expressions not easily explained by grammar analysis ("There you go again"; "What's up with that?").” (Clark, 2009)

D. Parents

- i. The school shall provide translation in accordance with Ed Code **48985**.
- ii. An ELAC committee shall be established and maintained in accordance with *CA Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a) *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d) *20 United States Code* Section 6312 (g)(4)
- iii. The Parent Committee shall meet 4 times per year and make particular outreach to recruit members with EL students. Participation by parents in the ELAC shall be an LCAP goal.
- iv. Regular general parent meetings shall be held to allow all parents to voice concerns and gain information about school programs.
- v. Outside experts shall present workshops to parents regarding how to advocate for the academic needs of their child.

- vi. Family Literacy workshops based on the Latino Literacy Project shall be conducted for parents multiple times per quarter.
- vii. School Communication workshops shall be held multiple times per quarter to increase connection and cooperation with the school staff.

E. Resources Used

- i. UnBound Ed has been adopted for ELA in all grade levels.
- ii. iReady ELA assessment will be used as a formative assessment to inform individual support and monitor progress.
- iii. All English Learner students shall have core academic teachers who hold an appropriate EL certification as part of their teaching credential.
- iv. Teachers will receive annual training to assist them in presenting curriculum with scaffolding appropriate to the EL level of the student.

III. Evaluation

- A. Annually, a parent survey shall be offered to the parents of all EL students.
- B. The results of this survey shall be reviewed with the ELAC committee.
- C. Following an examination of the survey results each year, the ELAC shall provide a written statement to the JJM Board of Trustees regarding their evaluation of the services provided to EL students.
- D. The charter school authorizer provides an annual calculation of the re-designation rate for comparison to the authorizing district. For the past three years, the redesignation rate at JJM has significantly exceeded that of similar schools and that of the authorizing district.
- E. Goals

ELL FLUENCY	ELPAC	% of students who redesignate to fluency will equal or exceed the average % other schools on our CDE similar schools list.
	SBAC	% of EL students ranking at proficient and higher on the English Language Arts section will equal or exceed the average % other schools on our CDE similar schools list, and schools of residence.

- F. The Assistant Principal shall present an annual report to the JJM Board of Trustees defining the strengths and weaknesses of EL services and updating the Master Plan as needed.

Students with Disabilities

Please see District Required Language.

JJM examines the data associated with the performance of SWDs on the annual SBAC. In response, JJM has developed a plan to increase the achievement of SWDs on that assessment.

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

Students with disabilities struggle to access the California Assessment of Student Performance and Progress tests in both English Language Arts/Literacy (ELA) and Mathematics.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☒

Root Cause 2:

The ELA curriculum is not effective in creating significant improvement in reading comprehension for students with disabilities.

This root cause addresses (Check all that apply): English Language Arts ☒ Math ☐ Both ☐

Root Cause 3:

The current service delivery model of Resource Specialist Program (RSP) services is not effective enough to support the students with disabilities in accessing the general education curriculum.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☒

Root Cause 1:

Students with disabilities struggle to access the California Assessment of Student Performance and Progress tests in both English Language Arts/Literacy (ELA) and Mathematics.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Increase the proctor's knowledge of available accommodations for students with disabilities. Run Section: K report from Welligent to review current accommodations and designated supports on the current active IEP.	Both	Training on the most updated information from CAASPP	Griselda Lara, Assistant Principal & Jesica Cruz, Director of Special Education	Observations during in-house practice tests	September 30, 2019

Case Managers will review 2019 CAASPP data and compare it to 2018 data (if available) for the students on their caseload. Then, they will compare the designated supports and/or accommodations used while taking the Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics. Next, Case Managers will reflect on the designated supports and accommodations used and determine which best supports the students with disabilities to access the state tests.	Both	Release time for collaborative planning.	Director of Special Services	Improvement in Df3 on SBAC	August 10, 2019
Adjust year long schedule of assessments to relieve burn out during April and May.	both	adopt new plan	Director of Student Services	Improvement in Df3 on SBAC	August 2019

Root Cause 2:

The ELA curriculum is not effective in creating significant improvement in reading comprehension for students with disabilities.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
The English language arts department staff will review and discuss available curriculum to increase reading comprehension for students with disabilities. Case Managers will also monitor and use each students' progress towards meeting their reading and writing IEP goals as aligned with our LCAP goal.	ELA	1 day of substitute coverage during each Quarter.	RSP teachers	Improvement on Df3 for SBAC	September 2019

Create pacing plans that spiral curriculum taught.	BOTH		General Education teachers	Improvement on Df3 for SBAC	August 2019
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Root Cause 3:

The current service delivery model of Resource Specialist Program (RSP) services is not effective enough to support the students with disabilities in accessing the general education curriculum.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Create additional time for co-planning between General Education and RSP teachers.	Both	Budget for substitute days	Principal	Lesson Observation rubric scores	System established by August 2019
Develop homework policy that improves outcomes for students with disabilities.	Both	Planning time between Case Managers	Director of Special Services	increase in frequency of on time homework completion	August 2019
Increase pull out services to replace push in when appropriate. Run 300 Report frequently from Welligent to monitor RSP services delivered as specified on their IEPs and as aligned with our LCAP goal.	Both	N/A	Director of Special Services	Service delivery changes reflected on various IEPs	Rolling through year as IEPs are held

High-achieving students

The school will determine Gifted and Talented students using testing conducted on a fee for service basis from a third party vendor. The Principal is the designee for all questions and services for Gifted and Talented Students and will monitor the progress of GATE students and those performing above grade level. The needs of GATE and other high-achieving students will be met in courses marked as "Honors". The "Honors" cohort provides an academic experience appropriate for Gifted and high-achieving students. Courses with the Honors designation move at a more rapid pace through the grade level curriculum, which leaves room for additional

academic experiences at the highest levels of Bloom's Taxonomy. The school culture is designed to encourage all students to aspire to be part of the Honors program. This effort is successful as is evidenced by the 2018-19 annual in-house student survey results showing 90% of our students responding in the affirmative to the prompt "It is a good thing to be in the Honors program." Every quarter students who have improved their academic achievement have the opportunity to move up into a more challenging cohort.

Socioeconomically Disadvantaged Students

Greater than 90% of the students who are enrolled at JJMS are considered at-risk due to various circumstances including being part of a low-socioeconomic subgroup. Therefore, all of the pedagogy, curriculum and intervention is designed to support students facing challenges. JJMS is proud that a school with our demographics can say that the majority of our students meet or exceed grade level standards in ELA and MATH as measured by the SBAC scores.

BELL SCHEDULE applies to all grades (our Friday schedule is used for minimum days)

Bell Schedule and Instructional Minutes

Regular Bell Schedule

Monday, Tuesday, Thursday

	Start Time	End Time	Length
Period 1	8:15 AM	9:15 AM	60 min
Period 2	9:15 AM	10:15 AM	60 min
Break	10:15 AM	10:45 AM	30 min
Period 3	10:45 AM	11:45 AM	60 min
Period 4	11:45 AM	12:45 PM	60 min
Lunch	12:45 PM	1:30 PM	45 min
Period 5	1:30 PM	2:30 PM	60 min
Period 6	2:30 PM	3:30 PM	60 min

Wednesday Bell Schedule

	Start Time	End Time	Length
Before School	7:15 AM	8:15 AM	60 min
Period 1	8:15 AM	9:05 AM	50 min
Period 2	9:05 AM	9:55 AM	50 min
Break	9:55 AM	10:25 AM	30 min
Period 3	10:25 AM	11:15 AM	50 min
Period 4	11:15 AM	12:05 PM	50 min
Lunch	12:05 PM	12:50 PM	45 min
Period 5	12:50 PM	1:40 PM	50 min
Period 6	1:40 PM	2:30 PM	50 min
Advisory/ Academic Review	2:30 PM	3:30 PM	60 min

Friday Schedule

	Start Time	End Time	Length
Before School	7:15 AM	8:15 AM	60 min
Period 1	8:15 AM	9:05 AM	50 min
Period 2	9:05 AM	9:55 AM	50 min
Period 3	9:55 AM	10:45 AM	50 min
Break	10:45 AM	11:15 AM	30 min
Period 4	11:15 AM	12:05 PM	50 min
Period 5	12:05 PM	12:55 PM	50 min
Lunch	12:55 PM	1:30 PM	35 min

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 [Independence Day](#)

11th First Day of Q3

18th [M.L. King Day](#)
NO SCHOOL

(14 s of Instruction)

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Professional Development
August 3-7,10-14

Welcome Back Breakfast
8th 7am-11am

17th First Day of School

(11 days of instruction)

15th [Presidents' Day](#)
NO SCHOOL

19th minimum day

26 GRADING DAY
No SCHOOL
(19 days of instruction)

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 [Labor Day](#)- no school

14 Progress Reports sent

(21 days of instruction)

1st Progress Report sent

26th Q3 ends

29 Spring Break starts

20 days of instruction
(53 days of instruction)

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 NO SCHOOL
Staff grading day
eleven days of instruction
(Q1 total is 44 days)

19 Q2 starts
10 days of instruction

1-9 Spring Break

12 First day of Q4

(15 days of Instruction)

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 [Veterans Day](#)
No School

25-27 Fall Break No SCHOOL
26 [Thanksgiving Day](#)

(18 days of instruction)

28 NO SCHOOL
31 [Memorial Day](#)
NO SCHOOL

(19 days of instruction)

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18th Last Day of Q2
14 days of instruction
 Q2 total is 42 days

21-31 Winter Break
25 [Christmas Day](#)

11th end of Q4
Last Day
Culmination

(9 day of instruction)
 Q4 total is 43

181 days of INSTRUCTION

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2019-2020 School Year

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	50400	0	-50400
5	Select Y/N									0	50400	0	-50400
6	Yes	149	360	31	250	3	195	0	0	183	54000	61975	7975
7	Yes	149	360	31	250	3	195	0	0	183	54000	61975	7975
8	Yes	149	360	31	250	3	195	0	0	183	54000	61975	7975
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

A Typical Day

Typical Day for a 6th grade student

- 7:15 am Campus opens to all (1 administrator/coordinator, 5 support staff members, and 2 office clerks are available to supervise or aide JJM families)

Students:

- are greeted by an administrator or coordinator
- pick up their breakfast food item and milk or 100% juice
- that carry a cell phone to school must turn in the phone immediately when walking on to campus.
- 8:10 Whistle blows indicating
Students should:
 - line up in alphabetical order
 - uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
 - agenda in hand

Teacher:

- paper attendance
- 8:15
 - Start every class by reciting the Carpe Diem – self/school pledge
 - MATH 6 Students begin lesson with teacher, are presented with manipulatives, and work collaboratively through the lesson. Extended learning problems allow students homework problems. During independent or group work if students finish early they use laptop computers to complete lessons from Ready Math online until everyone has completed the whole class lesson.
- 9:05 Five minute bell
- 9:15 Students transition to another classroom for ELA 6

- Carpe Diem

Students are:

- Given a comic strip with the words in the last slot removed to help student begin to identify inference
- Working on the reading comprehension strategies, inference, while reading Al Capone Does My Shirts.
- Students use “sticky notes” to annotate key information as they read
- 10:10 5 minute bell
- 10:15 Nutrition break (classified support staff members doing yard supervision and Behavior Support staff members handling incentives and/or discipline issues)

Students:

- Use this time to purchase a healthy snack
- Use the restroom
- Play
 - Basketball
 - On the apparatus
 - Tag
 - Football
 - Volleyball
 - Board games
 - Computer games

- Are able to use their reward tickets to purchase school supplies and other prizes.
 - Receive tutoring from their teacher
 - call their parents notifying them of poor grades, missing work, pending discipline forms changes in sports schedules, praise calls, etc.
- 10:43 Whistle blows indicating
Students should:
 - line up in alphabetical order
 - uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
 - agenda in hand
 Teacher:
 - takes paper attendance
- 10:45 Students and Staff commence class
Students go to LANGUAGE SKILLS
 - Carpe Diem
 - Lessons are matched to the Language Development needs of each small group. For example, this student will be working on the Listening and Speaking portion of the California Standards for English Language Development: Listening and Summarizing. They are given a graphic organizer designed by the ELA department called the Box Note Method. They are required to watch a video and take one word notes in each box that will later help them create a summary.
- 11:40 Five minute bell
- 11:45 Students transition to another class POWER MATH
 - Carpe Diem
 Students are:
 - Working through Ironbox Power Over Numbers units based on an assessment they take approximately every 10-15 weeks
 - This lesson has to do with integers. Students go through examples using Math Department created Yellow Pages. This graphic organizer allows students to have a worked example as well as written directions. In this particular lesson students are using Saxon Based examples and collaborative designed examples based on the Math Departments creation of the lesson using the Japanese Lesson study format.
 - Students are given homework from the Ironbox book. These problems pertain to the lesson discussed as well as previous lessons.
- 12:40 5 minute bell
- 12:45 Lunch break (larger number of classified support staff members doing supervision and Behavior Support staff members handling incentives and/or discipline issues)
Students:
 - Line up on the left side of the main building. Through the back they are served a family style meal. Students exit through the right side of the main building and head towards the covered lunch area.
 - Use the restroom
 - Play
 - Basketball
 - On the apparatus
 - Tag

- Football
 - Volleyball
 - Board games
 - Computer games
 - During lunch the soccer field and additional basketball courts are open.
- Are able to use their reward tickets to purchase school supplies and other prizes.
- Receive tutoring from their teacher
- Call their parents notifying them of poor grades, missing work, pending discipline forms changes in sports schedules, praise calls, etc.
- 1:28 Whistle blows indicating
Students should:
 - Line up in alphabetical order
 - Uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
 - Agenda in hand
 Teacher:
 - Takes paper attendance
- 1:30 Students and Staff commence class
Some students go to SCIENCE (other students go to HISTORY/SOCIAL STUDIES)
 - Carpe Diem
 - In Science, this students is working through a checklist of materials and following directions to begin conducting the dissection of a frog. The student compares the visuals to notes from informational text about frogs from the previous day.
- 2:25 5 minute bell
- 2:30 Students go to PHYSICAL EDUCATION
Students:
 - Change to PE uniforms during the first 5 minutes of class.
 - Stretch for the first 10 minutes
 - Students are working on cooperative learning games. Their task for today is to transport a marble across the soccer field using 5 teammates and PVC pipes. Students are given time to plan, given 1 first attempt then time to plan again before any further attempts.
- 3:25 Five minute bell
- 3:30 Students are dismissed.
 - Just a little over ½ of the students go home and the other (average daily attendance) 115 students stay on campus.
 - Student athletes are required to change into their athletic gear or sports uniforms during this time.
- 3:45
 - Tutors take attendance
 - Silent Reading begins
- 4:00
 - First hour of tutoring starts. Students start homework assignments based on the subject matter they have the most difficulty with. If students finish their homework prior to the end of the hour they must complete supplementary work in the subject matter they have the most difficulty with.
 - All athletes practice the first hour (volleyball, flag football, soccer, basketball)

- Advanced are students attend class
- 5:00
 - All after school students take a break to have a nutritious snack.
- 5:15
 - Second hour of tutoring.
 - Some students will
 - Continue to tutoring and homework help
 - Go to the computer lab, work on various teams such as Robotics or Colorguard, or participate in physical activities, if they have completed their hour of academic time AND they are finished with their homework
 - All athletes and artist who attended practice the first hour are required to be in tutoring the second hour.
- 6:15 Student dismissal begins
- 6:30 End of after school program. Any students who have not been picked up wait in the after school dismissal area.

Professional Development

Teacher Recruitment

JJM reaches out to qualified candidates by posting on EdJoin, on our own website that links to Indeed.com and also by partnering with other organizations, such as California State University, Northridge, that email our job postings to various alumnae.

JJM selects candidates that have the appropriate credentials and offers them an opportunity to interview on campus. The administration calls for volunteers from the faculty to form an interview committee. The committee is invited to all interviews and coverage is provided for their classes as needed. This committee works with the administration to create a list of standard questions that will be used with all candidates.

The candidate comes to campus and JJM has the candidate teach a demo lesson based on one of the state standards that we sent to them ahead of time. All members of the interview committee and administration rotate through to watch a portion of the demo lesson. After the lesson, the candidate and the administration plus the interview committee will have a discussion. The discussion is facilitated by an administrator and the teachers take turns asking the questions developed when the job is posted. Generally, they ask the candidate to reflect on the strengths and weaknesses of the lesson that they just gave and then to describe how they would improve the lesson for the next time. The candidate is given the opportunity to ask questions about the school. One of the administrators will meet with the students who experienced the lesson and guide them through rating the candidate using a matrix of objective criteria. The candidate departs and the teachers and administrators gather to share their impressions. Generally, a consensus of all faculty and administration is necessary before JJM is willing to hire a candidate. When JJM has a candidate that everyone feels meets our criteria, the administration will check their references and make them an offer.

Professional Development for Teachers

The following systems are in place to promote and ensure effective professional development for teachers and school leaders. The most critical indicator of the effectiveness of the professional development system is the academic achievement of the students as measured by scores on the

California Assessment of Student Performance and Progress. This is summarized and evaluated by the state of California as published in the annual California School Dashboard (<https://www.caschooldashboard.org/>) To insure equity, particular attention is paid to the performance of subgroups as defined by the California Department of Education. Additionally, meeting specific goals in the annual Local Control and Accountability Plan (LCAP) are used to measure the effectiveness of the Professional Development system at JJM as aligned with state priorities.

The LEA measures growth and improvement of school leaders through written evaluations based on the California Standards for School Administrators (<https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/asc-cpsel.pdf>). At the beginning of their careers, leaders are provided with time and funding to obtain a California Administrative Credential. During their career at James Jordan Middle School, the LEA, the Principal and other school leaders are provided with weekly meetings with the Executive Director to receive support for tasks specific to their job. The Principal and other school leaders are offered the opportunity to attend a 5 day boot camp which is provided annually by the Charter School Development Center. To date, 75% of the administrators have participated in this training. The Director of Operations has attended 5 days of training for Chief Business Officers provided annually by the Charter School Development Center. This opportunity is offered to any person taking the position of Director of Operations. All members of the school leadership receive monthly support from a communications coach. School leaders all receive a written evaluation at the end of each quarter of the academic year. As a single school LEA, this represents the opportunities for advancement in this LEA.

The LEA measures growth and improvement of certificated teachers through written evaluations based on California's Standards for the Profession of Teaching (<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>). Beginning teachers are provided with California Teacher Induction (Formerly known as Beginning Teacher Support and Assessment -BTSA) at no cost to the employee. In their first year of employment at JJM, new hire teachers participate in a two day orientation to JJM Campus Culture and receive training on key software systems as well as the set-up of all necessary accounts and equipment. During their career at JJM, teachers participate in an annual Summer Professional Development Retreat that provides a variety of mandated trainings and also co-planning time with colleagues and classified support staff. During the Retreat, each teacher meets with an administrator to review their goals for professional development and to set goals for the new academic year. This process is documented on a template document called PD Goals. One element of every individual teacher evaluation is based on quantifiable data from in-house benchmark assessments. During the rest of the academic year, teachers participate in a weekly block of professional development at a time when students have had early release. Data analysis is a frequent activity during these weekly sessions and the public sharing of the analysis assists in forming a shared purpose for improving student achievement. An administrator facilitates a monthly meeting of teachers that form the Professional Development Committee responsible for setting the agenda for the weekly meetings. The administration provides funding and release time for teachers to attend workshops that the administration deems reputable and relevant. Advancement opportunities would include being appointed Department Chair by the Administration and/or being elected by other teachers to serve as the Lead Teacher for a specific grade level. Further advancement would include becoming part of the Administrative Team.

The Professional Development Committee is responsible for monitoring the effectiveness of the weekly professional development meetings. The effectiveness of the annual professional development of individual teachers is monitored through the use of the Professional Development Annual Goals document.

During the year, the classified staff has on-going professional development set by the administration. This includes a weekly meeting for the office staff to reflect on current practices and build capacity. The Campus Manager and Director of Operations meet weekly with the safety team to determine physical plant needs and to follow up after each emergency drill. Each quarter, the paraprofessionals and ASES tutors also receive training designed by the administrators to increase their effectiveness in working with parents and students.

Legally Mandated Trainings

JJM maintains an up to date list of trainings that are required by state or federal law. Those trainings are scheduled throughout the first half of the year. Many of the trainings take place at our Professional Development Retreat before each school year. Our professional development program begins with a summer retreat with 8-12 full days of structured workshops and planning time with colleagues. All faculty are sent reading assignments that must be completed before the retreat begins. New staff are brought in for the first 2 days to learn the culture of the school from lead and/or mentor teachers and administration.

The following is a professional development plan, specifying a list of topics, for the first year of the new charter term."

- **HR**
 - Employee Handbook and HR procedures including Universal Complaint Policy
 - BTSA for novice teachers
 - Training on required technology such as PowerTeacher gradebook
- **SAFETY**
 - Mandatory Reporter training including mental health awareness
 - Responding to campus emergencies such as an active shooter scenario, fire, earthquake, shelter in place and other procedures.
 - All staff receive Blood borne pathogen safety and some staff receive additional nurse led trainings related to specific health care issue of enrolled students, such as diabetic monitoring/glucose training or epi-pen training.
 - Opportunity to renew CPR and first aid certification at our cost.
 - Other state and federally mandated trainings as requirements change.
- **CAMPUS CULTURE AND CLIMATE**
 - Schoolwide Positive Behavior Support forms and procedures
 - Daily routines for students and staff
 - Professional dress code for teachers and uniform code for students.
 - Charting a year's worth of special events for student/parent engagement
 - Planning the annual orientation breakfast.
- **ACHIEVEMENT**
 - Data Analysis/Reflection of prior year for individual students, subgroups, ability

groups and content areas.

- Each teacher meets individually with the principal to set personal goals using the California Standards for the Profession of teaching. Returning staff review their students' test scores and their accomplishments compared to their goals for the past year based on the written feedback they received after classroom observations. Teachers with weak performance the year before are warned that the new goals must be achieved, and the principal suggests reading materials and trainings likely to help the teacher achieve their goals.

- PEDAGOGY

- JJM expectations for Articulation, Self-Regulation, Structured group work, centers
- Use of second adult to reduce staff/student ratios and create small group instruction
- Blooms Taxonomy and hierarchy of cognitive skills
- Demo lessons and use of classroom observation sheets by administration
- Information Processing Theory and major concepts from Educational Psychology such as Zone of Proximal Development and Vicarious Learning

- CURRICULUM

- Overview of Common Core standards and habits of mind
- Specific review of State Standards.
- Pacing plans created for each content area by all grade level teachers in that content.
- Review of adopted curriculum materials.

Our entire staff, classified and certificated, is on campus for a set of safety workshops during the second quarter of the academic year. On this safety day, the full staff takes part in crisis response training from a reputable curriculum such as ALICE. Also, a suicide prevention training also takes place on this day.

During the year, the classified staff has on-going professional development set by the administration. This includes a weekly meeting for the office staff to reflect on current practices and build capacity. The Campus Manager and Director of Operations meet weekly with the safety team to determine physical plant needs and to follow up after each emergency drill. Each quarter, the paraprofessionals and ASES tutors also receive training designed by the administrators to increase their effectiveness in working with parents and students.

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Element 2 – Measurable Pupil Outcomes and

Element 3 – Methods by which Pupil Progress Toward Outcomes will be Measured

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

“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.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

LAUSD Oversight

For each current category of Oversight Reports (Student Achievement, Governance, Charter Adherence, and Fiscal) JJM has a goal of earning a score of 3(three) out of a possible 4(four). If the District changes its Oversight Report, JJM will amend this goal in light of new criteria.

State Mandated Plans

JJM reviews and updates the Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement as required by state law. These documents are the most concise and up to date records of the measurable pupil outcomes sought by JJM. Additionally, these documents detail the method by which Pupil Progress Towards Outcomes will be measured.

In Element 1 of the petition, JJM presents a sample of annual goals from our most recent LCAP, for all pupils pursuant to California Education Code § 52052, encompassing the required state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. 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 on section 47607.

Philosophy of Pupil Outcomes

The heart of the mission of James Jordan Middle School is to prepare students to enter and succeed at a four-year University. In the USA, this means being able to demonstrate mastery of academic skills as measured by standardized tests and course grades. Therefore, the most important set of goals for JJM will center on outperforming other schools on the Smarter Balanced Assessments or whatever state testing is mandated for charter schools. It is especially important that JJM can outperform the schools of residence that our students would be attending if JJM did not exist.

Benchmark Assessments used for Ongoing Data Analysis

WHEN	ACTIVITIES
August Professional Development Retreat	Each area of CAASP SBAC scores are analyzed during the retreat before school begins. The Principal calls on teachers to share this data out loud in front of the full faculty, and a chart is made on the front board. As a faculty, the group articulates what the numbers indicate as a summary of overall progress. Then the group articulates praise and goal statements based on the data.
Quarterly	<p>Students will take relevant Interim assessments using the CAASPP system. Additionally, students will take benchmark assessments using a selected commercial software standardized test.</p> <p>Teachers from Math and ELA review the relevant scores from the benchmarking assessments, which are currently generated by IReady. Each teacher prepares a written statement summarizing their conclusions and forward it to the full faculty and principal.</p>
End of Each Quarter during a Friday PD session	<p>The Principal reviews the Value Added Spreadsheet which shows all the assessment scores for each individual student. The principal makes note of patterns of achievement for each ability group in each grade level.</p> <p>The Director of Special Education reviews the forms showing progress towards IEP goals that will be sent out with report cards</p>

WHEN	ACTIVITIES
	The Principal reviews the ability group placement of all students and looks for patterns of students moving from one group to another. The expectation is that more students should be moving to a more challenging group than move down to a group with more support.
Month of March	Prior to issuing invitations to return for employment in the following school year, the Principal and Executive Director review the scores from the assessments above that are relevant to each teacher.
Month of June	The Executive Director and other Administrators review the scores from the in-house assessments with attention to summary of results for each ability grouping in each grade level. EL and SWD subgroups are marked and considered as another grouping. This is used to create a year-end summary of school performance.

Role of data analysis to inform instruction

The faculty of JJM is taught to make constant reference to student performance data. Data is shared publicly and the facilitators help teachers cope with any emotional stress that might result from a public display of the quantitative results of their teaching. Disappointing data is not presented with a desire to reprimand, but is constantly used as a trigger for creating specific plans for improvement.

When data is disappointing, the faculty is guided into creating specific plans for improvement. Here are some examples of elements of an improvement plan:

- Some teachers of the content might research and select a specific training that they want to attend and then share the new strategies with the full faculty.
- A content group will use disappointing data to indicate which specific content standard should be selected for the next round of Lesson Study protocol.
- If a single teacher has disappointing data, the principal will coach them in developing an individual improvement strategy that will often include an exchange of observations with a more successful colleague.

As long as the teacher reacts with concern and a sense of urgency and responsibility, no reprimand or formal warning is issued.

Role of Data Analysis to Monitor and Improve School Performance

The Executive Director, Principal, Assistant Principal and Director of Special Education meet after the initial assessments in the first week of school and then hold quarterly discussions to look for patterns in assessment data.

Initial data is used to plan for adequate support systems, such as number of afterschool tutors and to monitor ability group placement. Quarterly data is used to evaluate impact of individual teachers and adopted curriculum. Annual data is used to set priorities for the budget, master schedule and staffing for the following year.

Role of Data Analysis for Informing Stakeholders of School Performance

Students participate in frequent self-regulatory activities that involve cycles of personal goals setting and review of performance on the assessments listed here. Students are told about the school's expectations for their individual performance. Students who meet or exceed expectations get public or written rewards. Students who do not meet expectations get individual coaching from their teacher in creating a strategic plan for improvement that is likely to involve a parent/teacher conference, review of study techniques and planned participation in tutoring programs outside of the classroom.

Parents are made aware of the ability group placement of their child each quarter. This information is shared in Spanish and English and includes specific data from several of the assessments used by the school, especially Study Island and Scholastic Reading Inventory. The School Site Council and the English Learner Council review quarterly summaries presented by the Principal and discuss ideas for improving performance for their constituents.

The Administrators review the goals enumerated in the LCAP half way through the year and then again in early June. Reports of student achievement data are presented to the Board of Trustees at least twice per school year. This information is an important part of the data needed for the Board's annual evaluation of the Executive Director.

Individual Academic Ability

JJM is committed to helping parents be informed partners in their child's education. Parent surveys revealed that many parents believe that their child has grade level skills. Since this is not the case for many of our students, JJM created a report to help parents understand their child's academic skills. This was necessary because course grades often reflect factors other than academic skills, such as work habits and engagement.

This report is called the Individual Academic Ability (IAA) report. It is provided to parents with translations aligned with state requirements. Here is the text that appears on the cover letter for the report:

"We want to keep you informed throughout the year about whether or not your child is able to do grade level work. On the day of Progress Reports, 9/11/2017, you will receive an important report called the Independent Academic Ability (IAA) report. This report will have details on your student's ability to do grade level work without the help of a teacher. JJM is sending these reports home so that you are aware of your child's current academic performance level. As you get them, please take to time to carefully review the results. It is VERY important that if your child's test results demonstrate that they are not at grade level that we do everything possible to improve their academic performance. This may mean that they have to take advantage of our multiple resources and variety of the support services available at JJM. Your students can participate in the after school program, Saturday School, lunch tutoring with their teachers, Winter & Spring intersession and Summer School.

The report will show the grade level of your child's academic performance in Math and English.

For example:

***"WARNING:** April Nogales is far below grade level in English"*

***"GOOD NEWS:** April Nogales is on grade level in Math skills"*

Parents also receive instructions for how to obtain additional academic support for their child. "If the report shows that your child does not have the skills from their current grade level, please call the school to set up an appointment with our teachers to discuss what you can do to help get your child up to grade level."

As of 2019, the following tests are used to determine the level of performance

English Language Arts Tests

- *Official CAASPP Results*
- *iReady Diagnostic*
- *Interim Assessment Block (IAB)*

MATH Tests

- *Official CAASPP Results*
- *iREADY ASSESSMENT*
- *Interim Assessment Block (IAB)*
- *Quarter Final Exam*
- *Ironbox Assessment Results*
- *Factmasters*

Type and Frequency of Progress Reporting

Students receive a progress report half way through each quarter. At the end of each quarter, students receive a report card. Students with IEPs also receive IEP goal progress monitoring with their quarterly report cards.

For grade level core courses (Math 6-7-8, ELA 6-7-8, Science 6-7-8, and History/Social Science 6-7-8), at least 70% of the course grade for any general education student must be derived from assignments and assessments that are at grade level and have been performed by the student independent of adult assistance. Students with Disabilities will have their assignments and assessments created in alignment with their Individual Education Plan.

JJM does not use the grade of "D". For general education students, anyone who earns 69% or less will receive a grade of No Credit (NC). Students will have an opportunity to recover this credit during Winter, Spring and Summer Intersession. This policy is aligned with our commitment to preparing students for a four-year university. "D" grades often do not count towards degree completion at universities. The interventions for students who do not receive a passing grade in a course are detailed in Element 1 following the section on Curriculum.

Standards for Retention and Promotion

James Jordan Middle School has developed a standards-based promotion policy. Students are required to meet minimum identified criteria in order to promote to the next grade. As it is not required by law, JJM does not have a formal appeals policy for parents who object to retention. JJM provides enormous resources and monitoring to provide families with all the resources necessary for a student to meet our standards for promotion. Parents may ask to speak to the

Executive Director for additional clarification and explanation of the Principal's decision not to promote a student to the next grade. Additionally, JJM is a school of choice and parents may decide to move their student to a school with a different standard for promotion.

For students who have an Individual Educational Plan or a 504 plan, promotion standards are established according to the unique needs of each student.

Students in the general education program must earn an A, B or C grade to earn credit for a course. JJM does not offer “D” grades because students will not get into a four-year college with “D” grades. Any student who earns less than 69% in a class will see a “NC,” standing for No Credit, on their report cards. If your child receives a “NC” grade on a written report, you are expected to meet with the teacher of the class.

A written notice in both English and Spanish will be sent to parents at least three weeks before the end of each quarter. Such notice will include the grade currently being earned in each course, and a reminder of all of the support services available to students. The interventions for students who do not receive a passing grade in a course are detailed in Element 1 following the section on Curriculum.

Each quarter, the school will provide an opportunity for parents of students earning NC grades to meet with teachers. This workshop will be designed to help parents strategize about how to help their child improve their grade. The school will review all of the tutoring opportunities available. This meeting will take place in early morning, evening or weekend hours to accommodate parents who work. If a parent is not able to attend the designated workshop, they can request an alternate time to meet with teachers.

At the end of quarters 1, 2, and 3 a written notice will be sent to each parent of a student with an NC grade inviting them to send their child to Intersession to try to improve the grade to a passing score.

In order to be promoted to the next grade, students must demonstrate mastery of math, English language arts, science/history, and physical education. Each quarter of a class is worth 1 unit. For example, there are two math classes so there will be 2 units, which can be earned each quarter.

Mastery is defined as the successful completion of coursework as represented by units.

Students who fail to earn the units described in the chart below may be unable to participate in field trips, reward activities and other extracurricular activities to create additional time for reteaching, tutoring, and other forms of academic support.

Each quarter of a class is worth 1 unit. Promotion to the next grade requires:

6th Grade

- 6 units of Math with a grade of C- (70%) or higher
- 6 units of ELA with a grade of C- (70%) or higher
- 3 units of Physical Education with a grade of C- (70%) or higher
- 1 unit of Science with a grade of C- (70%) or higher

- 1 unit of History with a grade of C- (70%) or higher
- 1 additional unit of either Science or History with a grade of C- (70%) or higher

7th Grade

- 6 units of Math with a grade of C- (70%) or higher
- 7 units of ELA with a grade of C-(70%) or higher
- 4 units of Physical Education with a grade of C- (70%) or higher
- 1 unit of Science with a grade of C- (70%) or higher
- 1 unit of History with a grade of C- (70%) or higher
- 1 additional unit of either Science or History

Additional Requirements for 7th Grade Honors

- 3 units of Science with a grade of C- (70%) or higher
- 3 units of History Units with a grade of C- (70%) or higher

8th Grade

- 7 units of Math with a grade of C- (70%) or higher
- 3 units of ELA with a grade of C- (70%) or higher
- 4 units of Physical Education with a grade of C- (70%) or higher
- 3 units of Science with a grade of C- (70%) or higher
- 3 units of History with a grade of C- (70%) or higher

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School

shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA,

also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

Organizational Chart

<u>JJM Board of Trustees</u>			
All board committees			
Executive Director			
<u>Principal</u>	<u>Assistant Principal</u>	<u>Director of Operations</u>	<u>Director of Special Services</u>
Teachers	Behavior Support Coordinator	Office Clerks	
School Site Council	Parent Coordinator	Physical Plant Manager	School Counselor
English Learner Committee	Campus Life Coordinator	Campus Aides	Paraprofessionals
		Vendors	Special Education Service vendors

Major Roles and Responsibilities

The Board of Trustees

1. Strategic Planning
2. Annual budget development and approval with follow up on implementation through the review and approval of an annual independent financial audit.
3. Selection and timely annual evaluation of the Executive Director
4. Approval of the School calendar
5. Review and annual approval of the School Emergency Management Plan
6. Facility master planning and School safety
7. School-Community relations

8. Adopting, evaluating and updating School policies consistent with the law and the School's mission.
9. Involving the community, parents/guardians, students and staff in developing a common vision for the School focused on learning and achievement and responsive to the needs of all students.
10. Maintaining accountability for student learning by monitoring student progress through regular reports by the Executive Director or designee and of the annual approval of the LCAP.
11. Consulting with the Executive Director on his or her recommendations and acting upon them.
12. Exercising control of the School in accordance with the State and Federal Constitution, and applicable laws and regulations.
13. Following the adopted complaint procedures contained in School policy to handle parent, community or third party complaints or employee complaints.
14. Providing adequate housing, equipment, supplies and other facilities for the operation of the School.
15. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.

Composition

The board shall always have a President, Treasurer, Secretary and the parent of a child currently enrolled at JJM.

The board shall strive to have members whose expertise ranges across the following areas:

- Financial management
- Teaching, pedagogy, curriculum
- Charter school operations and/or management
- Community relations including local residence
- Relevant support services for parents and students
- Marketing
- Human resources management
- Relevant legal expertise

Qualifications

Board members are considered qualified if they can meet the following expectations (taken from "Board Member Expectations" a policy document written and approved by the JJM Board of Trustees):

I. Board Member Expectations.

As a member of the Board of Trustees of James Jordan Middle School, Board members have an ethical, fiduciary and legal responsibility to ensure that the organization works diligently towards its stated mission goals. Further, Board members agree to fully support the mission, vision and core values of the organization, to adhere to its behavioral expectations, and to act responsibly and prudently as its steward. As a Board members agree to:

A. Attend Meetings and Events. To the extent possible, attend all board meetings, committee meetings, and special events, including an annual board retreat. Board members read all materials in advance of the meetings and prepare for decision-making and policy formation. Board members will take responsibility for self-education on major board issues and will participate in the annual board member self-review process. If unable to attend a meeting, Board members will notify the board or committee chairperson in a timely manner. More than two unexcused absences are grounds for dismissal from the board.

1. **Participate in Decision-Making.** Board members will stay informed about the school's goals and progress, ask questions, make requests and participate in decisions on issues, policies and other matters pertinent to organizational health. Board members will review the JJM financial statements, asking for clarification where necessary and raising questions when in doubt. It is the staff's responsibility to provide these financial statements in a timely manner and to be available at meetings to respond to questions.
2. **Participate in the operation of JJM.** Each board member take a leadership role on at least one Board Committee, hold an officer role, organize an event for the school or contribute meaningfully to the operation of JJM. Committees divide the Board's workload, keep Board meetings short and efficient, permit decision-making between meetings, facilitate learning and satisfaction, and allow members to develop or use their expertise. Committee chairs set meeting times and agendas. Task forces and ad hoc committees are constituted as needed.
3. **Avoid Conflicts and Behave in an Ethical Manner.** Board members will always represent the best interests of the organization, publicly and privately. Board members will immediately disclose any conflict of interest to the Board and the ED and excuse myself from discussions and votes where there may be a conflict of interest. Board members will maintain the confidentiality of any information provided by the school.

Board members will treat other board members, the ED, teachers, staff, parents and students with respect. A board member will not challenge any decisions made by the board or ED in any public arena or speak negatively about staff or other board members to the school community, or parties outside the school community. A board member will immediately take any concern or disagreement to the board President or ED in a confidential and diplomatic manner.

Board members shall be mindful of the different roles I may play (parent, volunteer, board member, etc.) and will not use my position of authority while acting in a parent or volunteer role. Board members will foster good relationships with the ED and staff, but will not attempt to interfere with the day-to-day operation of the school.

4. **Comply with the Brown Act.** Board members will abide by the open meetings law [C.R.S. 24-6-401 through 402]. The opening meetings law states that anyone discussing board business, policy, actions, resolutions, etc. with anyone else on the board, except at regularly scheduled meetings, is illegal. "Meeting" with another board member is defined as communication through person, telephone, or any other means. Confidentiality law is also outlined in this section of the statute. Personnel matters, individual students, and negotiations are confidential by law.
5. **Be an Advocate.** Board members will make best efforts to attend a variety of JJM programs and events throughout the year so that the members are knowledgeable about the organization's activities. Board members will represent the organizations' work and values to the community, and bring at least two guests to a JJM event.
6. **Make an Annual Personal Financial Contribution.** It is important for JJM to be able to state that all board members contribute personally to the organization. Board members will therefore each Board Member will make an annual personal financial contribution of a personally meaningful amount. If these funds are to be directed other than to the general operating needs of the organization, such as for **a special project, such as a science lab, a library, re-painting the school, etc.** the board member will first secure the approval of the Executive Director so that I am confident the school has the ability to use the funds as directed. .
7. **Take an Active Role in Fundraising.** In addition to making a personal contribution, Board members will make introductions of potential funders and supporters and will provide in-kind services, as appropriate, above and beyond service a board member or committee member.

II. Legal Obligations.

Under California law, corporate directors are generally required (a) to avoid self-dealing in all matters involving the corporation and (b) to meet the appropriate standard of care in governing the corporation.

A. Self-Dealing. Generally, a board member should avoid transactions with the corporation, and/or abstain from voting on corporate matters, if in either case the member could realize personal gain.

B. Standard of Care. A Trustee's duties must be performed (1) in good faith, (2) in a manner the director believes to be in the best interests of the corporation, and (3) with the care, including reasonable inquiry, that an ordinary person in a like position would exercise under similar circumstances. To meet this standard, a director's regular duties should include, but may not necessarily be limited to, the following:

- (i) Review and approve annual budget.
- (ii) Review periodic financial statements.
- (iii) Adopt mission statement and business plan.
- (iv) Review personnel policies and set compensation levels.

- (v) Hire and monitor officers and senior staff (e.g., Executive Director, Program Officer).
- (vi) Maintain minutes and attendance records for board meetings.
- (vii) Periodically ensure that legal requirements are met for corporate existence, non-profit status and payment of payroll and other taxes.
- (viii) Remain well informed on all important matters involving the corporation

C. Annual Financial Disclosure, Form 700. Pursuant to the requirements of serving on a public board in California, board members are required to complete the Form 700 on an annual basis, and update it if their situation changes during the year.

Executive Level Employees

The board is responsible for hiring and evaluating the Executive Director.

Executive Director Responsibilities

1. Hire, fire, discipline, mentor and evaluate the Administrative Team.
2. Macro-manage all projects and deadlines delegated to other administrators, especially setting priorities when the time is limited.
3. Make strategic decisions regarding all legal issues including district, state and federal compliance, expulsions, IEP due process, construction/occupancy certification, authorizer relations
4. Create strategic plans for high levels of student achievement, the continued improvement of operations, the physical plant, parent opportunities, and school climate
5. Monitor student achievement data and feedback from classroom observations of teachers to design strategic plans for improvement to be carried out by the Principal/Assistant Principal and Director of Special Education
6. Ensure timely completion of all mandated reports for the district, city, state and federal agencies.
7. Facilitate decision-making to include participation and priorities from all of the Administrative team.
8. Finalize the Master Schedule and set appropriate hiring priorities
9. Keep up-to-date on relevant research on educational practices and for teachers/staff during the Summer Retreat
10. Develop and manage the budget and strategic fiscal resources including setting terms of employment and benefits packages

Manage board relations including communications, education and engagement

Governing Board Composition and Member Selection

"DESIGNATED TRUSTEES. The number of Trustees shall be no less than three (3) and no more than fourteen (14), All Trustees shall be designated by majority vote of the existing Board of Trustees. All Trustees shall have voting rights. The Board of Trustees shall include at least one (1) parent/guardian of a currently enrolled student. Additional Trustees will represent a cross section of the skills and experience necessary to lead the Charter School in fulfillment of the mission and goals set forth in the charter. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter shall be entitled to appoint a single representative to the Board

Trustees shall serve a term of two years and until a successor has been designated and qualified.

"NOMINATIONS BY COMMITTEE. The President of the Board of Trustees will appoint a committee to designate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of Trustees. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee."

Procedure for Member Selection

1. Any interested individual may submit a resume and contact information to the Board President or Executive Director asking that they be considered for board membership. The Candidate will be offered a tour of the campus by a member of the school leadership.
2. A member of the JJM Board will contact the interested party, send the Board Expectations draft policy and conduct an interview following the questions listed on the Board Candidate Survey.
3. The board member who conducted the interview will write up the answers to the questions on the Guide. At the conclusion of the form, the interviewer will write a summary recommendation as to whether or not s/he believes the applicant would make a valuable contribution to the school.
4. This report will be submitted to the Executive Director at least 10 days before any vote on membership is scheduled to take place. The ED will insure that the report is transmitted to all board members at least 7 days before a membership vote is scheduled to take place.

Governance Procedures and Operations

Meeting Requirements

Location: Meetings shall be held on the grounds of the charter school.

Calendar timeline: During the July meeting, the board will set dates for meetings in the coming school year.

Locations for posting agendas: The agenda shall be posted on the school's website, and on the community notice board located near the main office.

Board of Trustees will comply with SB 126/EC 47604.1 and insure that "the governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located" and "A two-way teleconference location shall be established at each schoolsite."

Brown Act Compliance:

The Board of Trustees shall adopt written policies to insure compliance with the Brown Act.

The Board of Trustees shall undertake annual training on the correct implementation of Brown Act requirements.

The following actions shall be standard procedure for conducting meetings compliant with the Brown Act:

Preparation of School Board Meeting Agenda

The Executive Director or designee shall be responsible to prepare the agendas for all special and regular meetings of the Board of Trustees, with the input of the Board Chair.

Agenda Posting

Agendas for regular Board meetings shall be posted 72 hours in advance of such meetings at the School office for public preview. Special meeting agendas shall be posted at least 24 hours in advance of such meetings.

Agenda Distribution

The Board agenda is posted in hard copy at the school and on the school website a minimum of 72 hours before the board meeting is to take place. For special Board meetings, the agenda is posted at least 24 hours prior to the meeting. The Executive Director or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the School's mailing list. A fee may be charged for the service of providing agenda.

For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act and any related applicable state law.

Executive Director Duties Concerning Agendas

1. The Executive Director shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities.

2. The Executive Director shall include on the agenda items which relate to School business as are requested for inclusion by members of the Board. The Executive Director shall consult with the Board Chair prior to drafting the agenda to ensure that all Board member requested items are included on the Board agenda.
3. The Executive Director is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

Requests for Agenda Items

1. A citizen may request that a topic directly related to School business be placed on the agenda. The Executive Director in consultation with the Board Chair shall determine whether the citizen request is or is not an item directly related to School business. Further, citizen-requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.
2. Requests for items to be included on the Board agenda by the Board or Board members, School employees or citizens shall be in writing and submitted to the Executive Director's office seven (7) working days prior to the next regularly scheduled Board meeting.
3. Members of the Board or the Executive Director may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next regular Board meeting.
4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Action/Voting

1. The Board may only take action on items formally listed on the School Board agenda except in emergency or other circumstances as authorized by law.
2. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next regular meeting.

Regular Meetings

Regular meetings of the James Jordan Middle School Board of Directors shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

Special Meetings

Special Meetings may be called on an as-needed basis, consistent with legal requirements.

Notification of Meetings

Not later than 72 hours prior to a regular meeting and not later than twenty-four (24) hours prior to a Special Meeting, the Executive Director shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Board members and those persons or entities who have previously requested notice of such meetings and shall be posted online on the School's website. The meetings shall be held on campus.

Meetings Open To The Public

A. Open Session

All meetings of the Board shall be open to the public except Closed Sessions, as authorized by law.

B. Presentations to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda by filling out a speaker's card prior to the start of the meeting, the person will be granted 3 minutes to speak or 6 minutes if translation is needed. The Chair of the Board may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board.

All presentations shall be heard by the Board prior to the formal discussion of the agenda topic by the Board and consideration of action.

C. Oral Communications

Citizens may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three (3) minutes or (6) minutes with translation.

Members of the public attempting to make complaints or charges against a School employee before the Board in open session will be offered the option to meet with staff to file a complaint under the School's established complaint procedures.

D. Disturbance of Meetings

Any person who willfully disturbs any Board meeting will be asked to leave immediately and may be guilty of a misdemeanor punishable by law.

E. Requests to Address the Board

Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for oral communications shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board Chair or Secretary to the Board.

Minutes of Board Meetings

The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the Executive Director. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Board. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

The official minutes of the Board shall be kept in fireproof storage and made available on the School's website. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board of Trustees to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board of Trustee action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of Board which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned. Notification to the public shall be made regarding when the next board meeting shall take place.

Board Structure

The Board of Trustees shall have final authority and fiduciary responsibility for James Jordan Middle School. Their primary responsibilities are to hire/evaluate the Executive Director, monitor and approve the financial condition and decisions of JJM, to provide monitoring and support to insure excellent levels of academic achievement for all students, to monitor and insure compliance with all relevant and applicable district policy, city, state and federal laws and regulations, and to represent the public in maintaining JJM as an asset for the community.

Decision-Making Procedures for Voting

Voting on each action items shall be by roll call and recorded in the minutes.

Members may abstain from voting on any action item.

Members may vote by teleconference if the address of the location from which they are participating is located within the boundaries of the county where the charter school is located and the address is open to the public and compliant with Brown Act posting requirements. The teleconference participation will be conducted using the two way conference system established under, SB 126/EC 47604.1

Stakeholder participation in Governance

General Parent Opportunities

The JJM website is available in all languages that are spoken by at least 15% of our parent population. The website has a direct link to the Board of Trustees agendas. The website has a listing of all governance related events, such as meetings of committees described in the section below, with dates, times and locations.

The Board of Trustees always includes a member who is the parent of a currently enrolled JJM student. This person serves as a liaison for transmitting board actions to the other parents and also brings parent concerns into board agendas as needed.

Prospective parents are invited to an orientation, which is provided in both English and Spanish, and is intended to present a full and complete description of the school culture, rules, support programs, for the purpose of allowing students to make an informed choice about applying to JJM.

Parents of enrolled students and returning students are invited to an annual orientation breakfast before school begins. This event is designed to introduce them to their child's teachers for the coming year and provide information about the pedagogy and curriculum their child will experience in the coming year. There is also information provided about the lunch program, the afterschool program and available Special Education services. All information and meetings are provided in both Spanish and English.

JJM has a phone and email blast system that allows for regular information to be provided to parents in both English and Spanish.

The Role of Parents and Staff in the Governance of the School

JJM maintains the mandated parent committees, i.e. School Site Council and an English Learner Advisory Committee.

JJM School Site Council

James Jordan Middle School has established the JJM School Site Council (SSC). The SSC is an organized way to gather and record input from staff, teachers and parents on various governance issues including the Local Control and Accountability Plan and spending Title I funds. The SSC meets at least 4 times per year. Review of the LCAP and Title I are always part of the annual

agenda for this group. This group also provides guidance concerning the educational program of the charter school.

The School Site Council (SSC) is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The school site council has responsibility for the following duties:

- ☐ Analyzing and evaluating the academic achievement of all students in the school;
- ☐ Obtaining recommendations from school site advisory, standing, and special committees regarding the focus of the school's Single Plan for Student Achievement;
- ☐ Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations;
- ☐ Recommending the school plan including related budget expenditures to the local governing board;
- ☐ Providing ongoing monitoring of the implementation of the plan and budgets/expenditures;
- ☐ Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed;
- ☐ Participating in all local, state, and federal reviews of the school's program for compliance and quality;
- ☐ Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students;
- ☐ Encouraging broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the school site council; and
- ☐ Carrying out all other duties assigned to the council by the district governing board and by state or federal law.

The school site council shall serve as the site leadership body for the Title I program and will assist the principal and staff in:

- ☐ Developing a detailed school plan for Title I students as a part of the Single Plan for Student Achievement that is submitted to the local board of education;
- ☐ Developing the school's needs assessment for Title I students;
- ☐ Approving the school's plan for using Title I funds

Members, Size and Composition

The school site council will be composed of at least 12 members. Half of the representation on the council shall be from the school staff. This council half will include:

- (1) Principal;
- (5) Teachers, selected by teachers; (NOTE: Classroom teachers shall constitute the majority of those persons representing the school staff)
- (Secondary): The remaining half on the council shall be evenly distributed between:
 - (5) Parents or community members, selected by parents at the school; and
 - (1) Student, selected by students.

English Learner Advisory Committee

JJM invites all parents to participate in the first meeting of the English Learner Advisory Committee. During the first quarter of school, the parents of English learners will elect a committee in accordance with the rules described below. Parents of non-EL students may participate in this meeting but will not elect members. This group will annually review the LCAP and the use of Title I funding and provide advice to the administration on those topics. This group also provides input into the educational program of the charter school.

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members, as long as the minimum percentage requirement for EL parents is maintained.

Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.

Training

James Jordan Middle School shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.

2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

Monitoring parent concerns for response by the school's governance system

JJM holds a monthly parent meeting in both English and Spanish. These general parent meetings are an opportunity for hearing and responding to parent concerns. Members of ELAC and SSC (see full description below) present summaries of the committee meetings. Administration provides information about Common Core State Standards, LCAP and other technical elements of public education. Teachers provide information about class projects and events.

All parents are encouraged to fulfill the volunteer hours mentioned in the Title I parent compact. A wide variety of activities is available including helping in the school garden, prepping the campus for the New Year, tutoring or coaching in the Afterschool program, helping with non-confidential paperwork in the main office, chaperoning field trips, organizing student award assemblies, assisting in the classroom, etc. Failure to volunteer is not used as a basis for disenrollment or withholding of any services.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Positions and Qualifications

Executive Director

- Shall hold a graduate degree in a relevant field of study
- Shall have no less than 5 years of experience in school leadership
- Shall have documented expertise in California and Federal laws relating to public education. This can be established by holding an Administrative Credential, or providing correct and complete answers to an extensive list of questions on various topics that fall under this category.

All other positions answering to the Executive Director shall be documented with annually updated job descriptions. The following positions are examples from the leadership positions that exist as of July 2019. However, the Executive Director shall rearrange the responsibilities of all positions whenever needed to maintain a structure that allows the school to reach its goals and maintain fiscal viability. A change to the positions below shall not constitute a material revision of the charter.

Principal

- Shall possess a valid California teaching credential
- Shall possess a graduate degree in a relevant field of study and at least 5 years of teaching experience in grades 4-12.

- Shall have no less than one year of school leadership experience.
- An additional sum of years of experience in a leadership position in K12 education may be substituted in place of a graduate degree.

Assistant Principal

- Shall possess a valid California teaching credential
- Shall possess a graduate degree in a relevant field of study and at least 3 years of teaching experience in grades 4-12.
- Shall have some documented leadership experience.
- An additional sum of years of experience in teaching or leadership in K12 education may be substituted in place of a graduate degree.

Director of Operations

- Shall possess a Bachelor's Degree
- Shall have no less than 3 years of experience managing resources in a business setting.
- Shall possess a graduate degree in a relevant area of study
- In place of a relevant graduate degree, the employee may also have documentation of at least 80 hours of training in specific skills related to the management of a business or the operations needed to manage a public school.

Director of Special Services

- Shall hold a valid California teaching credential in a recognized area of Special Education
- Shall have no less than 3 years of teaching experience that required a credential that is specific to Students with Disabilities.
- Shall hold a graduate degree in a relevant area of study or shall have documentation of no less than 80 hours of workshops and training specific to the support of Students with Disabilities.

Behavior Support Coordinator

- Shall hold a bachelor's degree in a field related to mental health, child development, or education.
- Fluent in Spanish
- Trained in suicide prevention, including the ability to conduct a threat assessment.
- Completed Mandated Reporter training.

School Counselor

- Shall hold a Pupil Personnel Services credential or a graduate degree in Child Development, Psychology or Psychiatry
- 2 years experience working in school setting
- Trained in suicide prevention, including the ability to conduct a threat assessment.
- Completed Mandated Reporter training.
- Ability to speak Spanish preferred
- Experience implementing Individual Education Plans and 504 plans.

Core Subject Instructors (Teachers)

- Shall hold a valid California teaching credential or permit with appropriate authorizations or waivers of such authorizations.
- The credential or permit held will comply with the most current regulations as articulated by the California Commission on Teacher Credentialing.
- Shall be willing and able to comply with the standards for professional conduct as outline in the JJM Employee Handbook.

Non Core Subject Instructors (Teachers)

- Shall possess a Bachelor's degree
- Shall hold either a relevant teaching credential from any of the 50 states or a Substitute Permit from the state of California.
- Shall have documentation of training and experience in the relevant course content.
- In the case of artists or athletes, additional training and experience may substitute for a Bachelor's Degree.

Paraprofessionals

- Shall possess two years worth of college credits or pass a competency test that measures the grade level achievement of the employee, which must exceed 8th grade.
- Spanish speaking preferred or fluent in any other language that represents at least 15% of the parents of enrolled students.
- High School diploma or equivalent

Physical Plant Manager

- Shall possess at least 3 years of experience in various elements of physical plant management, including HVAC, construction, maintenance, or other resource management.
- Shall possess at least 25 hours of documented training in skills related to the safe management of a school campus.
- Prior janitorial and maintenance skills i.e., cleaning restrooms, blood pathogen cleanup, changing light bulbs a/c filters etc.
- Ability to take carry out complex projects including managing the participation of other staff
- 2 years' experience preferred working in an elementary or middle school environment
- CPR and First Aid Certified preferred
- Previous experience with vendors relations
- Spanish speaking preferred

Campus Aides

- Shall have at least 10 hours of documented training in skills related to the safe management of a school campus.
- Shall meet all physical requirements:
 - ability to stand for up and walk for to 6 hours per day
 - The ability to see for the purpose of providing close supervision of students
 - The ability to hear and provide oral directions during an emergency
 - The ability to lift up to 40 pounds several times per day.

Job Descriptions

JJM Executive Director

The Executive Director is responsible for student achievement, fiscal viability, maintaining high quality staff, complying with all LAUSD, state and federal mandates and providing support for all JJM staff in their efforts to reach these goals. The Executive Director should focus on the macro view of the whole school and providing development to the campus leaders as they implement the vision and mission of the school.

I. ORGANIZATIONAL MANAGEMENT

A. FISCAL

1. Creates and manages budget
2. Determines shifts in resources during budget implementation especially in regard to staff compensation.
3. Strategic planning for shifting expenditures on 1-5 year horizon.
4. Approves invoices of more than \$2000
5. Negotiates new vendor relationships and signs contracts over \$5000
6. Negotiates fiscal relations with landlord

B. LEGAL

1. Responsible for compliance with all district, state, federal regulations and applicable policies.
2. Strategic planning for potentially contentious issues on campus including HR, SpEd.
3. Research and advocacy on potential trends for future sources of legal conflict, such as proposed legislation, vendor conflicts, and LAUSD policy changes. Provide executive summary of legal matters to campus leaders for implementation.
4. Represent the school at IDR and Due Process events for Special Education and at any needed expulsion procedures, or complicated staff terminations.
5. Oversee annual development of LCAP and monitoring of progress towards LCAP goals.

C. POLITICAL

1. Maintain relations with advocacy organizations to partner on issues likely to impact the school.
2. Manages school relations with Charter School Division of LAUSD including leading the on-site annual inspection by LAUSD.

D. STRATEGIC

1. Manages board operations such as agenda and Brown Act compliance
2. Research on trends in education to help shape future priorities for campus programs.
3. Design annual Master Schedule to create a framework for all of the desired student programs and priorities.

II. **STUDENT ACHIEVEMENT**

1. Coaching of campus leaders to be effective Instructional Leaders for teacher professional development.
2. Respond to areas of need on the California State Dashboard by reviewing school practices and leading the development of an academic improvement plan.
3. Developing and maintaining data records for benchmark assessments and conducting quarterly data analysis for teachers, campus leaders and board of Trustees.
4. Research on latest trends in curriculum and pedagogy and providing executive summaries of peer reviewed research on relevant topics to staff.
5. Lead the development and updating of conceptual frameworks for content areas and provide coaching for campus leaders to implement the frameworks with teachers.
6. Oversight of selection of curriculum materials and their implementation.
7. Set and maintain high expectations for achievement for all students.
8. Provide occasional direct training and coaching for teachers as needed.

III. **SCHOOL CULTURE**

1. Steward constant reflection on core values by providing input for decision-making and especially during weekly Administrative meetings.
2. Set tone of school values during August Professional Development and quarterly mini-retreats.
3. Review input from Lead Teacher and other sources to determine priorities for improving work conditions and responding to staff concerns.
4. Facilitate creation of work environment that maximizes retention of students and quality teachers and leaders.
5. Provide research to advise the development and updating of the school behavior management plans.

IV. **HUMAN RESOURCES**

A. CAMPUS LEADERS

1. Hire, evaluate, and mentor/monitor the Principal and Assistant Principal, Director of Special Education and the Director of Operations.

2. Track tasks assigned to school leaders to insure prompt attention to stakeholder needs and deadlines. Talk through all major projects to help shape strategic approach and insure adherence to values and priorities.

- 3

4. Provide coaching to assist the administrators as they supervise their direct reports, especially when they need to counsel or terminate employees.

B. TEACHERS

1. Seek out a wide variety of sources for recruiting quality teacher candidates. Do preliminary paper screenings of candidates and pass them to school leaders for interviewing.
2. Digest research and provide summarized resources for teachers.
3. Provide classroom observations on request by principal.
4. Provide weekly appointments for coaching teachers, either at their request or as mandated by the principal.
5. Offer individual Master Class for interested staff.

C. DOCUMENTATION

1. Researching issues and write text for Employee Handbook, Parent/Student Handbook and Teacher's Policy Manual.
2. Analyze credentials, transcripts and master schedule to insure compliance with state and federal law.
3. When requested by the principal, check references and qualifications for desired candidates before authorizing campus leaders to make a hire.
4. Write documents with potential liability such as employee counseling forms and notices of termination.

For an off-site Executive Director, expectations include physical presence for: *(travel expenses are paid by the school and this may be reflected in a salary that lags behind market standards)*

- 50% of the August Professional Development Retreat
- On campus leadership for Annual LAUSD inspection
- In-person attendance for a minimum of 2 board meetings per year, the Welcome Back Breakfast and the Culmination.
- days on campus for leadership coaching and Professional Development mini-retreats
- for a total of 4-6 different visits to campus during a calendar year.
- and as needed to fulfill the job description, such as IDR, Due Process, etc.

2020-21 Principal Job Description

The Principal has the primary responsibility for student achievement, teacher development, parent engagement and campus climate, especially as defined in the LCAP.

I. INSTRUCTIONAL LEADERSHIP

The principal is responsible for maintaining high-quality instruction.

a. TEACHERS

- i. Hire and evaluate all teachers
- ii. Lead Professional Development
 - 1. Determine appropriate topics for PD
 - 2. Facilitate department meetings
 - 3. Observe every teacher each quarter
 - 4. Conduct goals meeting with each teacher 2x per year
 - 5. Provide coaching to teachers who are not meeting professional standards
 - 6. Collaborate with Lead Teachers & Department Chairs
- iii. Continually deepen understanding of curriculum and pedagogy with mentoring from the Executive Director

b. STUDENT ACHIEVEMENT

- i. Responsible for meeting LCAP goals for student achievement
- ii. Monitor criteria and implementation of homogeneous ability grouping
- iii. Design and implement support services for students below grade level
- iv. Design and implement enrichment for students at and above grade level
- v. Hire and evaluate coordinators for ASES and Saturday School, Parent Engagement.
- vi. Monitor data from assessments to drive instruction and program changes
- vii. Maintain intense focus on EL and SWD achievement
- viii. GATE PROGRAM
 - ix. Coach teachers to use data to change instruction after assessment.
 - x. Implement Retention or promotion standards including documentation of data used and decisions made

c. CURRICULUM

- . Partner with the Executive Director to select and implement curriculum based on data analysis of student performance
- i. Keep detailed records of curriculum which is created in-house
- ii. Insure timely ordering and arrival of materials

II. STAKEHOLDER ENGAGEMENT

The Principal is responsible for maintaining a high level of engagement and satisfaction with all stakeholders.

a. Achieve Enrollment Goals

- i. Recruit appropriate number of new students
- ii. Insure meticulous enrollment records and procedures
- iii. Oversee lottery procedures and waitlist protocol

b. Communication Skills

- . Respond promptly to all incoming communication. Email response no more than 48 hours.
- i. Troubleshoot and resolve student, parent and staff concerns.
- ii. Create documentation protocols to demonstrate success of procedures for parents requesting appointments.
- iii. Memorialize all important oral announcements with a written version.

c. Parent Engagement

- . Achieve all LCAP goals related to parents.
- i. Lead SSC and ELAC meetings
- ii. Author or approve all parent communications
- iii. Attend General parent meetings
- iv. Hold various parent workshops
- v. Provide education for parents regarding Common Core Standards and their child's academic ability.

d. Student Engagement

- . Attend an appropriate number of student and parent centered events after hours.
- i. Maintain an atmosphere that attracts enough students to create a waitlist.

e. Landlord relations

- . Consult with Executive Director on issues that arise with landlord
- i. Hold regular meetings with a representative from the church/landlord

f. Community Engagement

- . Attend networking events with important agencies, e.g. CCSA
- i. Pursue positive relations with other schools

III. COMPLIANCE AND OPERATIONS

The Principal is responsible for monitoring all school actions to ensure compliance with all applicable regulations and laws.

a. Operations

- i. Responsible for the security of the school credit card
- ii. Signs contracts/PO under fiscal policy limit
- iii. Sign timesheets (Coordinators only)
- iv. Approve invoices/expenditures under fiscal policy limit

b. Compliance

- i. TESTING: ELPAC, CAASPP, PFT
- ii. CALPADS
- iii. POWERSCHOOL
- iv. Annual Parent Notifications
- v. School Site Council chair
- vi. All LCAP goals fall under the supervision of the Principal.

Assistant Principal Job Description

The Assistant Principal shall serve as the second in command on the JJMS campus. The AP will be an instructional leader and will contribute to a positive campus culture.

JOB QUALIFICATIONS:

- Holds a valid California teaching credential, either Multiple Subject or in a core subject area.
- 3 years of experience teaching in a public school classroom
- Additional experience in an official leadership position, such as a department chair, testing coordinator or similar.
- Extensive knowledge of the JJM mission and vision.
- Experience leading workshops and trainings for staff, especially teachers.
- 2 years of experience holding conferences with parents.
- Ability to speak Spanish
- Training in mental health issues
- Training in crisis response
- Experience in classroom observation and mentoring teachers, especially for classroom management and behavior modification.

I. INSTRUCTIONAL LEADERSHIP

The Assistant Principal is responsible for providing services and coaching that will lead to high-quality teaching in every classroom.

- a. Maintain protocol to make sure of qualified substitutes for absent teachers.
- b. Classroom observations and coaching meetings with various teachers.
- c. Conduct workshops and trainings for the staff
- d. Monitor completion of iReady and IAB testing.
- e. Serve as an administration designee for IEP meetings as needed

- f. Supervise the Coordinator who runs the ASES program and monitor program for quality.**
- g. Oversee the Coordinator who runs Intersession and Saturday School and monitor the programs for quality.**
- h. Oversee the Coordinator for Advisory and manage schedule of teacher meetings during Advisory.**

II. CAMPUS CULTURE

The Assistant Principal is responsible for maintaining a robust student body with a culture of respect and scholarship on campus.

a. Behavior Support

- i.** Train and supervise/evaluate Behavior Support Coordinator and other staff
- ii.** Provide coaching for teachers in classroom management
- iii.** Revise behavior modification program as needed and monitor compliance by all staff
- iv.** Attend meetings for contentious or serious discipline problems
- v.** Manage all suspensions and monitor timely submission of suspension report
- vi.** Dangerous pupil notices to faculty

b. Social Emotional Health

- .Oversee student support in social skills and mental health**
- i.** Monitor and direct Social Work Interns
- ii.** Manage relationships with outside organizations that provide services for our students and families
- iii.** Insure that LCAP goals are reached each year

c. Safety

- .Create and maintain School Wellness Policy with annual updates**
- i.** Insure that all mandatory safety/mental health trainings take place in a timely manner.
- ii.** Hold regular Emergency Drills
 - 1.** Fire, Earthquake, Active Shooter
 - 2.** Arrange training for staff assigned to special safety duties
- iii.** Insure that climate survey meets LCAP goals regarding feelings of safety.
- d.** Oversee 8th grade Culmination.
- e.** Organize Veteran's Day trainings.
- f.** Manage motivational field trips to Magic Mountain and SeaSide Lagoon
- g.** Supervise departing field trips to monitor teacher compliance with safety guidelines.

III. STAKEHOLDER ENGAGEMENT

- a.** Supervise and evaluate Parent Coordinator
- b.** Arrange SSC/ELAC meetings
- c.** Maintain a legally compliant Parent Handbook

- d. Migrant Student Coordinator
- e. Respond to parent incident reports that are not about academic achievement.

IV. COMPLIANCE AND OPERATIONS

- a. Attendance: supervise office clerk monitoring, complete truancy paperwork and meetings.
- b. Supervise Student Immunization Compliance (TDAP report)
- c. Ensure accuracy of faculty attendance records
- d. Monitor and ensure accuracy of student Attendance records including notices of withdrawal to LAUSD.
- e. Manage student health-related special services

The Assistant Principal will:

- Arrive early 1x per week to greet students.
- Stay to 6:30 pm 2x per week for parent meetings and ASES observations. There will be an opportunity to come in later on these days.
- Attend General Parent meeting each quarter.
- Observe Saturday School open to close for the first week of the year and then drop by for at least one hour in each of Q2, 3, 4 to monitor quality.
- Attend ELAC and SSC meeting once per quarter

Director of Special Services Job Description

The Director of Special Services will insure that all Students with Disabilities (SWD) receive high-quality legally compliant services which correspond to any eligible need.

I. INSTRUCTIONAL LEADERSHIP

- a. Set the tone and policy for staff working with students that have eligible needs, including maintaining RSP teachers as equal partners with General Education teachers.
- b. Keep other leaders up to date on the needs and services provided including any complex IEP or 504 plans.
- c. Provide training and development for all faculty and staff in best practices with working with students that have eligible needs and other students in general.
- d. Lead the Professional Development team to make faculty workshops more effective in providing student support and advancing achievement.
- e. Hire and evaluate paraprofessionals that will be providing services or working with students with eligible needs.
- f. Insure improving academic achievement for students with disabilities.
- g. Provide support and expertise for the Behavior Support Coordinator.
- h. Manage the Special Education department
 - i. Hold weekly meetings with RSP teachers

- ii. Provide direction and coaching for creating accurate records and high quality IEP and 504 plans.
- iii. Provide support when faculty members need help working with challenging students.
- iv. Conduct classroom observations to monitor quality and effectiveness of services provided and appropriateness of pedagogy and curriculum.
- v. Develop and enforce appropriate protocols for preparation and conduct of IEP and 504 meetings.
- vi. Serve as the primary Administrative Designee for most IEP meetings.
- vii. Distribute case load
- viii. Prepare ISA for students in Non Public Schools
- ix. Provide a compliant ESY program
- x. Evaluate all RSP and SDP teachers

II. CAMPUS CULTURE

a. PROFESSIONAL DEVELOPMENT

- i. Train all paraprofessionals in best practices for working with all types of students.
- ii. Coach general education faculty in best practices for modifying and accommodating in their classrooms and on assessments.
- iii. Insure that general education teachers are familiar with the eligible needs of their own students.
- iv. Seek out training opportunities for all JJM staff.
- v. Train staff on SpEd procedures (i.e. IEP Meeting Checklists, Distributing/collecting notification forms & updating Welligent, file documents in correct location, updating Student Info. Sheets, etc.)

III. STAKEHOLDER ENGAGEMENT

- a. Provide appropriate opportunities for parents to learn about available services and how to support students with eligible needs, including sharing SELPA resources.
- b. Act as primary Liaison to the COP SELPA, including attending all relevant meetings and trainings, also apply for and manage grants from COP.
- c. Provide Administration team with frequent updates on service tracking and progress towards LCAP goals.
- d. Liaison with Non Public Schools

IV. COMPLIANCE

- a. Conduct all IEP and 504 steps in accordance with SELPA regulations in addition to state and federal law.
- b. Maintain meticulous records that are secured in compliance with all SELPA, state and federal mandates.
- c. Insure that main office student cumulative files have appropriate and up to date records relevant to eligible needs.

- d. Insure that general education faculty are providing the mandated accommodations and modifications, especially for CAASPP
- e. Complete Annual Self-Review Checklist in collaboration with Principal
- f. Manage all Welligent functions including requesting records for new students, checking on service tracking for staff and vendors, provide training to staff.

V. OPERATIONS

a. VENDORS

- i. Hire/evaluate vendors for low-incidence services (i.e. Language/Speech, Counseling/Guidance, OT, APE, etc.)
- ii. Seek out new vendors as needed
- iii. Arrange assessments as needed
- iv. Supervise Speech Sessions
- v. Attendance at LEA Billing Meetings Inc. collaboration with ExEd

b. STAFF

- i. Conducts phone interviews and reference checks for para
- ii. Review daytime Para timesheets via Paycom
- iii. Support Provider for Intern RSP Teachers
- iv. Evaluate daytime Paras and SDP paras (BII, if applicable)
- v. Monitor evaluation process of Daytime Paraprofessionals

Director of Operations Job Description

The Director of Operations is responsible for the effective management of all non-instructional and non-behavioral elements of school operation. The DO manages the campus physical plant, the on-site fiscal functions, and the front office.

I. LEADERSHIP

- a. Hiring and evaluating office staff including determining appropriate times for termination

b. CUSTOMER SERVICE

- i. Train and monitor staff delivering customer service on campus
- ii. De-escalate and manage parent concerns, calling on the other administrators as needed
- iii. Reflect on annual climate surveys to improve service

- c. Developing strategic plans with Administrative team

- d. Have a strong leadership role in safety protocols

- .Oversee training and supplies for School Safety Team

- i. Insure that paper records of current student and faculty emergency information will be on hand for a disaster.

h. INSURANCE

- i.**Manage annual renewal of insurance programs
- ii.**Check to make sure that all insurance meets minimum requirements set out by LAUSD, state and federal law.
- iii.**Manage claim filing under insurance policies
- iv.**Work with Executive Director and Broker to find the best value for insurance policies

i. PERSONNEL RECORDS

- i.**Conduct new hire intake paperwork
- ii.**Maintain accurate personnel files that comply with applicable state and federal laws
- iii.**Frequently update PowerSchool to reflect HR information
- iv.**

III. PHYSICAL PLANT/SAFETY

a. SAFETY

- i.**Manage Worker's Compensation eligible incidents
- ii.**Manage records and protocols for student injuries
- iii.**Insure completion of mandated trainings for all staff
- iv.**Maintain meticulous records for student medications

b. PHYSICAL PLANT MANAGEMENT

- i.**insure that all aspects of the physical plant are in good working order
 - 1. Plumbing and HVAC, Electrical system
 - 2. Maintenance of grounds such as gardening and janitors.
- ii.**Secure the premises
 - 1. manage video surveillance
 - 2. respond to alarm calls as needed
 - 3. maintain accurate records of key holders

IV. COMPLIANCE

a. FERPA/ HIPPA

b. FISCAL POLICY

- i.**develop and maintain protocols in alignment with the Fiscal Policy Manual
- ii.**Train and monitor all staff in compliant protocols

c. CREDENTIALING

- i.**Maintain meticulous records of all staff education and credentialing
- ii.**Partner with the Executive Director to document CTC compliant alignment between Master Schedule and Teacher Credentials.
- iii.**Compile and submit employer issued applications to the CTC.

iv. Complete annual LAUSD required documentation of credentialing.

d. DEPARTMENT OF JUSTICE CLEARANCE

- i. Maintain evidence of status as certified guardian of DOJ records
- ii. Complete DOJ clearance of every new hire before work start date.
- iii. Monitor notices from DOJ regarding on-going employees and notify the Executive Director of any change in arrests/convictions.

e. EMPLOYABILITY

- i. TB risk assessment/clearance records
- ii. All paperwork necessary to determine the right to work
- iii. Tax documents such as W2 and 1099.

Teacher Job Description (core and non-core)

The teacher is the most important element of a child's experience at school.

The following is a checklist of the areas of professional competence that JJM administrators expect to see in all certificated teachers.

Engaging and Supporting All Students in Learning

- Utilize various strategies to differentiate instruction, especially those recommended by the administration.
- Create a feeling of authenticity for students by providing examples and problems that are based on real world application.
- Promote self-regulatory behaviors
- Develop expertise in Motivation Theory
- Maximize the impact of any paraprofessional assigned to your classroom.
- Reach out to educate students and parents about all the support services provided on campus.

Creating and Maintaining Effective Environments

- Maintain student safety
- Set clear expectations
- Utilize the school-wide behavior support plan with calm consistent enforcement
- Employ a variety of appropriate behavior modification strategies
- Maintain the teaching space as an effective physical environment
- Co-Teach successfully with Educational Specialist partners who are treated as professional equals.
- Implementation of behavior management beyond the school-wide systems
- Establish effective class procedures and routines
- Set specific standards for student behavior and consistently enforce them
- Participate in the School Safety Plan and increase skills related to managing safety during disasters.

Understanding and Organizing Subject Matter

- Demonstrate Strong content knowledge
- Ability to implement thematic organization
- Ability to occasionally connect across contents
- Employ strategies to make the general curriculum accessible to all students
- Make effective use of resources to develop subject matter pacing plans.
- Ability to accommodate curricular materials and assessments with the support of the Special Education department.

Planning Instruction and Designing Learning Experiences

- Implementing Backwards Design
- Employing a variety of activities including those specifically recommended by the Administration.
- Create lessons that consistently and actively engage students with a high level of simultaneity.
- Co-Planning with RSP partners and other members of grade level and department teams.
- Paying close attention to providing effective learning experiences for English Learners, especially those mandated by the Administration.

Assessing Student Learning

- Maintain and present challenging expectations
- Consistent use of rubrics which are presented prior to submission of student work
- Quick and consistent feedback to students
- Employ multiple measures of assessment
- Provide specific feedback, designed to improve performance
- Work to calibrate and correlate classroom grades with other external quantifiable indicators
-

Developing as a Professional Educator

- Maintain a high standard for professional demeanor, including productive communication, and reliability
- Complete all assigned paperwork
- Maintain high levels of parent communication, especially for students with low skills/achievement or behavior challenges.
- Maintain documentation of parent interactions, grade criteria, and other sources of potential disagreement.
- Attend all Professional Development sessions assigned by the administration.
- Set annual goals for development and take initiative for increasing professional skills.
- Be prepared to spend time outside of school hours planning lessons and grading student work.
- Speak up about your beliefs and concerns in meetings with other teachers.
- Request additional coaching and support from other teachers and the administration.

JJM Culture

- Collegiality, including a united front towards stakeholders when a decision has been reached.
- Engage in JJM Rituals, including attending several special events outside of school hours.
- Enforce the student expectations by using any mandated system, such as DeansList.
- Enthusiastic collaboration, including taking effective steps to resolve conflicts with other staff members.

Behavior Support Coordinator

I. Record keeping

- A. Schedule, evaluate, and supervise behavior support clerk
- B. Collect and keep all written statements relevant to behavior incidents.
- C. Monitor entries into DeansList
- D. Track completion of all assigned consequences
- E. Communicate all issues handled to email group "Loop"
- F. Send notices to teachers regarding behavior issues
- G. Prepare Suspension Report for LAUSD

II. Student interaction

- . Use de-escalation techniques when student arrives agitated
- A. Collect written statements from students who are sent to the office
- B. Provide academic activities which match the standards being covered in class.
- C. Seek out statements from witnesses to any major incident

- D. Observe students in classroom settings to gain information for behavior support

III. Parent Interactions

- . Collect statements from all witnesses, staff and students, who are listed on any of the descriptions of a behavior incident
- A. After consulting with an administrator, meet with parents to provide information about behavior and assigned consequences.
- B. Schedule meetings with administrator if requested by parents.

IV. Collaboration

- . A. Work with Campus Life Coordinator to operate incentive program
- A. B. Participate in MTSS meetings each month

School Counselor Job Description

School counselors should spend most of their time in direct service to and contact with students. School counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Schools should eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their programs.

- Teach weekly Social Skills Advisory Class
- Provide Counseling/Guidance Services as specified in a child's IEP
- Document services into Welligent on a weekly basis
- Run monthly service report from Welligent and make corrections to errors
 - Print, sign, and file reports
- Write Social-Emotional Present Levels of Performance for students' IEPs who have existing Social-Emotional goals

25% IEP SERVICES (10 hours per week to provide services + 10 IEPs)

Provide counseling as mandated by IEPs. - Currently has 7 students on caseload

Update IEP and service tracking as needed

Participate in IEP Meetings

25% ATTENDANCE (Monitoring up to 15 students - Approx. 10 hours per week)

- LCAP action items- meetings and plans for students at-risk for chronic absenteeism
 - Parents don't understand need for or definition
 - Students have emotional reasons to avoid attending school
 - Home life is chaotic/unstable, parents lack resources
 - Genuine medical issues
 - Family emergency long trip
- Dashboard for Chronic Absenteeism
 - Frequent
 - One long absence
- The Counselor will develop a written plan for individual support for any student who has missed 10% of school year to date.
- Implementation and monitoring of individual support plans.

25% IEP Counseling Services for 10 students

- Currently has 9 students
- Teacher calls counselor for those kids
- Lunchtime group 1x per week
- Facilitate an Advisory that focuses on a social-emotional need.

15% MENTAL HEALTH Documentation and Analysis

- Survey of students during August to identify needs
- Create a quarterly report for teachers updating them on the social emotional needs of their students and the services being provided.
- Participate in a biweekly Mental Health Triage meeting
 - Check in on students with discipline issues
 - Check in on students with attendance issues
 - Check in on grades
 - Address referrals

10% CRISIS MANAGEMENT (where do we send the crying children?)

- Room 100 will triage

Physical Plant Manager

organizes and develops systems to maintain a safe physical environment for students, staff and the public.

This is an at-will 12-month position

Essential Job Duties:

- Develops emergency preparedness protocols that include an annual update to the Safe School Plan with proper submission.
- Responsible for school-wide security procedures JJM community training
- Ensures function of physical plant
- Weekly checks on campuses services: Trash management
- Handles and schedules repair orders
- Responds to security alarm calls as the first call
- Liaison with vendors for daily routines (facilities vendors)
- Assist with discipline activities
- Athletic Director
- Maintains equipment for student breaks: basketballs, soccer balls, etc.
- Supervises and evaluates Campus Aides
- Assist with supervision of student population during school hours
- Up to 5+ hours a day of walking and standing outdoors during the specifically assigned schedule of duties
- Professional manners when speaking to parents, teachers, and students
- Professional communication skills, particularly with a portable radio
- Light clerical duties such as answer phones, relay messages, and basic filing
- Demonstrate the ability to work well within a team.
- Excellent communication skills
- Able to follow directions regarding communication and messages without much supervision
- Some heavy lifting, moving of furniture, and bending and stretching (ex. stocking books, janitorial equipment, etc. on shelves)
- Ability to take initiative where and when needed
- Adapt to changing environments
- Ability to stay calm and professional in stressful situations also essential

Paraprofessional (7:30-6:30pm)

At the direction of the credentialed teacher of record in the classroom-

- Under the direct supervision of the teacher of record, assist in the implementation of the school wide behavior support plan
- Provide tutoring or additional assistance to students as they try to complete their work during a classroom lesson
- Execute small group activities designed by the teacher of record while working inside the classroom with the teacher of record
- If the paraprofessional has a substitute credential, they can take the small group to a nearby empty classroom to conduct the assigned activity in a quieter environment.
- Monitor and assist student in using classroom technology, such as laptops
- other actions necessary to the smooth operation of the classroom

Supervision:

- Monitor student behavior who are outside at lunch and break in assigned zones
- Implement school-wide behavior modification system on *DeansList* via assigned technology device
- Communicate via walkie-talkie following current protocols

Campus Aide

A campus aide assists with yard supervision and very basic clerical duties, in particular supporting Spanish language communication with parents.

Essential Job Duties:

- Assist with supervision of student population before, during and after school (depending on shift) and during school breaks.
- Janitorial duties (Ex. unclogging bathrooms, stocking restrooms).
- Light maintenance work. (Ex. changing lightbulbs, drilling, hammering, etc.)
- Occasionally work on Saturdays.
- Pressure wash floors and lunch tables.
- Buffering of gymnasium floor.
- Carpet washing.
- Monitor parking area to keep administration informed of safe flow of traffic during drop-off and pick-up of students.
- Assembling furniture.
- Up to 5 hours a day of walking and standing outdoors during specifically assigned schedule of duties
- Professional manners when speaking to parents, teachers, and students
- Light clerical duties such as answer phones, relay messages and basic filing
- Demonstrate the ability to work well within a team.
- Excellent communication skills.
- Able to follow directions regarding communication and messages without much supervision
- Some heavy lifting, moving of furniture, and bending and stretching (ex. stocking books on shelves)
- Ability to take initiative where needed
- Adapt to changing environments

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

In accordance with California Department of Justice Requirements, the Director of Operations will serve as Custodian of Records. The Principal will serve as an additional Custodian of Records.

Promoting Student Health and Wellness

Physical Health and Fitness

The curriculum and instructional minutes for Physical Education can be found in Element 1. Other opportunities for physical activity will be provided at most break and lunch periods.

Nutrition requirements for food on campus

Students are not permitted to bring gum, or any food with sugar, or a sugar equivalent, as the first three ingredients, to campus. Distribution of any food reward will be compliant with state and federal law.

School Wellness Planning

JJM will annually update mandated documents such as a School Safety Plan and a School Wellness Plan. These plans will be updated in line with input from various stakeholders such as a first responder and an expert in mental health services.

Crisis Response

JJM will maintain documentation of annual training for all employees regarding crisis response and suicide prevention. Training and education in crisis response will be offered annually to parents and guardians.

Parent Education

JJM will provide multiple opportunities for parent workshops on various health and wellness topics including effective behavior management, nutrition, supporting students with disabilities, suicide prevention and other content.

In accordance to AB 1747, effective January 1, 2019, JJM has developed and will annually review a comprehensive school safety plan with input from classified employees of the charter school, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions. This plan is approved annually by the JJM Board of Trustees.

Element 7 – Means to Achieve Racial and Ethnic Balance

“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.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Racial and Ethnic Balance

Recruiting at-risk students is a priority for JJM. JJM has formed good relations with local elementary schools including Winnetka Elementary, Limerick Elementary, Sunny Brae Elementary, and Calahan Elementary. In order to insure smooth transition of services JJM has attended IEP meetings for incoming 5th grade students at several of the local District schools. Flyers, in English and Spanish, advertising the charter school are distributed at local District elementary schools November through February. The same material is posted on the JJM website. There are banners advertising enrollment on the fences of the school itself. Orientation meetings are held January through May. Outreach flyers and informational sheets that are being distributed include Spanish language versions and include a phone number that provides access to a Spanish-speaking staff member for further questions. JJM has services in place to provide translation in additional languages upon request.

In 14 years of operation, JJM has never had less than 70% students of color and since year two of our operations, JJM has never had less than 70% low income students. Currently, our demographics include over 90% of our students identified as both low income and minority.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Enrollment Procedures and Lottery Information

- **Admission requirements:** The school will admit, to its capacity, any student who lives in the state of California. There are no other requirements for admission. Enrollment shall be open from January until all seats are filled, generally by March.
- All application materials must be hand-delivered to James Jordan Middle School 7911 Winnetka Ave., Winnetka, CA 91306 between the hours of 8:30am and 4:00pm or any additional hours indicated on the cover page of this packet.
- The person submitting the application must either be the parent or guardian of the applicant child or carry a signed written statement from the parent or guardian designating a person over the age of 18 as being the authorized agent to submit the materials on behalf of the parent or guardian.
- The JJM staff member who receives the completed application shall, in the presence of the applicant, time stamp the document and give the parent/guardian/agent a time-stamped receipt which shall show the name of the staff person who accepted the application materials. The parent/guardian/agent shall keep this receipt in case there is any dispute about whether or not the materials were received before the enrollment deadline.

After submitting the application, the contact information such as phone number or address may change. The parent/guardian of the applicant is responsible for filling out and submitting a change of contact information form and having it time stamped and receipted by a member of the JJM staff.

- By the enrollment deadline, usually in February or March, listed on each application the administration of JJM shall publish on the front gate and on the school website how many spaces are available for each grade level.
- If on the day of the enrollment deadline listed on each application the number of applicants exceeds the number of available seats for any particular grade, a random public lottery, must be held (Lottery schedule is generally held in February and is listed on the JJM website and on the cover letter of each application.
- In accordance with state law, siblings and the children of employees shall be given preference for admission. This may mean that a sibling of an enrolled student or employee's child or sibling is admitted ahead of any other candidate on any established waiting list.

Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period (generally January through early March) each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Preference is extended to District residents.
- Preference is extended to siblings of students admitted to or attending the charter school and any ward of the guardian of a currently enrolled or admitted student.

- Preference is extended to the children and siblings of JJM staff including teachers, paraprofessionals, classified staff, administrators and members of official councils (ELAC and SSC) and to the children of the JJM Board of Trustees. This preference shall not exceed 10% of the total enrollment. The purpose of this preference is to maximize the availability of parents/guardians as part of the school community. Also, this preference allows parent/guardians who are often on campus to be in close proximity to their own children to allow easier execution of parental duties while minimizing the impact on school operations. For example, if a parent had to travel to another campus to pick up their student or to meet with a teacher, there would be a negative impact on the child, the parent and the operations of JJM.
1. At the time of the lottery the sheet called "Lottery Application" from each applicant will be placed in a box. As each form is placed in the box, it will be checked against the receipt book. This process will guarantee that all the applicants have been included in the appropriate lottery box.
 2. The school will publish the date, time and location of any public lottery that is required. The lottery will be held on the campus of the charter school. JJM will inform all applicants of this information at least 7 calendar days before the lottery date by two methods which may include a flyer/notice mailed to the address given on the application and an automated phone call to the number listed on the application.
 3. During the public lottery, every application will be drawn and numbered in the sight of the audience at the lottery. Parents who choose to attend the lottery will be given a certified copy of their waiting list number at the lottery.
 4. Following the lottery, an automated phone message or a live phone call will be made to the phone number listed on each application within 24 hours. If there is no answer, two further attempts will be made to call the number during the two business days that follow the public lottery. This message will either offer admission or it will announce that the applicant has been placed on the waiting list. A record will be kept of these calls including the date, time, number attempted and the staff member placing the call.
 5. If an applicant is told they have been placed on the waiting list, the message will include their waiting list number. A copy of the waiting list number certification will be mailed to all wait-listed applicants who did not attend the lottery.
 6. Applicants who are offered admission by message or call will have 48 hours to make contact with the school to confirm their acceptance. At the end of 48 hours, the school will mark the application "Declined" and make an offer to the next student on the waiting list.
 7. Applicants who are on the waiting list can check the school website and the outside gate of the school for frequent updates regarding which waiting list numbers have been offered admission. The office staff will NOT offer any information regarding any individual's place on the waiting list over the phone or in person.
 8. Any applicant who was accepted before the first day of school must attend the first day during the first period to be officially enrolled. If a student is absent on the first day for a legally excused reason, the parent/guardian must contact the school before 9:00 am on that first day to confirm that they do plan to attend. If the applicant cannot prove a legal excuse for absence on the first day of school, JJM will assume they are declining their offer of admission and the school will offer the space to the next student on the waiting list.

Element 9 – Annual Financial Audits

“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.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

1. The Executive Director is responsible for contracting with an accountant to conduct the required annual financial audit.
2. The Executive Director, Principal and On-site Financial Manager are responsible for working with the auditor to complete the audit.

The Executive Director of the Charter School will consult the State Controller’s list of approved auditors when selecting a firm to conduct the charter school audits. The Executive Director will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

3. The Audit results are shared annually with the Board of Trustees at a regular board meeting. Should there be any deficiencies, findings, material weaknesses, or audit exceptions these will be presented to the board along with the official audit documents the Board Treasurer shall present recommendations for curing such deficiencies. Following the presentation by the Board Treasurer, the Board of Trustees shall pass a resolution dictating specific procedures for investigating and curing any such issues.

The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Board Treasurer and audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling

offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Common Goals

James Jordan Middle School ("JJM") agrees with all of the philosophical goals that are expressed in the Los Angeles Unified School District ("LAUSD" or the "District") 2013 School Discipline Policy and School Climate Bill of Rights board resolution. All students should experience school wide positive behavior interventions and supports. All students who behave unacceptably at school should be provided with multiple types of support including modeling, social skills training and access to mental health services that will encourage and empower them to develop pro-social behavior. JJM agrees that all students should be treated equitably, and no administrator should be able to apply discipline capriciously. JJM agrees that loss of instructional time is counterproductive and should be avoided as much as possible while still maintaining campus safety and a positive climate. Indeed, an engaged student population is among the new state priorities.

Proactive Strategies to Encourage Prosocial Behavior

JJM is committed to creating in our students an intrinsic understanding that life is better when you are a productive citizen of your community. JJM will make sure that they experience advantages and privileges for academic achievement and good behavior. The principle of intermittent positive reinforcement is the most effective form of behavior modification (Cooper,

Heron & Heward 2007). To help teachers carry out this practice, JJM has a school wide system of reward tickets and forms. Repeated studies indicate that a token economy, particularly when used in school-wide implementation, is a profoundly effective strategy to modify behavior (Zlomke and Zlomke 2003) (Hulac, Terrell, Vining & Bernstein 2011).

Prosocial behavior and instances when a student fails to meet behavioral expectations are recorded by staff members in a system that is accessible to the administration. As of 2019, this is an online system called DeansList. The charter school reserves the right to institute a different system that will provide similar detail to the administrations. Once per quarter, a mental health committee that includes an administrator and the school counselor review the lists of prosocial behavior and instances when a student fails to meet behavioral expectations. If significant patterns are seen, additional emotional support is offered to the students. If a parent declines additional support, that is recorded by the school. The charter school has an LCAP goal that monitors provision of mental health services to students who struggle to meet behavior expectations. Additionally, the school has an LCAP goal to determine that every student is receiving written and verbal praise from staff members during the school year.

All staff members use our token economy to reward students for low stakes practice, random acts of kindness, following routines without adult prompts, etc. Students exchange tickets for prizes such as school supplies, stress balls, gadgets, and sweet treats. A higher level of reward is given in the form of a documented merit or similar type of points representing meeting high expectations for behavior. JJM maintains a clear list of traits that encompass JJM's three pillars and reminds students of the types of behavior that demonstrate the spirit of JJM. Students, teachers, and administrators work together to develop reward contracts. Reward contracts are given to students who are having difficulties with particular aspects of their behavior. The contract lists the behavior the child should try to avoid and the incentive that could be earned if successful. The child and administrator set a reasonable time limit. In addition, we offer sensory breaks to students who have difficulty concentrating in class. Depending on the student's needs, a child may be given or asked to take a break anywhere from once every thirty minutes up to every 10 minutes. Students are allowed to have a cognitive break or perform a physical activity.

There are various rewards events throughout the year. The students are recognized for their academic achievements and improvement efforts at the beginning of every quarter in an award ceremony. The most important event pertaining to behavior is the VIP events rewarding students every quarter for not having received any discipline notices. Other events include field trips, dances, and festivals which students attend based on eligibility requirements. For example, students are not allowed to attend the Valentine's Day dance if they have been written up for teasing and bullying.

Students recite the Carpe Diem, a statement based on JJM's three pillars, on a daily basis as a reminder for them to behave in a scholarly manner and a reaffirmation that they have the power to be successful as long as they have the will to work hard.

JJM believes that it is critical for students to visit university campuses. It's hard to commit to a goal that you can't visualize. If you have never been to a college campus, it can be daunting to contemplate enrolling. We invite parents to attend the field trips and enrichment festivals on college campuses. Having parents accompany students helps form family support for these higher education goals. In partnership with organizations such as the Tarzana Treatment Center

and Carol White Foundation, JJM is able to offer workshops for parents on adolescent development. Parents are given tips about how to talk to their children about managing their anger, dealing with peer pressure as it pertains to drugs and other topics, social media sites, etc. JJM has general parent meetings with over 100 parents in attendance every other month. Besides the general day-to-day school information, we talk to parents about hot topics affecting adolescents.

Vigorous Response and Monitoring for Minor Issues to Prevent Escalation

Warnings, statements promising a negative result for the next time an action is taken, are generally a very bad idea. Human minds are sophisticated pattern analyzers and research shows that a failure to respond adequately to an action immediately creates an impression of acceptability even if a massive consequence is applied at a more distant time. The consequence can be small if it is immediate (Stewart and Martin, 1994). Therefore, JJM holds a commitment to making a formal documented response to every unacceptable behavior. The nature of unacceptable behavior is based primarily on the grounds for suspension and expulsion. However, the school additionally details incidents of anti-social behavior, labeled as "minor", which may lead to a hostile environment for students or staff. The following is an excerpt from the Student/Parent Handbook which is provided annually to every parent and is offered in both English and Spanish. The handbook is annually approved by the JJM Board of Trustees.

"Minor violations (These are small mistakes with small consequences. These behaviors are typical mistakes that all children at this age are likely to make)

- Behaviors such as, teasing, verbal/physical playing around, poor word choice, calling out in class, disruptive noise making, being untucked, talking back, complaining

Major Violations - these behaviors are unacceptable and result in a "Referral" to the Behavior Support Coordinator

- Failure to follow testing protocol- partial/full day Supervised Solo Instruction (SSI) and 70%- no credit for the test or assignment. Repeated offenses will lead to a parent meeting to discuss alternative interventions.
- Repeating the same offense or committing several small offenses in a short period of time will result in more serious consequences. Multiple minor offenses- behavior plans will be developed by the admin and discipline staff to help modify the behavior of students. Plans may include before, after, or Saturday school detention.
- We may create an alternate educational setting for students who repeatedly put their hands on other students or display other disrespectful behaviors that would have a detrimental effect on the physical or mental health of a reasonable student.
- For Willful Destruction of School Property – If a student destroys School owned property or the property of another student they may be required to replace the item or pay for the value of the new item. At the discretion of the Principal, a student may be allowed to complete community services hours as restitution.
- Additionally all of the behaviors listed in grounds for suspension and/or expulsion are considered Major violations."

This philosophy of "Sweating the Small Stuff" is a research-based practice which can be found in many scholarly articles (Livermore 2009). This article asserts that Zero Tolerance policies are based on a misinterpretation of research and are improperly implemented to achieve the desired effect. But, the article and the body of research it draws upon, does emphasize the critical value of significant response to all forms of unacceptable behavior. Students are well aware of the fact that schools have the power to suspend so the students take special note of when and if this power is exercised. Exercising the power to suspend too frequently or not frequently enough are equally damaging to the students' belief in the discipline system of a school.

Thus, at JJM, when staff sees unacceptable behavior, they must assign an immediate consequence and document the incident by issuing a written notice that clarifies for students the specific behavior that is unacceptable. The use of this type of response to misbehavior is recommended by researchers who offer blueprints for superior school discipline systems (Sugai, Sprague, Horner & Walker 2000). The form allows for a non-emotional documentation system of minor and/or major offenses, which are outlined in the Parent/Student Handbook which is board approved and distributed annually in both English and Spanish. The form is prepopulated with a list of unacceptable behaviors. Students know ahead of time the types of actions that will result in the need for an intervention. There is a list of interventions to help the staff deescalate the negative behavior. Our school's discipline slips require a signature from the staff member, student, and parents. Students are given three opportunities to rectify their behavior before higher levels of intervention are needed. Some offenses constitute immediate need for higher levels of intervention. As an alternative to suspension, we offer Supervised Solo Instruction. This program meets all current guidelines for avoiding inappropriate isolation of students. During Supervised Solo Instruction, Students are required to complete academic work given by their teachers in Math, ELA, Science, History, and Physical Education based on the Common Core State Standards or in the absence of such assignments, the student will work on the lessons assigned to them in their personalized online instruction software.

Additional progressive discipline programs include both individual and group intervention. Individual contracts are issued to students for multiple minor offenses in short periods of time or for major offenses. There are three types of contracts: service, behavior, and academic. Academic contracts are given to students who are not turning in their homework, have expressed defeat when attempting to do a major project, or have repeatedly not showed up to mandatory tutoring. JJM offers a three hour Saturday school program. This program includes a structured time to reflect on unacceptable behavior and to discuss the alternatives and coping strategies with an adult. In a form of restorative justice, the students perform community service to the school as described in Education Code 48900.6. Students are counseled that the purpose of this service is to help put resources back into the school after the expenditure of resources needed to address their behavior, and, in the last hour, students focus on academic work.

While these practices were in place before the current mandate of Restorative Justice, believes that the following actions align perfectly with the practices described as Restorative Justice. The administrator in charge of behavior support at JJM has received training in Restorative Justice. The principal conducts group discussions with relevant students or parents to address behavior interventions, and the principal often includes teachers, the school psychologist with a PSP type of credential or Licensed Clinical Social Work interns from local universities to provide additional connection with students or professional expertise. This form of intervention is very time consuming but in most cases produces worthwhile results. Sessions are held when groups of

more than 3 students are in conflict with each other. Students are given the opportunity to fill out an Incident Report for any major offenses, major conflicts, are feeling like someone is bullying them and/or anytime they express disagreement with a discipline notice. For the purpose of conflict resolution the form allows the students to say their side of the story. All the students involved sit in a conference style setting. The students are allowed to have a dialogue and address statements made by their peers. Students have an understanding that the goal is to have a conversation with a mutual respect for each other. The conclusion of the group session is for them to realize that they don't have to like each other but do have to respect each other. Students are given sentence starters to keep the conversation productive. Depending on the results of both individual and group interventions, we give parents the option of having their child meet with our social worker to help students deal with emotional issues.

JJM keeps the consequences given to students relevant to the offense. When students are partaking in acts of bullying/cyberbullying they are made to read and discuss in small groups, age-appropriate articles on results of victimization. For example, when police officers visited our campus and a student decided to "oink" at them, we partnered up with the Devonshire Police Department to have our children apologize to a group of officers during roll call. If students decide to participate in racist talk, they are required to read articles on racism and produce a 5-paragraph essay describing the effects of their actions and why they need to change their behavior.

Keeping parents constantly informed and in communication with JJM staff is important to help build a partnership that ensures the rehabilitation and success of our students. Parents are called on to work with administration to create a plan that involves consequences best suited for the student. In lieu of a suspension, we offer parents alternatives. Options include spending time on campus in Supervised Solo Instruction (SSI), behavior contracts, attending school with their child for one or more days, Saturday school, and attending intervention programs provide by local agencies that specialize in adolescent development. JJM sends out letters to parents with students, by US mail, and by email. JJM asks parents to come to school and sit with their child. JJM will host group meetings with the parents of students who are in conflict, general parent meetings, and individual parent conferences. Parents have the ability to request a conference at any time. At the end of each quarter, a set of specific times are set asides for teachers to meet with the families of students who are not meeting grade level academic expectations. Parents are notified by mail and by phone message about the need to meet with teachers at these times. ALL grade level teachers attend parent conferences. They document the discussion, goals, and expectations from the student, parent, and teachers. Every time a student receives consequences for committing a major offense, the parent receives a phone call. Phone blasts are made as frequently as necessary to alert parents when JJM knows of a potential source of discipline problems like e-cigarettes, conflict on social media sites, and/or students arranging to meet at the local park.

Targeting Support Services to Students Who Incur Frequent Discipline Notices

JJM pays close attention to students who struggle to demonstrate pro-social behavior. At least one administrator (usually the principal), an RSP teacher, and the school counselor meet together once a month to go over discipline notices. During this time, the staff analyzes the forms for patterns, assigns additional consequences for repeat offenses, schedules parent conferences, and evaluates whether students with special needs may need additional services.

As recommended by school violence research (Skiba and Peterson 2000), we respond to frequent small violations or single instances of major behavior violations with a raft of support services. For students with IEPs, we address significant behavior issues through the Behavior Support Plan element of their IEP, and we consistently follow the legal mandate to hold suspension review IEPs to make Manifestation Determinations. Counseling, re-evaluation, Functional Behavioral Assessments are frequent responses proposed by the school for students with IEPs that have a Major behavior violation. JJM maintains a social worker (or intern) on our campus. This allows us to provide mental health services to students who do not have IEPs as part of our response to disciplinary incidents. The social worker also meets with the parents of students who have repeated discipline issues to provide them with connections to outside agencies that can provide help in relieving stress in the home with additional resources or to assist parents in getting free mental health services for their children. JJM maintains partnerships with local mental health agencies, such as Tarzana Treatment Center and BRIDGES, to provide additional counseling options for students whose behavior requires this type of intervention. To err on the side of caution, attorneys are consulted before consequences are assigned for serious offenses.

All staff members (teachers, office staff, paraprofessionals, and afterschool staff) receive training on the school-wide behavior modification forms and token economy. All staff, classified and certificated, receive annual training on the use of sophisticated methods for behavior management, including playing out hypothetical situations and receiving an overview of relevant research. Teachers review and improve their behavior modification strategies an average of once a month during professional development workshops. During their first month on the job, the principal shadows paraprofessionals to provide guidance on proper implementation of our system of behavior modification. Paraprofessional staff is refreshed in this training quarterly and are provided with frequent written guidelines about how to deal with difficult behavior, roles, expectations, and any negative activity happening behind the scenes on campus. Key staff members receive Behavior Intervention Implementation (BII), Crisis Prevention Institute (CPI), social emotional intervention, self-inflicting pain intervention and/or active shooter training. Support staff attends professional development meetings that include topics that help facilitate the interaction of students with serious behavior issues.

Oversight of Administration of Behavior Support

Behavior Support Coordinator will oversee students who are brought to the main office due to a behavior problem noted by an adult. The Coordinator shall supervise a program to support positive behavior and under the direction of the Principal, this person also provides implementation of measures designed to address incidents of unacceptable behavior. This allows for individualized attention for students who repeatedly struggle to meet expectations while allowing classroom instruction to continue. This person shall be a full time employee, holding a bachelor's degree in a relevant field of study, and also holding a substitute permit from the CTC.

The level of training provided for all staff also reduces the possibility of inconsistent application of strategies to students. First, every disciplinary action is documented in detail. Second, the monthly panel reviews ensure that the overall impact and scope of the system is constantly reviewed and that no one person can act alone in the implementation of our system of behavior modification. All discipline decisions are reviewed by the monthly panel. Serious suspensions,

those that are on the list of required causes for suspension, are brought to the attention of the JJM Board of Trustees.

Grounds for Suspension and Expulsion

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

Policy

The JJM Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter 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. 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 Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Directly related to a school or personal safety issue, student refusal to comply with the valid instructions of teachers, administrators, school officials, or other school personnel engaged in the performance of their duties when such instructions are stated directly to the student group or group of students of which the student was a member.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Directly related to a school or personal safety issue, student refusal to comply with the valid instructions of teachers, administrators, school officials, or other

school personnel engaged in the performance of their duties when such instructions are stated directly to the student group or group of students of which the student was a member.

- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s

academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students or staff member to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

C. In and Out of School Suspension Procedure

The Principal, Assistant Principal and Director of Special Services have the authority to suspend students. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director'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 Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days of when the student was suspended, 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.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough. The student accused of suspendable behavior shall provide a written statement detailing their point of view of the incident. The administration will gather written statements from every person named in the report provided by the accused student. Additionally, the administration will request written reports from staff and students that are likely to have witnessed the event, or have information that provides essential context for the event. The administrator in charge of behavior support will review all of the statements, and based on all information, will create a summary of the incident that will be included in documentation of the suspension.

2. Notice to Parents/Guardians for both In-School and Out of School suspensions

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, as summarized by the administration based on statements made by witnesses and other evidence. The notice shall include procedures for submitting a written appeal of the suspension. 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: In-School and Out

Suspensions, In-School or Out of School, when not including a recommendation for expulsion, shall not exceed ten (10) consecutive school days per suspension with a total of twenty (20) days of suspension in a school year. For students with disabilities documented in an Individual Education Plan, the limit shall be five (5) days per suspension with a maximum of ten (10) days per academic year. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director 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.

The student will have the opportunity, to complete instructional activities missed due to his or

her suspension and will be able to communicate with designated school staff for any questions regarding the academic work. If the classroom work is not a practical assignment to be completed during a suspension, the student will be provided with academic assignments that cover the same state standards as the classroom assignments. The parent/guardian will be provided with a set of assignments to be completed by the student during the suspension.

Students serving a suspension on campus will be located in the Behavior Support Center. The student will be supervised by a person holding at least a substitute teaching credential. The student will complete assignments that will cover similar content to that which is covered in the regular classroom at the same time. The student will have on-going access to the substitute credentialed adult for assistance with assignments and that adult can seek additional guidance from the student's teachers of record.

A Safety Plan will be developed if a student is offered an In-School disciplinary action for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.
- Safety Plans shall include a location in the office of an Administrator and complete isolation from other students. There will be a plan to escort for the student from the boundaries of campus into the office of the designated administrator and escorted trips to the restroom or to any other part of the campus during the day. At the end of the school day, an adult specified in writing will pick up the student from the main office.

4. Limiting the Loss of Instructional Time

The JJM program for in-school suspension is supervised by a teacher who holds at least a substitute teaching permit. This teacher is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, each student is provided with a registration code for an online curriculum that aligns with our in-class curriculum. The student is given a contract for the amount of time that they will be given to complete a specific unit of study on-line. The supervisor remains in the room so they can monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes, and the student goes to all other DIS type services as scheduled.

JJM limits the types of offenses for which out-of-school suspensions are assigned. Even if an offense merits an out-of-school suspension due to its disruptive or serious nature, we meet with parents to offer alternatives to such suspension. For example, JJM has a Saturday school program. Parents may choose to bring their child to two sessions of Saturday school to remediate some offenses that are serious enough to rate an out of school suspension.

4. Suspension Appeal Procedures

A student and his/her parent/guardian may appeal a suspension by submitting a written request to the Executive Director within two (2) days of the notice of the suspension. The Executive Director will make the final determination of any suspension appeal. If the suspension is overturned, the suspension will be removed from the student's record.

D. Authority to Expel

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

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the neutral and impartial Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel.

The determination to expel a pupil shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

such means of correction shall include one or more of the following: mental health services offered for the student, support meetings with the student and the school counselor, restorative justice practices, previous suspensions, sensory breaks, reward contracts, written notice of not meeting behavioral standards.

- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. Information about obtaining reasonable accommodations and/or language support;
3. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
4. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
5. 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;
6. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
7. The right to inspect and obtain copies of all documents to be used at the hearing;
8. The opportunity to confront and question all witnesses who testify at the hearing;
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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 administrators and the appointed Administrative Panel. 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the chairperson shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the chairperson 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 hearing courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

H. 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 determination 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 final decision of the Administrative Panel shall include written findings of fact. The Administrative Panel shall make its final decision within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send, by mail within 2 business days, written notice of the decision to expel, including the Administrative Panel'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; (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; and (c) procedures to appeal the expulsion decision to the JJM Board of Trustees, including information about reasonable accommodations and language support.

The Executive Director 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.

J. 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.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the JJM Board of Trustees. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's written decision. The Governing Board shall meet with ten (10) school days of receipt of the written request for the appeal meeting. Student and parent(s)/guardian(s) may but are not required to appear during the Governing Board's appeal

meeting. Reasonable accommodations and/or language support shall be provided, upon request. The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission/Reinstatement

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

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. Section 49079(a) references "any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4 or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts."

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Element 11 – Employee Retirement Systems

“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.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

State Teachers Retirement System (STRS)

The certificated employees of JJM will continue to participate in the STRS. Employees will contribute the required percentage and JJM will contribute the employer’s portion. All withholdings from employees and from JJM will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through the appropriate STRS-approved agency. Retirement contributions will be submitted to LACOE in a timely manner and in a format that is acceptable to LACOE.

The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

JJM is a school of choice and no students shall be required to attend. As a school of choice, JJM does not have restrictive enrollment based on residence, etc.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director/Principal
James Jordan Middle School
PO Box 3230
Winnetka CA 91396-3230

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director/Principal
James Jordan Middle School
PO Box 3230
Winnetka CA 91396-3230

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise,

arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and

11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure

Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and

grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

(a) Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

(b) Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Executive Director or the President of the Board will serve as the school's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in

and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible

for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable

local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and

- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

James Jordan Middle (also referred to herein as “JJM” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (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 following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

“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.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

² The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school.

Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“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.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“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.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified

Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any

related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“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.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance

with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If

the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

(a) Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

(b) **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)