

New Joseph Bonnheim (NJB) Community Charter School #1690

Opened September 2014

Request for renewal of the charter to continue operating between
July 1, 2019 to June 30, 2024 (5-year renewal)

A dependent charter school petition
submitted by parents, teachers, staff members, and community members
to
The Sacramento City Unified School District Board of Education
for consideration

January 22, 2019



Lead petitioner:

Christie Wells Artman, Principal

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Forward

Keeping an Eye on the Prize

Five years ago, Lisa Romero, the parent of two students who attended Joseph Bonnheim Elementary School before it closed at the end of the 2012-13 school year, started a movement that led to her children's school re-opening in 2014-15 as the New Joseph Bonnheim (NJB) Community Charter School. Her co-petitioners at the time included Art Aleman, a resident in the Bonnheim neighborhood, whose grand-daughter attended the school before the closure, and Michael Madden, a parent of two students who attended a neighboring elementary school. They worked with three professional educators to develop the original NJB Charter: Susan Kovalik, internationally renowned advocate for body-brain compatible education, Ellie Boyce, a retired special education teacher, and Dennis Mah, a retired charter school principal.

During the past four years, NJB successfully opened, created an agricultural-based curriculum with a small on-campus farm (including chickens), established a 4-H program, started practicing schoolwide the seven habits of effective people through the *Leader in Me* program from the Franklin Covey Institute, instituted an after-school program, and refined the role of parents and staff in operating the school.

In regard to the latter, Tim Nelson, from the 3rd District PTA attended the December 4, 2018 Steering Committee meeting and praised the parents and staff for their deep level of discussion on issues and their participation in the school's governance. Often times, school committees become a rubber stamp for administrative decisions. He did not find this to be the case at NJB.

Now, five years later, the current group of petitioners has grown from the original three to include the many staff, parents, and scholars who joined NJB after its initial approval in the spring of 2014. As such, the proposed charter renewal represents a renewed commitment by the current broader-based group to continue the focus, as describe in the original charter, on:

creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we are creating a program that uses the agricultural resources close at hand, here in the heart of California, as a means to teach academic, social, and civic skills. (Page 4 of 155)

Though one of the original charter goals, of re-opening the school has been accomplished, the educational goal of academic mastery for each student has not yet been reached and thus becomes the main problem that the current charter team sets out to solve during the next five years as a dependent charter school. We will call it "Solving Our Big Problem" (SOBP). If America can send astronauts to the moon and back, we can surely teach scholars at NJB to master state educational standards and teach them to think beyond the obvious.

During the 2016-17 and 2017-18 CAASPP testing cycles, NJB ranked approximately 33 and 39 respectively in ELA and Math, among the district's 59 traditional and charter authorized schools with 3rd-6th graders. We are not satisfied with the results. NJB ranked second in ELA and math growth among the five elementary schools in the four adjacent geographical attendance areas. As a charter school, NJB does not have its own attendance area within the district. There is no consolation in even this comparison with nearby schools.

As described in the body of the charter, we will use a continuous improvement model that relies on data to reduce the variation of outcome between scholars and as a result the variation between classrooms. Our model is one described by W. Edwards Deming's Continuous Improvement Process (CIP). A key assumption in the Continuous Improvement Process is that 95% of an organization's problems can be traced to faulty routines and processes in the system and 5% to the people who are members of the organization. According to Deming's principles of management, an organization must always focus on quality. He saw quality as pride in

Letter of Petition Intent

Letter of Petition Intent: Renewal

To: Sacramento City Unified School District Board of Education

From: Christie Wells-Artman

Date: November 26, 2018

It is the intent of New Joseph Bonnheim Community Charter to submit a renewal charter petition on January 22, 2019. The ~~current charter~~ petition expires on June 30, 2019.

New Joseph Bonnheim Community Charter seeks to be renewed as a classroom based charter school serving grades K-6th with an anticipated year one enrollment of 300 students and an anticipated year five enrollment of 320 students.

New Joseph Bonnheim Community Charter seeks to be located at its current address at 7300 Marin Avenue, Sacramento, CA on district owned property.

New Joseph Bonnheim Community Charter is not operated by a 501 (c) (3) non-profit organization that seeks to be direct funded or locally funded.

It is the intention of New Joseph Bonnheim Community Charter to utilize Sacramento City Unified School District for Special Education services.

New Joseph Bonnheim Community Charter is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,


Christie Wells-Artman, Principal

cc: Charter Department

Petitioner Assurances and Disclosures

Petitioner Assurances and Disclosures: Initial

- Yes No Petitioner has read and understands the Petitioner Requirements as available on the District's website.
- Yes No Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.
- Yes No Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.
- Yes No Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.
- Yes No Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.
- Yes No Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.
- Yes No Petitioner understands that, until negotiated MOUs have been signed by the Petitioner and approved by the SCUSD Board, District staff will not participate in the charter school's application to the California Department of Education to obtain a charter school number and funding. (Independents only).
- Yes No Petitioner will not operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.
- N/A Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)
- Yes No Petitioner will follow the Petition Submission Requirements.
- Yes No Petitioner is authorized to mutually agree with SCUSD for extensions up to 30 days for Board vote on the petition.
- Yes No Petitioner is submitting a signed Letter of Petition Intent with this form.

Christie Wells-Arman Christie Wells-Arman 11/26/2018
 Name Signature Date
New Joseph Pennheim Community Charter
 Charter School Name

Assurances - General

Assurances-General

- Yes ___ No Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)] <E1-3>
- Yes ___ No Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)] <Impact>
- Yes ___ No Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)] <Lead>
- Yes ___ No Petitioner will not charge tuition. [Ed. Code §47605(d)(1)] <E9 and Lead>
- Yes ___ No Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)] <E8>
- Yes ___ No Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)] <E8>
- Yes ___ No Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. <E1>
- Yes ___ No Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. <E5>
- Yes ___ No Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l) <E5>
- Yes ___ No Petitioner will at all times maintain all necessary and appropriate insurance coverage. <Impact>
- Yes ___ No Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school. <Lead>
- Yes ___ No Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)] <E8>

- Yes ___ No Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health info. [Ed. Code §47605(d)(3)] <Lead>
- Yes ___ No Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. <E9 and Lead>
- Yes ___ No Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. <All>
- Yes ___ No Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)] <E1 – LCAP>
- Yes ___ No Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D). <E1>
- Yes ___ No Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days. <E1>
- Yes ___ No Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)] <E9 and Lead>
- Yes ___ No Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property. <E6>
- Yes ___ No Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)] <E5>
- Yes ___ No Petitioner will require the Charter School Board to comply with the provisions of the Brown Act. <E4>
- Yes ___ No Petitioner will comply with the provisions of the California Public Records Act. <E4>
- Yes ___ No Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1. <Lead>
- Yes ___ No Petitioner shall comply with all applicable portions of the Every Student Succeeds Act. <All>

Christie Wells-Arman Christie Wells-Arman
 Name Signature
New Joseph Benneville
 Charter School Name

01/16/2019
 Date

V060818

Assurances – Health and Safety

Assurances-Health and Safety

<E6 Team>

- Yes ___ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- Yes ___ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- Yes ___ No Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
- Yes ___ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- Yes ___ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- Yes ___ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- Yes ___ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- Yes ___ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- Yes ___ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
 - Student wellness
 - Food service
 - Campus supervision
 - Field trip supervision
 - Screening of volunteers
- Yes ___ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- Yes ___ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

V0052918

Yes ___ No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

Yes ___ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Christie Wells-Autman

Name

Christie Wells-Autman

Signature

01/16/2019

Date

New Joseph Bannheim

Charter School Name



Introduction

Abraham Lincoln
November 19, 1863. Gettysburg, Pennsylvania

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Seven score and sixteen years after Gettysburg, the great task continues. The significance of the above Gettysburg Address is the very center of NJB’s mission and vision in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people.

Mission Statement

Our NJB mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

Vision Statement

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century.”

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits a civic, social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, students, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.
5. Have a school climate in which every student, parent, and teacher is willing to help one's neighbor, respectful of all people around them, and is willing to be the light in the darkness.

Our targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, will be accomplished by high quality first instruction. All of our goals described below in the introduction support our quest for high quality first instruction and learning.

History and Background

The closure of the old Joseph Bonnheim Elementary School proved to be a blessing in disguise. It provided both a clean slate and an unoccupied physical plant to house a completely new program. This would not have been possible had it remained open.

The school closing energized a group of community-minded parents to find ways to simply keep the school open and create a community-based school of excellence. After meeting with a group of educators, they began to see the need to establish a new kind of school. One that would stand out from others and that would attract students from beyond the neighborhood, as well as bring back neighborhood students who left the district and needed a reason to return.

In the last five years, the focus was on creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we created a program that uses the agricultural resources close at hand, here in the heart of California, as a means to teach academic, social, and civic skills.

Now, the current group of petitioners has grown from the original three to include the many staff, parents, and scholars who joined NJB after its initial approval in the spring of 2014. As such, the proposed charter renewal represents a renewed commitment by the current broader-based group to continue the focus, as describe in the original charter

The willingness of the state's agricultural organizations to support the new school was an important development. The Foundation for Agriculture in the Classroom, along with UC Davis, Soilborn, and 4H, has provided curriculum materials. There is a great need for agricultural programs in urban settings.

By having a curriculum fully based in agriculture, scholars will learn the necessity of providing the best, the most efficient, the healthiest, and the most productive practices to enable California to remain among the world’s leaders in sustaining the world’s population, and by giving scholars mastery to enter 21st century careers in science and agriculture that aren’t created yet. Scholars will also see the opportunities available to them in fields related to agriculture such as science, technology, engineering, and mathematics (STEM). Some are careers are listed in Table 1.

Table 1. Career Opportunities Related to Agriculture

| Departments in the College of Agriculture and Environmental Sciences at UC Davis | Career Opportunities |
|---|--|
| Animal Biology: Develop a theoretical knowledge of domestic or wild animal biology and principles that can be used in research and in solving social problems associated with animals in agriculture, urban areas, or natural environments. | Doctor, Epidemiologist, Geneticist, Nurse, Paleontologist, Pest Management, Physician’s Assisitant, Research Biologist, Veterinarian, Zoologist |
| Animal Science: Learn about the biology, management and utilization of domestic and captive animals by focusing on modern, efficient and humane ways to make the best use and care of the animals’ people encounters on a daily basis. | Agribusiness, Food Scientist, Ag. Educator, Animal Behaviorist, Animal Care Technician, Aquaculturist |
| Biotechnology: Focus on the mechanics of life processes and their application by learning how genes affect human health, food safety and environmental quality | Biological Scientist, Biomedical Engineer, Clinical Laboratory Technologist, Food Scientist, Forensic Scientist, Geneticist, Drug Researcher, Pathologist, Pharmacist, Plant Breeder |
| Entomology: Gain an understanding of insect science, diversity, and uses while focusing on the importance of insects to the economy, environment and public health. | Ag Inspector, Beekeeper, Biosecurity, Ecotourism, Plant/crop management, Pest Management |
| Plant Sciences: Learn how plants grow and develop in managed agricultural ecosystems and how plant products are utilized for food, fiber and environmental enhancement | Agribusiness, Food Scientist, Agronomist, Biologist, Crop Farmer, Farm Advisor, Heirloom Seed Collection Manager, Horticulturist, Journalist, Pest management, Plant Breeder, Plant Geneticist, Postharvest Technology Manager, Research Scientist |
| Sustainable Agriculture and Food Systems: Understand the environmental, social and economic challenges and opportunities associated with agricultural and food system sustainability | Agricultural Policy Analyst, Agribusiness, Agricultural Developer, Agricultural Producer, Economic Policy Analyst, Educator, Food Systems Manager, Organic Farmer, Rural and Urban Community Organizer, Small Farm Consultant |
| Ecological Management and Restoration: Learn how to manage and restore wild and rangeland plant communities by gaining an understanding of how natural and managed ecosystems function, interact and connect with human society and social change | Educator, Environmental Planner, Farm Manager, Forester/Forest Service Technician, Journalist, Naturalist/Outdoor Education Specialist, Park Manager, Rangeland Manager, Soil Consultant |
| Hydrology: Focus on the occurrence, distribution and behavior of water while building skills to understand and develop sustainable water quality | Environmental Scientist, Farm Consultant, Fisheries Specialist, Hydrologist, Wastewater Treatment Planner |
| Landscape Architecture: Use creativity and develop visual and technological skills to design parks, neighborhoods and urban open spaces for the use of the communities and conservation of the environment. | Architect, City Planner, Engineer, Environmental Scientist, Forestry Technician, Groundskeeper, Landscape Designer, Park Ranger, Urban and Regional Planner |
| Wildlife, Fish and Conservation Biology: Understand the relationships between the needs of wildlife, people, and the environment, and how these relationships are vital for the maintenance of ecological diversity, recreational resources, and food supplies. | Aquaculturist, Conservation Biologist, Endangered Species Advocate, Fisheries Biologist, Forest Ranger, Park Ranger, Veterinarian, Wildlife Biologist, Wildlife Rehabilitation, Wildlife Technician |

NJB serves a diverse and ever-changing community of students and families. The needs of this community are extensive and require the swift action of a school site designed to be uniquely attuned to their circumstances. The strengths of this community are also expansive and can be leveraged through the relationships built between families and school-staff. The localized

governance structure of the Steering Committee and New Joseph Bonnheim's status as a dependent charter school have allowed the school to maintain a laser-like focus on the unique needs of the local school community. This has resulted in gains in academic proficiency over the years since becoming a charter. These gains must be maintained and surpassed through a continuation of the dependent charter school status.

Today, a revised charter is being submitted for renewal. It has been updated to reflect changes in our population, organizational structure, and educational plan. Our goal is to consistently provide instruction and support that will meet the needs of our diverse community.

Original Charter Dates and Renewal Dates

Original Charter date and first year of operation was July 1, 2014

This is the first renewal petition, respectfully submitted on January 22, 2019

Founders/Leadership Team/Key Supporters

As stated in the forward, five years ago, Lisa Romero, the parent of two students who attended Joseph Bonnheim Elementary School before it closed at the end of the 2012-13 school year, started a movement that led to her children's school re-opening in 2014-15 as the New Joseph Bonnheim (NJB) Community Charter School. Her co-petitioners at the time included Art Aleman, a resident in the Bonnheim neighborhood whose grand-daughter attended the school before the closure and Michael Madden, a parent of two students who attended a neighboring elementary school. They worked with three professional educators to develop the original NJB Charter: Susan Kovalik, internationally renowned advocate for body-brain compatible education, Ellie Boyce, a retired special education teacher, and Dennis Mah, a retired charter school principal.

The Steering Committee of NJB is the leadership team composed of five teachers, five parent/community members, one classified, and one principal.

Key supporters include many community partners such as Reading Partners, CSUS and UC Davis agricultural departments, 4-H and Soilborn, and Mosaic Community Church.

Highlights and Accomplishments

During the first four years, New Joseph Bonnheim Community Charter School each year served a total of approximately 300 students in grades K - 6 in an economically stressed area of Colonial Heights and Colonial Manor of Sacramento. During the past four years, NJB successfully opened, created an agricultural-based curriculum with a small on-campus farm (including chickens), established a 4-H program, started practicing schoolwide the seven habits of effective people through the Leader in Me program from the Franklin Covey Institute,

instituted an after-school and enrichment program, and refined the role of parents and staff in operating the school.

In a time when many high-needs schools are struggling to keep credentialed teachers in classrooms, NJB has managed to hire and retain a very highly-qualified and experienced workforce. 100% of teaching positions are filled with fully-credentialed teachers, 50% of whom are long-time veteran teachers with over 10 years of experience. NJB has added newer teachers who have passion, dedication and commitment for growth, and have added their talents to our team.

This stability is a direct result of the site-based governance and the empowerment that teachers feel as a part of the NJB team. Additionally, NJB has leveraged their community resources and hired several parents and other family members as classified staff. The instructional leadership at NJB works hard to empower staff and families so that all can be at grade level readiness and reach their targeted SMART Goals. The capacity of this leadership team is made evident through the most recent CAASPP data with NJB students demonstrating proficiency at much higher rates than the three comparable neighborhood schools. For specific CAASPP data, see Element 1.

Defining Characteristics of New Joseph Bonnheim Community Charter School

This is what is unique about NJB...

1. First dependent charter school in SCUSD started by parents and community members.
2. Agriculture as the theme to create interest and promote deep thinking in scholars, teachers, and parents. Agriculture as a hands-on and practical gateway to studying science, technology, engineering, and mathematics (STEM).
3. A year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day. A calendar that provides time for teachers to recharge their batteries throughout the year and maintain a high level of energy every day in their classrooms. The year-round calendar began in Year 2 and has continued to the present.
4. Local control is enacted through NJB's own governance process. The parents, scholars and school staff are responsible for decisions related to curriculum and budget. Together, they will be responsible for all things related to the Local Control Funding Formula and Local Control Accountability Plan, including setting goals, spending money, and assessing program effectiveness. As such, NJB goes beyond simply engaging families and communities: it empowers them.
5. A school designed around a unified theory of learning and organizational theory. NJB's body-brain approach to teaching and learning is based on science and a unified theory of learning created by Susan Kovalik, and other researchers.

What Can Be Expected at NJB (What we are doing now, and what we will continue to improve on doing)

NJB has created and demonstrated classrooms that show:

✓ **Absence of threat in a safe and predictable environment.** Creating a safe and predictable environment with consistency and continuity sets the tone for students and adults that school is where meaningful, purposeful and relevant learning takes place. NJB teachers and staff will use the training technique of “Target Talk” whereby scholars are made aware of the specific LIFESKILLS they are displaying. Examples would be: “You were showing the life skill of cooperation when you worked on that project.” or “What skill do you think you were using right now?” or “Did you forget about the LIFESKILL of caring when you said that?”

✓ **Meaningful content that has practical application.** Meaningful and relevant learning is created when the skills and standards are taught in a tangible way. We believe that using agriculture with the vast array of careers, skills and opportunities it presents, will provide scholars with a deeper understanding of the interrelationships that occur in our world. Scholars will be engaged in hands-on projects that demonstrate how things work. Examples may include: incubating eggs, planting a community garden, selling produce, researching fertilizers, or building a model of erosion.

✓ **Scholars having choices and adequate time to understand what they are learning.** By using a project-based approach to learning, an atmosphere that requires scholars to search out and problem solve will be created. Independence in learning will occur. The daily and weekly schedules at NJB, will show how adequate time will be programmed into the curriculum. Scholars will work on projects under adult supervision at school. They may also work on projects at home.

✓ **Immediate feedback to guarantee the learner is on the right track while learning the material.** It is important for scholars to receive encouragement when they are pursuing the right course and to receive redirection when needed to become better focused. Teachers and staff will be trained in recognizing the opportunities for providing feedback as they arise. All feedback will be considered positive and redirection will be the term used when a scholar has taken a wrong or not useful approach.

✓ **Using collaboration to successfully work with others.** Many projects will require scholars to work with partners or in groups. The interaction that occurs will enable scholars to develop the skills needed to work with others. Again, the use of Target Talk by both staff and scholars will help reinforce successful collaboration.

✓ **Body movement that increases learning when incorporated into instructional strategies.** Staff will be trained to provide activities that will include body movement on a daily basis. The freedom for scholars to move about the classroom will also be acknowledged and addressed within classroom management.

✓ **Mastery of content with the ability to teach it to someone else.** The best way to determine mastery is to teach what has been learned to another. This skill can

be easily demonstrated to peers and evaluated by an adult.

Location of the School

NJB is a K-6 elementary charter school located at 7300 Marin Avenue in Sacramento’s Colonial Heights and Colonial Manor neighborhoods.

Number and Grades of Scholars Served

On October 26, 2018, 295 pupils were enrolled in grades K though 6.

- 195 or 66% chose to attend the charter school at NJB rather than enroll at one of the three non-charter schools assigned to the old Bonnheim when it closed.
- 74 or 25% were assigned to 23 other district schools but chose NJB.
- 26 or 9% came from out of district (i.e., Elk Grove USD, Folsom-Cordova USD, Natomas USD, and San Juan USD).

Below is the School Attendance Summary in Table 2.

Table 2. School Attendance Summary

| Schools NJB pupils would otherwise attend 10/26/2018 | Kinder | 1st grade | 2nd grade | 3rd grade | 4th grade | 5th grade | 6th grade | total |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Peter Burnett | 13 | 11 | 24 | 14 | 18 | 10 | 20 | 110 |
| Earl Warren | 8 | 4 | 12 | 9 | 9 | 7 | 8 | 57 |
| Mark Twain | 3 | 4 | 1 | 9 | 4 | 4 | 3 | 28 |
| Oak Ridge | 3 | | 2 | 2 | 1 | 1 | 3 | 12 |
| Elder Creek | 4 | 1 | | 1 | 2 | 2 | 1 | 11 |
| Nicholas | | 1 | 2 | 1 | | 1 | 2 | 7 |
| Pacific | 2 | | | | | 2 | 1 | 5 |
| Ethel I Baker | | | | | | 3 | 1 | 4 |
| Ethel Phillips | | | | 1 | 2 | 1 | | 4 |
| Fr. Keith B Kenny | 1 | 1 | 1 | | | | 1 | 4 |
| Golden Empire | | | 2 | | | 1 | | 3 |
| Hollywood Park | 1 | 1 | 1 | | | | | 3 |
| Hubert H Bancroft | 1 | | 1 | 1 | | | | 3 |
| Parkway | 1 | 2 | | | | | | 3 |
| Caleb Greenwood | | 1 | | | | 1 | | 2 |
| Cesar E Chavez | | | | | 1 | | 1 | 2 |
| Isador Cohen | | | | 1 | | | 1 | 2 |
| Bret Harte | | | | | | | 1 | 1 |
| H. W. Harkness | | | | | | 1 | | 1 |
| James Marshall | | | | | | | 1 | 1 |
| John Still | | 1 | | | | | | 1 |
| Leataata Floyd | | | | 1 | | | | 1 |
| Pony Express | | | | 1 | | | | 1 |
| Rosa Parks | | 1 | | | | | | 1 |
| Sequoia | | | | | 1 | | | 1 |
| Susan B Anthony | 1 | | | | | | | 1 |
| Elk Grove USD | 5 | 1 | 2 | 2 | | 1 | 4 | 15 |
| Folsom-Cordova USD | 1 | | | | 1 | | 1 | 3 |
| Natomas USD | | | 1 | 1 | | | 1 | 3 |
| San Juan USD | 1 | 2 | | | 1 | | 1 | 5 |
| Total | 45 | 31 | 49 | 44 | 40 | 35 | 51 | 295 |
| subtotal district | 38 | 28 | 46 | 41 | 38 | 34 | 44 | 269 |
| subtotal non-district | 7 | 3 | 3 | 3 | 2 | 1 | 7 | 26 |

Enrollment is projected to steadily grow to 342 maximum, by 2023-24 as shown in Table 3. Scholar to teacher ratio goals are 24:1 in primary and 25:1 in intermediate.

Table 3. School Enrollment Projections

| Year | Enrollment | ADA | ADA as % of Enrollment | Source |
|---------|------------|--------|------------------------|------------|
| 2014-15 | 260 | 238.25 | 91.63% | P-2 CDE |
| 2015-16 | 263 | 243.82 | 92.71% | P-2 CDE |
| 2016-17 | 290 | 270.00 | 93.31% | P-2 CDE |
| 2017-18 | 283 | 261.73 | 92.48% | P-2 CDE |
| 2018-19 | 296 | 275.28 | 93.00% | Projection |
| 2019-20 | 300 | 282.00 | 94.00% | Projection |
| 2020-21 | 310 | 291.40 | 94.00% | Projection |
| 2021-22 | 320 | 300.80 | 94.00% | Projection |
| 2022-23 | 330 | 310.20 | 94.00% | Projection |
| 2023-24 | 342 | 321.48 | 94.00% | Projection |

Executive Summary

Overview and Key Points of the Petition

This charter renewal petition revises and clarifies the local governance structure (i.e. Steering Committee) found in the original charter. As a dependent charter school, much of the policies and administrative procedures of the charter school are defined by and/or aligned to Sacramento City Unified School District. As such, some portions of this charter related to policies and procedure will be brief and direct the reader to district policy. The proposed renewal charter clarifies and updates the instructional and social emotional programs that support agriculture and body/brain compatible learning in order to be more effective.

Highlights and Accomplishments of Current Petition Years

Through the above mentioned of NJB having control over academic and enrichment programs, with LCFF, and inspecting what we expect, these are examples of NJB’s biggest accomplishments:

- NJB has established the “Leader in Me” program, along with consistent use of the LIFESKILLS, that supports a positive school culture and climate, and has improved overall suspension data as shown on CDE Data Dashboard.
- NJB Farm is built, with a full agricultural focus and implementation in all units of study and culminating projects, that includes social action and civics.
- Overall growth in CAASPP testing in ELA, 11.52% and in Math, 8.75% from 2014-2018
- Based on parent and community needs, NJB successfully established a Parent Academy and has held various “My Community Matters” events with community and business

partners.

- NJB became the model 4-H school that serves grades K-6th, for after-school and enrichment program design through a partnership with UC Davis and 4-H.
- Selected scholars competed and won awards in city and county competitions in the Nature Bowl and 4-H Agricultural Bowl resulting in Gold and Silver awards for achievement in agricultural and science presentations.
- As part of our educational plan, Steering Committee has fully funded “Being There Experiences” or study Trips for each grade level, including the 6th grade Sly Park Science Classroom trip held each year.
- In 2017, through various data collection, NJB recognized that 6th grade scholars were not prepared both academically and social-emotionally for middle school. Teachers designed and piloted a “Middle School Readiness Academy”, where the teachers teach to their content strengths and scholars receive targeted instruction.
- Steering Committee found a source of funding to establish an afterschool and enrichment programs that supports agricultural and body/brain compatible learning.
- In 2015-16 parents requested a parent based pre-school to support pre-kinder skills. NJB successfully partnered with the McClaskey Adult Education program and establishes a pre-school. Thus, supporting upcoming enrollment for kinder.
- NJB received several grants to open the library, and receive books and professional development on improving literacy from the (GLLR) grant, Growing Lifelong Readers.
- NJB received several grants and partnerships to support the school’s mission in agriculture and science with Hands on Sacramento, Renew Energy, SMUD, CSUS, UC Davis, and community businesses.

Plans for the Future: Overall, Academic, School Governance and Financial

While the comparative data shows some success at NJB, we are far from satisfied with our results. As long as we have scholars who are not achieving academic success and at grade level readiness, we have more work to do to become effective. Thus, NJB is committed to “solving our big problem.” The steering committee and faculty will continue to review data, policies, and research to collaborate on solutions to meet school challenges.

Some possibilities currently being explored are: expanding the science focus to a STEAM focus, expanding the agricultural program, increasing opportunities for professional collaboration through strategic scheduling, expanding access to the arts, and increasing family engagement opportunities through collaboration with the Family and Community Empowerment office.

Classroom aides, school counselor, and librarian are planned to further support academics and social-emotional wellness.

The most significant financial change is in staff salaries and benefits. NJB recognizes that there will be challenges in the next five years financially because of increasing salaries and benefits, and other expenses, and the possible upcoming recession that can affect state educational funding. The Steering Committee will look at the context of the school's programs and balance the budget that will reflect the changes to accommodate and balance the budget. Those changes will be decided by the steering committee.

Charter Goals

Keeping with our “end in mind” and doing high quality first instruction, as reflected on our LCAP, New Joseph Bonnheim will address the following measurable goals over the term of this charter July 1, 2019 through June 30, 2024:

If practiced consistently and effectively...

Goal 1, Teacher Qualifications that demonstrate effective (HQFI) High Quality First Teaching: NJB will seek to maintain the current rate of 100% fully credentialed teaching staff who are trained and implementing HQFI consistently.

We will master...

Goal 2, Foundational Literacy in Learning to Read: Every year an increase of 10% of scholars who have met or exceeded the foundational reading, math, and writing skills measured in grade level common assessments, such as the BPST and ESGI, fluency ORF assessments.

Goal 3, Foundational Literacy in Reading to Learn: Every year an increase of 10% of scholars who have met or exceeded to understand text, and respond both orally and written form in benchmark and unit of study common assessments in grade level.

Goal 4, Grade Level Readiness and Mastery: For 70% or more of scholars to be on track for grade level readiness in ELA and Math and have mastered the learning skills required in the CCSS, measured by the PATAI beta tool.

Goal 5, CAASPP Proficiency, Grades 3-6: An annual increase of 10% or more growth in grades 3-6 in ELA and 6% or more growth in Math. Instruction and staff development will emphasize the skills and content knowledge of the state standards with a goal of continuous improvement in scholar SBAC scores. Specific measurable achievement objectives and each content area are outlined in Element 1 and revised each year through the development of the LCAP.

Thus improving...

Goal 6, Attendance: NJB will attain and maintain a minimum attendance rate of 95%.

Goal 7, Enrollment: A growth of 5% or more each year of scholars attending NJB. Application and registration information will be publicized annually to maintain enrollment that maximizes the facility capacity while maintaining class size reflected in the collective bargaining agreements.

Goal 8, Minimal Suspensions: NJB will strive to keep suspension rates as low as possible with a goal of less than 1%, thus developing each scholar's leadership and social-emotional wellness.

Which results in scholars being 21st century ready for middle school readiness, thus providing them more opportunities of choices for college and Career...

Goal 9, Critical Thinkers: An annual increase of 10% or more growth of scholars to critically think and construct viable arguments, by using evidence in their unit of study performance tasks.

Goal 10, Problem-Solving: An annual increase of 10% or more growth of scholars to be effective problem solvers and make a difference in their school, community, and world, by using evidence in their unit of study performance tasks and presentations.

How we will accomplish this is listed below in detail in our educational plan in Elements 1, 2, and 3.

Element 1—Educational Program

I. Affirmation of each condition described in Education Code Section 47605 subdivision (d)

The petitioners **affirm** that the New Joseph Bonnheim (NJB) Charter School is dedicated to and committed to each of the conditions described in Education Code Section 47605 subdivision (d). That subdivision reads as follows:

47605 (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.

Except as provided in paragraph (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 public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

II. Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act

(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Ed. Code 47605(b)(5)(A)

Table 4. Numerically Significant Subgroups at NJB from 2015-2018

| NJB Scholars Served | 2015-16 | 2016-17 | 2017-18 | | | | | | | | | |
|------------------------------------|----------------|----------------|----------------|----------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| | Total # | Total # | Total # | Total % | TK # | K # | 1 # | 2 # | 3 # | 4 # | 5 # | 6 # |
| - Total Enrollment | 263 | 290 | 283 | 100% | 0 | 30 | 48 | 43 | 47 | 47 | 40 | 28 |
| - In District | 255 | 279 | 272 | 95% | | | | | | | | |
| - Out of District | 8 | 11 | 14 | 5% | | | | | | | | |
| - English Learner | 70 | 76 | 70 | 24.7% | | | | | | | | |
| - Students with Disabilities | 21 | 27 | 27 | 9.5% | | | | | | | | |
| - Socioeconomically Disadvantaged | 252 | 272 | 258 | 91.2% | | | | | | | | |
| - Foster Youth | 4 | 3 | 5 | 1.8% | | | | | | | | |
| - Homeless Youth | 4 | 5 | 2 | 0.7% | | | | | | | | |
| - African American | 37 | 40 | 26 | 9.2% | | | | | | | | |
| - American Indian or Alaska Native | 1 | 2 | 2 | 0.7% | | | | | | | | |
| - Asian | 16 | 19 | 22 | 7.8% | | | | | | | | |

| | | | | |
|----------------------|-----|-----|-----|-------|
| - Filipino | 1 | 1 | 0 | 0% |
| - Hispanic or Latino | 174 | 186 | 192 | 67.8% |
| - Pacific Islander | 1 | 0 | 0 | 0% |
| - White | 22 | 28 | 29 | 10.2% |
| - Two or More Races | 10 | 13 | 12 | 4.2% |
| - No Race Indicated | 0 | 0 | 0 | 0% |

Mission Statement

Our NJB mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

Vision Statement

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century.”

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits a civic, social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, students, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.
5. Have a school climate in which every student, parent, and teacher is willing to help one’s neighbor, respectful of all people around them, and is willing to be the light in the darkness.

Program Overview and Description

As mentioned previously in the introduction, New Joseph Bonnheim’s targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, will be accomplished by high quality first instruction. All of our goals described below in the introduction support our quest for high quality first instruction and learning.

The educational plan is the means to accomplish the NJB mission and the 10 “end in mind” goals listed previously. The mission of the New Joseph Bonnheim Community Charter School is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our

state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim being centered on agriculture and on the very community it serves.

A. Educated Person in the 21st Century

Moreover, the educational plan supports developing educated people for the 21st Century. We feel an educated person in the 21st Century has a firm foundation in the basic academic skills of reading, writing, mathematics, and science. In addition to being academically prepared (i.e., book smart) an educated person is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning (i.e., street smart). This is consistent with Dr. Howard Gardner's theory of multiple intelligences.

When experiencing new situations, an educated person has the necessary skills to overcome the challenges she or he encounters. These skills include the ability to:

- Think critically
- Collaborate with others
- Communicate effectively
- Write for a variety of purposes and audiences
- Be creative and innovative
- Demonstrate informational, media, and technological literacy
- Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

In summary, the goal is for every NJB scholar to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy, as demonstrated in their performance tasks, projects, presentations, and how they handle carry themselves every day at NJB.

B. How Learning Best Occurs

The educational plan is based on two bodies of research: how the brain learns and how schools are organized for learning. The plan combines both. The result is a successful school that has high academic results. A summary of those two bodies of research is provided here before describing the four components of the educational plan.

The cliché “all kids can learn” is incomplete. Instead, kids are “learning” all the time is more accurate. Learning is natural. The real question for educators is “How do we get kids to learn what we want them to learn?” The answer, in part, lies in two bodies of work created by scholars and researchers during the past 30 years. One group examined how the human brain learns. The other group studied how to organize schools to produce higher student achievement.

Typically, teachers are attracted to the brain-compatible approach, and administrators to the organizational approach. More often than not, the two bodies of knowledge have not been used together. NJB, however, incorporates research from both to design a new school where scholars will thrive.

C. Findings from How the Brain Learns

During the past 35 years, Susan Kovalik studied and summarized the literature on how humans learn. In her book, *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* (2005), she describes her Highly Effective Teaching Model. The model suggests that learning best occurs when the following ten elements are present:

- Enriched Environment
- Meaningful Content
- Choices
- "Being There" Experiences
- Movement
- Adequate Time
- Collaboration
- Absence of Threat
- Immediate Feedback
- Mastery

Curriculum and Materials Description

New Joseph Bonnheim uses the following curriculum and materials to support scholar outcomes.

English Language Arts/Spanish Language Arts

Teachers at NJB design language arts instruction that supports science and social studies content. To do this, they are provided with class sets of novels, a variety of read-aloud texts, and Ready Common Core. Teachers use the guidance in the ELA/ELD Framework to pull strategically from the variety of resources available. The ELA program additionally has SIPPS, Wonders and EngageNY as additional resources for Language Arts and writing for genres. (Narrative, Expository, and Argumentative)

Mathematics

As with language arts, teachers are encouraged to pull from a variety of resources to design instruction to meet the needs of their students. Teachers have access to Envisions, EngageNY, and Ready Common Core.

Science

To enhance the science experiences of students, the teachers at NJB have begun using Foss Kits, 4-H and Soilborn agricultural themed lessons. All kits and lessons, provide opportunities for hands-on, experiential learning in science in which students can construct their understanding of science concepts over the course of a unit of study. These kits and lessons also include a variety of informational texts that support teachers to integrate language arts and their units of study. Some teachers have also begun exploring STEM units to increase student exposure to the engineering process.

Social Science/History

Teachers are encouraged to use the *California History/Social Science Framework* as a guide for instruction and to integrate social science and history into their integrated units. This requires sets of mentor and supplemental texts. NJB has purchased text sets requested by each grade-level team to support this integration.

English Language Development

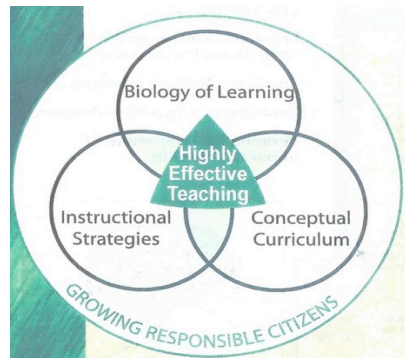
The new *California English Language Development Standards¹* and the *ELA/ELD Framework* call for language instruction that is integrated and “builds into and from” content area instruction. To this end, NJB has not provided separate materials for ELD, but supports teachers to design language instruction based on both the ELD Standards and the content with which they are engaging students. Because these lessons have inconsistent quality, teachers are always encouraged to design instruction using the standards.

Instructional Approaches

The NJB program is based, in a large part, on Kovalik’s explanation of how human learning takes place. Using the theory described by her model, one can predict what will work and what won’t work in helping scholars learn what we set out to teach.

Kovalik’s Highly Effective Teaching model incorporates three dimensions as shown in Figure 1: The biology of learning, Conceptual curriculum, and Instructional strategies. It is intended to help educators translate current brain research into practical strategies for the classroom and schoolwide, and to do so in ways that make effective first teaching a reality, not just a dream. (Kovalik, 205, p. xvi)

Figure 1. Overview of Susan Kovalik's Highly Effective Teaching Model



Biology of Learning. The Highly Effective Teaching model is based on five principles of learning that come from brain research. They are:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body.
 - a. Emotion is the gatekeeper to learning and performance.
 - b. Movement enhances learning.
3. There are multiple intelligences or ways of solving problems and/or producing products.
4. Learning is a two-step process:
 - a. Step one: Making meaning through pattern seeking. (Input)
 - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output)
5. Personality/temperament impacts learning.

Conceptual Curriculum. Kovalik's Highly Effective Teaching model suggests five elements of conceptual curriculum aid in optimal learning:

- 1) Sensory-rich experiences
- 2) Organizing concepts
- 3) Key points
- 4) Inquiry helps students to understand "how" and to incorporate the multiple intelligences and pull from the state and district standards
- 5) Social/political action

The two guiding questions that help in the development of the conceptual curriculum are:

- 1) What do I want my students to UNDERSTAND?
- 2) What do I want them to DO with what they understand?

Instructional Strategies. In the model, instructional strategies that facilitate and support optimal learning include: respectful relationships, classroom management and leadership, and CORE (collaboration, organization, reflection, engagement) instruction.

D. Findings from Studying School Organizations

Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They examined schools at which a high percentage of students were successful and then identified common variables. The U.S. Department of Education's recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying

mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that “beat the odds,” found corresponding variables. Given the ethnic and socioeconomic background of the student bodies, the schools were not expected to produce as many high-scoring Hispanic/Latino students as they did. He found the schools had the following common elements: A clear bottom line, a focus on individual students, ongoing assessments, collaborative solutions, and strong and steady principals.

The Effective Schools literature revealed a list of similar variables. They included the following: clear and focused mission, time on task, frequent monitoring of student progress, safe and orderly environment, strong instructional leadership, a climate of high expectations for success, and positive home-school relationships.

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 5.

Table 5. Common Organizational Features Supporting Learning

| Feature: | US Dept. of Ed. 8 charter schools | Cummins' Beat the Odds 12 schools | Effective School literature |
|---|--|---|--|
| Mission | Leading with a mission and staying mission-driven | Clear bottom line focused on each student | Clear and focused mission. Time on task |
| Monitoring progress with data | Strong accountability system | Ongoing assessment | Frequent monitoring of student progress |
| Environment | Supportive school environment | | Safe & orderly environment |
| Leadership | | Strong & steady principal | Instructional Leadership |
| Collaborating to make continuous improvements | Highly collegial culture focused on continuous improvement | Collaborative solutions | Climate of high expectations for success |
| Parent involvement | Engage parents as real, not nominal, partners | | Positive home-school relationships |

E. The Education Plan Components

The educational plan has four components. Each component is described below by examining its elements. The four components are:

1. Create a body-brain compatible infrastructure to stimulate natural learning.
2. Create a safe environment with a sense of community, belonging, and self-confidence.
3. Teach to mastery.
4. Provide high quality and timely professional development.

Educational Plan Component 1: Create a Body-Brain Compatible Infrastructure to Stimulate Learning

This component is composed of seven elements: school size, class size, flexible attendance days and hours of instruction, year-round calendar, flexible daily schedule, after school and off-track programs, and mandatory attendance. The NJB educational plan reorganizes the traditional school infrastructure to control time, a precious resource. Every Thursday, for example, is a shortened day to provide teachers with adequate time to collaborate, which in turn leads to high quality teaching and learning.

Both the annual instructional calendar and daily schedules are developed to maximize teacher collaboration and planning time. This is supported by the research on organizing schools and on how the brain works. Teachers need time to analyze student work and to develop curriculum. At the same time, NJB's daily schedule and annual calendar were designed to meet the state's requirements for instructional minutes as shown in Table 10.

a. Year-Round Calendar

NJB will use a 180-day instructional calendar as approved by SCTA. The calendar is different from the traditional district school to support NJB's program. Here's how the calendar is different:

- Early start in August
- Instructional breaks are distributed throughout the year, rather one long summer break

How this calendar benefits and supports our program is it gives everyone a mental break and gives time for the brain and body to process, sustain, and retain information.

The current year's academic calendar and bell schedules can be found in the appendix.

b. Collaborative Planning Purpose and Daily Schedule

The purpose of collaborative time is improving high quality first instruction which will improve scholar outcomes. Teachers meet weekly to "discuss the non-discussables and make plan for change." (*The Journal of the National Association for the Education of Young Children, Vol.73, # 5., November 2018, page 54*)

Administrators, teachers, staff, and some parents have been prepared to take on this challenge to

improve scholar outcomes through their recent training on the 7 Habits of Highly Effective People through Franklin Covey’s Leader in Me program, in where collaboration and leadership synergize together.

Currently the daily schedule calls for 1st through 3rd grade between 8:15 AM and 2:17 PM. 4th through 6th grade students to attend NJB between 8:15 AM and 2:22 PM on Monday, Tuesday, Wednesday, and Friday. The 36 Thursdays during the instructional year, start at the same time but dismiss an hour earlier. The early dismissal allows for staff collaboration, professional development, curriculum development, per collective bargaining contract, with minimal disruption to the instructional day. Eight additional shortened days have been set aside for parent-teacher conferences as shown in Table 6.

Table 6. Length of Instructional Days for Grades 1 - 6

| # of Days | Grade 1 – 6 |
|-----------|--|
| 131 | Regular days 8:15 to 2:17 primary and 8:15 to 2:22 intermediate with a 15-minute morning recess and a 40-minute lunch. |
| 36 | Shortened Thursdays with three closest to the end of each trimester reserved for updating reports and records. 8:15 to 12:45 primary and 8:15 to 12:58 intermediate. |
| 14 | Shortened days to be determined for parent teacher conferences. 8:15 to 12:45 primary and 8:15 to 12:58 intermediate. |
| 180 | Total Instructional Days |

Currently, the kindergarten instructional day is scheduled to begin at 8:15 and end at 11:35 for 180 days. After the 200-minute day dismissal, is a scholar lunch period supervised by teachers. This presents a perfect opportunity to teach nutrition. After kindergarten dismissal and after their own 40-minute lunch break, kindergarten teachers will have their preparation and data inquiry time.

c. Tutoring, After School, and Enrichment Programs for Scholars

NJB provides tutoring for scholars that need additional supports in academic skills with teachers and/or 3rd party providers. Reading Partners, a community based non-profit organization, houses their reading center on the school site and serves 58 scholars who are at a reading level or two behind. NJB has an afterschool program through the After-school Education and Safety Program (ASES) grant that provides care for 110 scholars, M-F, till 6:00 PM.

d. Attendance Requirements

Scholars are required to attend school every day per the state compulsory attendance laws, unless ill or for another legitimate reason such as bereavement. At the beginning of the year, families will be provided with information regarding the importance of regular attendance.

Educational Plan Component 2: Create a Safe Environment with a Sense of Community, Belonging, and Self-Confidence.

This component has four elements: building and maintaining strong relationships, living by a common set of values at school, developing a health mindset, and creating effective procedures schoolwide and in each classroom. According to the Highly Effective Teaching Model, full implementation of these elements will accelerate learning.

a. Building and Maintaining Strong Relationships

Scholars learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. The importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

To support this importance, Horacio Sanchez's book, *A Brain-Based Approach to Closing the Achievement Gap*, suggested students learn best when they feel safe, feel welcome, and feel those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps students with difficult temperaments become more even-tempered and, thus, better able to learn. These students are often anxious, struggle to establish healthy eating and sleeping habits, slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Sanchez suggested they make up 5-10% of the population, but perhaps more in low-income neighborhoods. All scholars benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

NJB will continue to focus on building relationships with each student and with each student's family. It is very important to understand President Theodore Roosevelt's observation, "*Nobody cares how much you know, until they know how much you care.*" NJB participates in the Home Visit Project and is a Leader in Me school.

Each year, teachers will make at least one home visit to the home of each of their scholars. Teachers at each grade level will learn and use the names of every scholar at his/her grade level. Teachers will teach parents how to analyze their child's achievement data and work with them as partners.

b. Living by a Common Set of Values

A common set of values and language has been started at NJB based on the LIFESKILLS, Lifelong Guidelines, and the Efficacy principles, along with the Seven Happy Habits for developing scholar leaders, using the Leader in Me program. They are the foundation of NJB's character education program. Teachers, principal, and other staff will use "Life Lingo" of the habits and skills as a method of training. The values will be integrated schoolwide, including the

classroom and all other areas of the school following a positive discipline program that is based on Jane Nelson’s work. According to Nelson, consequences should be reasonable, related, respectful, and responsible.

Table 7. Lifelong Guidelines

| | |
|------------------|--|
| Trustworthiness | To act in a manner that makes one worthy of trust and confidence |
| Truthfulness | To be honest about things and feelings with oneself and others |
| Active Listening | To listen with the intention of understanding what the speaker intends to communicate |
| No Put-Downs | To never use words, actions, and/or body language that degrades, humiliates, or dishonors others |
| Personal Best | To do one’s best given the circumstances and available resources |

Table 8. LIFESKILLS

| | |
|-----------------|--|
| Caring | To feel and show concern for others |
| Common Sense | To use good judgment |
| Cooperation | To work together towards a common goal or purpose |
| Creativity | To generate ideas; To create something original or redesign through imaginative skill |
| Courage | To act according to one’s beliefs despite fear of adverse consequences |
| Curiosity | To experience the desire to investigate and seek understanding of one’s world |
| Effort | To do your best |
| Flexibility | To be willing to alter plans when necessary |
| Friendship | To make and keep a friend through mutual trust and caring |
| Initiative | To do something, of one’s own free will, because it needs to be done |
| Integrity | To act according to a sense of what’s right and wrong |
| Organization | To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use |
| Patience | To wait calmly for someone or something |
| Perseverance | To keep at it |
| Pride | To gain satisfaction from doing one’s personal best |
| Problem Solving | To create solutions to difficult situations and everyday problems |
| Resourcefulness | To respond to challenges and opportunities in innovative and creative ways |
| Responsibility | To respond when appropriate; To be accountable for one’s actions |
| Sense of Humor | To laugh and be playful without harming others |

Table 9. 7 Happy Habits for Scholars, Franklin Covey, Leader In Me

| | |
|---------|---|
| Habit 1 | <p>Be Proactive---“You’re in charge”</p> <ol style="list-style-type: none"> 1. Develop motivation; take pride in work. 2. Act responsibly toward self, family, school, community, nation, and the world. 3. Show initiative and entrepreneurialism. 4. Use unique talents and abilities to their full potential. 5. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others. |
| Habit 2 | <p>Begin With The End In Mind---“Have a plan”</p> <ol style="list-style-type: none"> 1. Use critical thinking to organize information. 2. Develop the intrapersonal skills of self-confidence and self-management. 3. Use creative and entrepreneurial thinking to solve problems, 4. Develop the ability to set goals and follow through. 5. Develop strong oral and written communication skills. |
| Habit 3 | <p>Put Things First---“Work first, then play”</p> <ol style="list-style-type: none"> 1. Demonstrate time-management skills. 2. Cultivate a strong work ethic, flexibility, and adaptability. 3. Develop intrapersonal skills of self-management. 4. Be accountable and responsible for actions and results. 5. Begin to cultivate analytical skills. |
| Habit 4 | <p>Think Win, Win---“Everyone can win”</p> <ol style="list-style-type: none"> 1. Use unique talents and abilities to the fullest; value others’ talents and abilities. 2. Develop flexibility and adaptability. 3. Be open-minded and nonjudgmental when considering the views of others. 4. Demonstrate attentive listening skills. 5. Cultivate a spirit of cooperation to live in an interdependent community and world |
| Habit 5 | <p>Seek First to Understand, Then Be Understood---“Listen, before you talk”</p> <ol style="list-style-type: none"> 1. Demonstrate attentive listening skills to build and maintain healthy relationships. 2. Cultivate good social and communication skills. 3. Show compassion toward others, share, and put others first. 4. Appreciate different relationships. 5. Learn to relate to people who are alike as well as different, and work effectively in group settings. |
| Habit 6 | <p>Synergize---“Together is better”</p> <ol style="list-style-type: none"> 1. Express and present information and ideas clearly in oral, visual, and written forms. 2. Use unique talents and abilities to the fullest; value others’ talents and abilities. 3. Cultivate the ability to inspire, motivate, and draw out the best in others. 4. Communicate and work as a team in a multicultural and interdependent world. 5. Show initiative and entrepreneurialism. |
| Habit 7 | <p>Sharpen the Saw---“Balance feels best”</p> <ol style="list-style-type: none"> 1. Demonstrate healthy ways to express needs, wants, and feelings. 2. Develop strong intrapersonal skills, self-reliance, self-confidence, and self- discipline. 3. Demonstrate characteristics of a responsible friend and family member. 4. Recognize relationship between personal behavior and individual well-being. 5. Strive to be healthy for life. |

c. Developing a Healthy and Leadership Mindset

In her powerful book, *Mindset: The New Psychology of Success*, Carol Dweck points out the difference between a fixed mindset and a growth mindset. “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong.”

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

Everyone Can Be a Leader. A large part of having a growth mindset is believing natural intelligence and talents do not determine success or failure. One of the five *Leader in Me* paradigms is that “Everyone can be a leader,” instead of the typical paradigm that “Leadership is for the few.” This paradigm applies to scholars and adults.

Combining this paradigm with the growth mindset results in a powerful belief that anyone can be a leader if he or she decides to learn, work, and develop leadership skills and characteristics.

The Success in Failure. When children (and adults) set challenging goals, there is a risk and no guarantee that they will achieve it. It may be out of reach at the moment, but may be accomplished with more time and or work. This is one area where a growth mindset is strongest. Using the growth mindset allows us to help children (and adults) understand how hard they have worked, what they have learned, and how to grow from the experience.

Similarly, Jeff Howard and the Efficacy Institute developed an approach for students and teachers that empowers them with a healthy mindset. The model called the Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed. The efficacy approach can be summarized by the reminder of “Think you can, work hard, get smarter.”

Efficacy assumes that everyone has intelligence, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter.

With success comes increased self-confidence, which boosts the momentum required to keep the cycle going. New success strategies are created by using the Data-Feedback-Strategy (DFS) method which involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to teaching long division successfully to all scholars.

Figure 2: The Efficacy Approach

Think you can! Work Hard! Get Smarter

Collecting data, converting data to useful feedback, developing alternative strategies.

Keeping focused. Staying committed.

The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult, but they can be achieved if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter, you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory (explaining how and why people explain events as they do), using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development, and the ability to develop, rests with each individual. The strategies are the skills and attitudes that will be learned and taught by NJB staff and students to develop and improve in their personal Zone of Development.

d. Creating Effective Schoolwide and Classroom Procedures Result in Orderliness and a Sense of Safety

Effective procedures will be established, taught to scholars, and reviewed as needed. Effective procedures make clear how something is done whether it is asking questions in the classroom or going to use the restroom. Schoolwide procedures include playground rules and steps in the discipline process. Clear procedures reduce threat. Susan Kovalik's theory and Horacio Sanchez's work both suggest the absence of threat increases learning.

Educational Plan Component 3: Teach to Mastery

Mastery teaching occurs when every student makes meaning of what is being taught and develops a pattern to connect the information to long-term memory. Mastery teaching involves three elements: a) Creating a Backward Standards Map with a clear end in mind, to guide teaching; b) teaching, and re-teaching smartly until each scholar "gets it" and uses it; and c) having interesting and relevant materials to support planning and teaching.

a. Backward Standards Map/ Units of Study

Teaching to mastery requires knowing what we want students to know and do. Thus, we begin with the end in mind by creating a Backward Standards Map (BSM). The term "backward" comes from the method of planning backward from the last day of instruction to the first day.

Teachers identify the key content area standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each content area standard will be taught. In addition, NJB maps will include: 1) social action projects, 2) the civic education, 3) the eight state priorities described in the Local Control Accountability Plan (LCAP) template, and 4) the monthly schoolwide concept related to agriculture.

The BSM focuses on conceptual teaching so students are able to make daily connections between content and skills. It encourages teachers to plan ahead for “*Being There*” experiences (e.g., study trips), guest speakers, service projects, and more. The prep teacher will work with teachers at all grade levels to integrate their subject area (e.g., music, P.E., agriculture, science, etc.). Once completed, teachers will meet and align the seven-grade level BSMs. This is an opportunity to coordinate content, concepts, and student-based projects across grade levels.

It is also an opportunity to coordinate the shortened Wednesday activities. As previously discussed, Wednesday is schoolwide concept and project day. Schoolwide concepts will be introduced on Wednesday by the Highly Effective Teaching (HET) Coach. The same concept is introduced schoolwide. This allows for siblings and friends across grade levels to discuss the same concept at home.

Friday is also community service project day. It will be an opportunity to use knowledge and skills learned in class to serve the community. The 6th grade community service project, for example, might be to organize a farmer’s market to be held weekly at NJB for the community. The project would include researching key factors contributing to successful markets, contracting farmers, advertising in the community, and planning how to make the project self-sustaining. Given that parts of the area near the school are considered “food deserts” by the US Department of Agriculture, this type of project would be a valuable community service.

The Backward Standards Map (BSM) also becomes the year-long pacing guide for the teacher and class. It helps to keep the end in mind. The map is an intentional and deliberate strategy to assist the brain in pattern seeking. When scholars are able to recognize a pattern for what is being taught, and it becomes meaningful, they are then able to build a mental program and commit the information to long-term memory. This increases the quality of instruction by eliminating the need to re-teach.

The BSM is not intended to be a rigid timeline to be followed to the minute. Having the end in mind, however, provides flexibility to take advantage of unplanned teachable moments and to look ahead, over the horizon, for opportunities. Moreover, when teachers are aware of each other’s BSM, they can help one another find useful materials.

The BSM will be shared with parents and scholars so they understand the learning expected of the scholars during the year. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level Common Core Standards. For accountability, the BSM for each grade level team will be kept in a binder available for Steering Committee and for public browsing. Updated BSMs will be placed in the binder at the end of each trimester.

A Common Core Compliant Backward Standards Map (BSM) similar to those that will be used at NJB is shown in Appendix C. NJB teachers have available the following resources to help develop Backward Standards Maps:

b. Step 2. Teaching and re-teaching smartly is the second step in the mastery teaching process

As teachers teach their students, it is important they check whether students “get it.” Checking for understanding must be built into the lesson. If some students do not “get it,” then the teacher must re-teach the skill immediately. Continual practice doing the skill incorrectly will build faulty patterns for the brain. Re-teaching means presenting the information in a new way and giving the student adequate time and exposure to master the skill. When appropriate, teachers will use technology to increase feedback to students.

If a student does not demonstrate mastery after re-teaching, then his/her work is brought to the daily collaboration meeting with the grade-level teammate. Mastery is defined as being able to teach something you learned to someone else. At the meeting, the student’s work is examined and the teammates make inquiries as to why the student did not “get it.” If a problem is beyond the scope of the grade-level team, other teachers and the principal will be consulted. Strategies for re-teaching are identified. If the teacher is unfamiliar with the strategy, he/she has an opportunity to practice it and receive coaching on the strategy.

Teachers are expected and required to use brain-compatible strategies, including differentiation, planning with learning modalities in mind, building relationships, and thorough understanding of developmentally appropriate practices that work well with all categories of students including English learners, students with 504 plans, and gifted/talented students. Their learning needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups for application opportunities. Class size of 24 – 25 scholars allows teachers to manage the classroom for whole class direct instruction and small group instruction.

NJB Teachers will implement the body/brain compatible teaching through the practice of HQFI or High Quality First Instruction where teachers model the task and skill specifically, provide guided and individual practice, close the lesson with a task/assessment to check for mastery. Embedded is checking for understanding, engaging scholars, and providing specific feedback.

In addition, NJB teachers will individualize instruction as needed for each student to successfully grasp the content taught in class. These accommodations may include, but are not limited to highlighted textbooks, extended time on tests or assignments, peer assistance with note taking, frequent feedback, extra sets of textbooks for home use, computer aided instruction, enlarged print, positive reinforcements, behavior intervention plans, rearranging class schedules, visual aids, preferred seating assignments, taping lectures, oral tests, and individual learning contracts.

c. Gathering Curriculum and Materials for Mastery Teaching

A Backward Standards Map allows teachers to plan ahead and find proper materials to help students engage in meaningful learning. Because the BSM is standards-based, teachers can draw from a variety of sources for materials to help teach each standard.

The Highly Effective Teaching Coach will be in charge of helping teachers secure interesting and effective instructional materials aligned to the Common Core Standards. In addition to traditional materials, the Highly Effective Teaching Coach will gather agriculture-related materials to help scholars think beyond the obvious. As mentioned earlier, the Foundation for Agriculture in the Classroom and 4H have already pledged curriculum materials.

Science Partnership with UC Davis and California State University of California (CSUS)
According to the National Academies Committee, to be competitive in the global market the United States must have a highly qualified workforce proficient in mathematics and general sciences. New Joseph Bonheim has had an agricultural and science partnership with UC Davis and the 4-H division for the past five years. Just recently, NJB has been working with CSUS in bringing science in the classroom for our 5th and 6th grade middle school readiness academy. In this partnership, Sacramento State student teachers and professors are working with the farm coordinator to bring a science projects and strategies in building and maintaining an Aquaponics component to our agricultural program. Scholars are given a tour of the CSUS STORC Aquaponics. We will continue this relationship, as well as build others with local universities and companies in order to achieve a well-rounded agricultural and science program.

Educational Plan Component 4: Provide High Quality and Timely Professional Development

Staff at NJB will be provided the training needed to successfully carry out the charter. The content will include:

- Introduction to understanding the different aspects of the Highly Effective Teaching Model
- LIFESKILLS and Lifelong Guidelines
- Leader in Me
- Training on how to create schoolwide and classroom procedures
- Agriculture, Science and Civics
- Multiple Intelligences
- Creating Backward Standards Maps/Units of Study
- How to collaborate and use common assessments by looking at student data in the Data Inquiry Model and Causal System Analysis
- HQFI (High Quality First Instruction)
- SIIPS Training (Systematic Instruction in Phonemic and Phonics)
- GLAD (Guided Language Acquisition to support English Language Learners)

For each topic covered, follow-up coaching by the various presenters will be made available.

Interventions: Identifying and Responding to Needs of All Pupils

Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. When classroom teachers identify students requiring additional support, based on multiple measurements, they provide specific accommodations for those students within the classroom instructional setting. These “tier-one” interventions might include: changes in seating, additional check-ins with the teacher, additional small group instruction, peer support, instructional aide support, and the use of the “break center.”

If additional interventions are deemed necessary, the teacher shall refer students to the school’s Student Study Team (SST). The SST is a problem-solving team whose job is to review and analyze all available data and design a plan of support for students. This team can recommend more intensive interventions. Because of the mutually influential factors of social, academic, and attendance issues, the SST at NJB consists of experts in all three areas including family members. The SST sets goals for the student that are reviewed within two to three months. If the student is still not making adequate or expected progress, changes can be made to the intervention plan or more extensive evaluation and consultation with special education specialists is requested.

The NJB mastery process described above is consistent with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how students learn and to take into consideration personal factors (e.g., medical problems, inadequate nutrition, difficult temperament and adjustment problems) and environmental conditions (e.g., school and peers, family, and neighborhood) when organizing meaningful and engaging curriculum and instruction for scholars.

Figure 3. The 3 Tiers of Response to Intervention (RTI)



Tier 1 represents the core instructional program all students receive. At least 80% of students experience success with the instruction provided. Anything less suggests the curriculum and/or the instruction is/are not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all students. Use of field trips at the beginning of a unit, for example, increases exposure and creates prior knowledge for instruction in class. A structured and nurturing schoolwide environment, as another example, creates a sense of safety and belonging that is a prerequisite for learning by all students.

Teachers will examine student work on a regular basis through norming. The shortened Thursdays provide a collaborative time in the afternoon for grade level teams to meet and examine student work. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, the principal, the nurse, other site staff, SELPA staff, the research literature, various resources and from consultants.

The RTI process calls for NJB teachers to look at how students learn and then adapt curriculum and instruction to help students be successful. When students are successful, teachers are successful. If the lack of learning is due to poor instruction, NJB teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The regular examination of student work by each grade-level team is essentially a mini Student Study Team (SST). The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the NJB environment, students and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that “(1) *the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.*”

Tier 2 represents a smaller group of students who may require additional help to be successful in Tier 1. This tier represents 10-15% of students. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help 4th graders master multiplication so they can be prepared to learn and understand long division when it is introduced at the end of September. Or a support group may be formed to deal with anger management lasting two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

Tier 3 represents an even smaller group of students who need more intensive one-on-one interventions to achieve the same goals as other students in Tier 1. This tier represents 5-10% of

students.

If interventions at each of the three tiers are ineffective and if poor teaching can be ruled out, then the next step is to determine if a particular student qualifies for Special Education services. If done well, the RTI process can be more efficient and accurate than the deficiency model used in the past to identify students for Special Education services.

English Learners and Program Description

English learners will be identified by the Home Language Survey completed at registration and by the subsequent ELPAC score. In 2017-18, 24.73% of the 283 enrolled scholars at NJB were English learners at various levels of proficiency. Lack of English fluency, however, is not a reason for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English proficiency with our brain-compatible approach. Our project-based approach to learning is ideal for EL scholars.

The brain-compatible approach used at NJB is consistent with the natural approach to second language acquisition advanced by Stephen Krashen and described by his *i+1* or Input Hypothesis (www.sk.com.br/sk-krash.html). The key to success is comprehensible and meaningful input received in a safe learning environment where one lowers his/her affective filter. His theory has its roots in Vygotsky's concept of the Zone of Proximal Development (ZPD). An individual's Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that students learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." - Stephen Krashen

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." - Stephen Krashen

Earlier, we shared Susan Kovalik's conclusion that learning best occurs when the following 10 elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Mastery, "Being There" Experiences.

By combining the natural approach with the brain-compatible approach, teachers at NJB will create lessons in which English Learners are thoroughly engaged throughout the day in learning

English as a second language and in learning state content standards. Depending on a student's Zone of Development (ZOD), his/her primary language may be used to explain concepts. Otherwise, teachers will scaffold instruction and use strategies learned from, for example, Project GLAD (Guided Language Acquisition Design), including total physical response. In keeping with our instructional plan, one can expect to see many hands-on activities and field trips to create prior knowledge and to build vocabulary.

We recognize English Learners will be at different levels as determined by the ELPAC. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their students reach state standards in English Language Development, English language arts, math, social studies, science, physical education, and visual & performing arts.

We also recognize the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), a distinction made by Jim Cummins. He pointed out, *“Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes.”* - www.iteachilearn.com/cummins/bicscalp.html.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the ELPAC, 2) score proficient or advanced on the English language arts portion of the state test, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class.

EL progress in ELD is assessed annually using the ELPAC. Once a student has met the district re-designation criteria for language proficiency and academic achievement in ELA, teachers consults with the family and recommends re-designation. In the past four years, the student's academic achievement was monitored and interventions were provided as needed to maintain their success in the classroom.

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), NJB will regularly assess the quality of its program in collaboration with the English Learner Advisory Committees (ELACs) and reported to the Steering Committee.

NJB meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-designation to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. NJB implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students. Our expectation is for EL's to advance one ELPAC level per year.

All teachers at NJB have an English Learner authorization with their credential and are fully qualified to teach English learners. These highly qualified educators follow the guidance of the *CA ELA/ELD Framework* to provide English Language Development through two structures: integrated ELD and designated ELD. Integrated ELD includes language instruction taught within the content areas and is designed to support developing the language of the particular genre or discipline. Designated ELD is a protected time when English learners can have their particular language needs met in a small group setting. Even during this protected time, the core content of the classroom is the vehicle for language instruction. To support teachers in delivering the type of high-quality ELD instruction described above, NJB has participated in the *GLAD (Guided Language Acquisition and Development) professional development*. This intensive, one-year professional learning.

Special Education (SPED) Program Description

Our project-based approach to learning is ideal for students with different learning modalities. Moreover, NJB is committed to working with SCUSD Special Education Local Plan Area (SELPA) to ensure each student's special education needs are being met as outlined in his/her individualized education programs (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding students with special needs. NJB works with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using SCUSD protocols. NJB is committed to securing such services as may be required by the IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. To the fullest extent possible, services will be provided in a full-inclusion setting.

NJB functions as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year NJB operates as an arm of the district for special education purposes, NJB shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend NJB are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between NJB and SCUSD, NJB will be solely responsible for compliance with Section 504.

NJB complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). NJB staff will work directly with the SCUSD Special Education Department including Child Find, which requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

As a dependent charter, NJB is a SCUSD school and receives Special Education services from the district, which is NJB's SELPA. SCUSD Special Education personnel assist the school in providing Special Education services: referrals, assessment, instruction, and due process. SCUSD allocates actual costs of the Special Education at NJB. NJB is fiscally responsible for an annual encroachment fee to the district (see budget projections).

IDEA

New Joseph Bonnheim Community Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment. NJB has a .50 FTE Resource Specialist. Speech services are provided by a licensed Speech-Language Pathologist.

NJB follows SCUSD policies and procedures, and utilizes SCUSD forms in identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

Section 504 of the Rehabilitation Act/ADA

NJB recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Consultation and collaboration with the SCUSD Student Services to determine support especially for aides, transportation and resources beyond the school's resources.
- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) mandated a multi-level prevention system in general education programs to maximize student achievement and to reduce behavior problems. Response to Intervention (RTI) was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures,

“to ensure that students receive instruction and supports that are culturally and linguistically responsive to their students' needs.” - SCUSD Response to Intervention (RTI) Manual.

Engaging Parents and Families

In our efforts to provide the best possible learning environment for our scholars and successful academic outcomes, NJB will work with families to develop opportunities and partnerships to improve student learning and social-emotional growth.

In addition to the Steering Committee, parent partnerships include the English Learner Advisory Committee (ELAC), School Site Council (SSC), Home Visits, Volunteer Opportunities, Parent Teacher Association (PTA), Parent Workshops, Youth and Family Support Services, Parent Teacher Conferences, Home Visits and APPT (Academic Parent Teacher Teams) Family Night Activities, Home-School Communication, and Leader in Me Workshops. Translation support and childcare will be provided as needed.

Instructional Days and Minutes for Each Grade Level

NJB follows the district instructional calendar with 180 days of instruction. NJB also complies with the instructional day outlined in the SCTA contract. The annual instructional minutes for each grade-level are shown in Table 10.

Table 10. Minimum Minutes of Instruction Required by Ed. Code

| Grade | State Requirement | # minutes of instruction NJB/SCUSD |
|-----------------------------------|-------------------|------------------------------------|
| K | 36,000 | 36,000 |
| 1 st – 3 rd | 50,400 | 50,660 |
| 4 th – 6 th | 54,000 | 54,064 |

The state requirement for 200 minutes of physical education every ten days is provided at NJB with a full time P.E. teacher.

Technology and Digital Literacy

NJB recognizes the importance in developing digital literacy skills to be successful in the 21st Century. Given the well-documented “digital divide” seen in communities with high rates of poverty (like ours), it is absolutely critical that students learn digital literacy in the classroom setting. This starts with providing access to technology in the classroom. Beginning in 2018, NJB is a “one-to-one” school with every student having a dedicated computer or tablet.

Teachers are already using technology with purpose to provide differentiated skills practice, research and inquiry, checking the accuracy, validity of online resources, and some teachers are learning how to use the technology to provide authentic collaboration and content publishing opportunities. NJB will continue to explore how to best support our students’ digital literacy.

Local Control Accountability Plan Executive Summary

1. Background

Development of the LCAP requires charter schools to consult with teachers, the principal, other school personnel, parents, and scholars. Since most stakeholders are not known at this time, this section of the charter summarizes the priorities, the annual goals, and the actions required to achieve the goals. A more detailed draft of the LCAP is included in Appendix E.

In order to genuinely engage all stakeholders, the school along with the Steering Committee consults with teachers, the principal, other school personnel, parents, and scholars using the Steering Committee process described below in this document under Element D. Thereafter, the LCAP will be updated every year by July 1st, and submitted to the district and California Department of Education.

As of 2017-2018 enrollment by English Language Acquisition Status (ELAS) data on DataQuest, which shows out of 283 scholars enrolled, 70 (24.73%) are English Language Learners. An additional 21 out of 283 scholars who are reclassified as fluent and English proficient (RFEP). Our focus on high quality first instruction and the application of the brain-compatible approach will engage and support all students including those identified as English learners, low income, and foster youth.

LCAP State Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 3. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter. NJB chooses to establish an additional priority as articulated in its mission statement: Raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This additional priority is described in Table 12.

Table 11. Alignment of Goals, Actions, and Priorities

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| Priority # 1: Fully <u>credentialed</u> teachers & <u>Access to Common Core materials</u> & <u>Good facility</u> . |
| Priority # 2: Implement Common Core content & standards. |
| Priority # 3: Parent input in decision making. |
| Priority # 4: Achievement on standardized tests, API, share who are college and career ready, share of ELs becoming proficient, share of ELs reclassified. |
| Priority # 5: Pupil engagement – school attendance rate and absenteeism rates |
| Priority # 6: School climate – suspension rates and surveys to determine sense of safety and school connectedness. |
| Priority # 7: <u>Access to a broad course of study</u> |
| Priority # 8: Pupil outcomes in English, math, social science, science, visual & performing arts, health, P.E. |
| Priority # 9: Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. |

Table 12. Additional Priority at NJB

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| <p>Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.</p> <p>(A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.</p> <p>(B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.</p> <p>(C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.</p> |
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Below are measurable outcomes that align with the state priorities and established additional priority of NJB.

Table 13. Charter School Outcomes That Align with the State Priorities

| CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES | |
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| <p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing that the Charter School’s outcomes that align with the state priorities and the Charter School goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> | |
| STATE PRIORITY #1: BASIC SERVICES | |
| Fully credentialed teachers and access to the CCSS materials and good facilities. | |
| Sub Priority A—Teachers | |
| GOAL TO ACHIEVE SUB-PRIORITY | 100% of teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area(s) and for the pupils that they are teaching. |
| ACTIONS TO ACHIEVE GOAL | SCUSD requires that all teaching applicants produce the appropriate credentials when hired, before they begin their teaching assignments. |
| MEASURABLE OUTCOME | SCUSD will measure success of this outcome by identifying the credential status of all applicable teaching staff |
| METHODS OF MEASUREMENT | The percent of teachers with the appropriate credentials, when applicable. |
| Sub Priority B—CCSS Curriculum and Materials | |
| GOAL TO ACHIEVE SUB-PRIORITY | 100% of students have access to standards-aligned instruction materials pursuant to Education Code section 601119. |
| ACTIONS TO ACHIEVE GOAL | New Joseph Bonnheim purchases instructional materials at the start of the school year that are aligned to the standards and/or develop instructional materials on the basis of current standards. Each year, teachers inventory their adopted instructional materials and request any needed materials based on full enrollment for the following year. |

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| MEASURABLE OUTCOME | 100% of core content areas have instructional materials aligned to the standards; 100% of students have access to instructional materials. |
| METHODS OF MEASUREMENT | Annual inventory of the adopted instructional materials. |
| SUB-PRIORITY C – FACILITIES | |
| GOAL TO ACHIEVE SUB-PRIORITY | The school facilities are maintained in good repair pursuant to Education Code section 17002(d). |
| ACTIONS TO ACHIEVE GOAL | NJB operates in a district facility. NJB will continue to ensure consistent custodial services are provided daily at the school and request needed repairs from SCUSD |
| MEASURABLE OUTCOME | NJB campus will be clean and in good repair. |
| METHODS OF MEASUREMENT | Annual administrative review of school facilities. |

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| STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS | |
| <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i> | |
| SUB-PRIORITY A – CCSS IMPLEMENTATION | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will increase student proficiency in both ELA and Math. |
| ACTIONS TO ACHIEVE GOAL | Specific and detailed actions are listed throughout Element 1. Additionally, staff participate in ongoing professional learning around the ELA/ELD framework and (GLAD) Guided Language Acquisition and Development. |
| MEASURABLE OUTCOME | Increase of 2% of the student population meeting/exceeded standards as measured by the CAASPP for ELA and Math. |
| METHODS OF MEASUREMENT | CAASPP results from the state. |
| SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE | |
| GOAL TO ACHIEVE SUB-PRIORITY | English learners will achieve re-designation criteria at increased rates. |
| ACTIONS TO ACHIEVE GOAL | Specific and detailed actions are listed throughout Element 1. EL students will engage in scaffolded content instruction with high levels of rigor as their English proficiency is addressed through integrated and designated ELD. |
| MEASURABLE OUTCOME | Scholars will move a level each year and re-classify as English proficient. |
| METHODS OF MEASUREMENT | ELPAC assessment and benchmark. |
| SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY | |
| GOAL TO ACHIEVE SUB-PRIORITY | ELs at Intermediate or below will increase their English proficiency. |
| ACTIONS TO ACHIEVE GOAL | Intense professional learning around the ELA/ELD framework prepares teachers to provide high-quality integrated and designated ELD. |
| MEASURABLE OUTCOME | To be determined after baseline data collected with new ELPAC assessment. |

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| METHODS OF MEASUREMENT | Baseline data collected from 2017-18 ELPAC. |
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STATE PRIORITY #3— PARENTAL INVOLVEMENT
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

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| GOAL TO ACHIEVE SUB-PRIORITY | Parents, family and community stakeholders will become more fully engaged as partners in the education of scholars at NJB. |
| ACTIONS TO ACHIEVE GOAL | Parents are involved as partners in committees, provided with outreach and capacity-building activities. |
| MEASURABLE OUTCOME | Steering Committee, Parent Academy, PTA, School Site Council, and ELAC will have parent representation. |
| METHODS OF MEASUREMENT | Sign-in sheets for steering committee, Parent Academy, PTA, SSC, and ELAC. |

SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION

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| GOAL TO ACHIEVE SUB-PRIORITY | Parents will feel welcomed to all school decision-making and partnership committees. |
| ACTIONS TO ACHIEVE GOAL | Effective Communications: Translation Services and Surveys |
| MEASURABLE OUTCOME | All notices for committees and other parent partnership events will be provided in multiple languages. Surveys will be generated under LCAP priorities to get parent feedback and input. |
| METHODS OF MEASUREMENT | Flyers and other evidence of translated notices. Surveys generated and collected. |

STATE PRIORITY #4— STUDENT ACHIEVEMENT
Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

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| GOAL TO ACHIEVE SUB-PRIORITY | Increase percent of students on track to graduate college and career ready. |
| ACTIONS TO | Please see Element 1 section for full description of educational program. Additionally, teachers are provided ongoing professional learning (including training workshops and |

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| ACHIEVE GOAL | training specialist support on-site) to increase student achievement. | | | | | | |
| MEASURABLE OUTCOME | Goals for expected outcomes for each grade-level are listed below. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">ELA</td> <td style="width: 50%;">Math</td> </tr> <tr> <td colspan="2">Expected Growth each year from 2019-2024 Based on prior growth 2015-2018</td> </tr> <tr> <td>3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10%</td> <td>3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6%</td> </tr> </table> | ELA | Math | Expected Growth each year from 2019-2024 Based on prior growth 2015-2018 | | 3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10% | 3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6% |
| ELA | Math | | | | | | |
| Expected Growth each year from 2019-2024 Based on prior growth 2015-2018 | | | | | | | |
| 3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10% | 3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6% | | | | | | |
| METHODS OF MEASUREMENT | Proficiency rates on the CAASPP in ELA/Literacy and mathematics | | | | | | |
| SUB-PRIORITY B – API | | | | | | | |
| GOAL TO ACHIEVE SUB-PRIORITY | As API is no longer being used in California, NJB will meet the state expectation on the replacement for API, as announced and implemented. | | | | | | |
| ACTIONS TO ACHIEVE GOAL | Please see Element 1 section for full description of educational program. Additionally, teachers are provided ongoing professional learning (including training workshops and training specialist support on-site) to increase student achievement. | | | | | | |
| MEASURABLE OUTCOME | To be determined by Dashboard system. | | | | | | |
| METHODS OF MEASUREMENT | Baseline data to be collected upon full implementation of Dashboard system. | | | | | | |

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| SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) | |
| NOT APPLICABLE | |
| SUB-PRIORITY D – EL PROFICIENCY RATES | |
| GOAL TO ACHIEVE SUB-PRIORITY | ELs at Intermediate or below will increase their English proficiency. |
| ACTIONS TO ACHIEVE GOAL | Intense professional learning around the ELA/ELD framework prepares teachers to provide high-quality integrated and designated ELD. |
| MEASURABLE OUTCOME | To be determined after baseline data collected with new ELPAC assessment. |
| METHODS OF MEASUREMENT | Baseline data collected from 2017-18 ELPAC. |
| SUB-PRIORITY E – EL RECLASSIFICATION RATES | |
| GOAL TO ACHIEVE SUB-PRIORITY | English learners will achieve re-designation criteria at increased rates. |
| ACTIONS TO ACHIEVE GOAL | Specific and detailed actions are listed throughout Element 1. EL students will engage in scaffolded content instruction with high levels of rigor as their English proficiency is addressed through integrated and designated ELD. |

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| MEASURABLE OUTCOME | Scholars will move one level each year and then be reclassified as English proficient. |
| METHODS OF MEASUREMENT | ELPAC and % of scholars moving up levels |

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| SUB-PRIORITY F – AP EXAM PASSAGE RATE | |
| NOT APPLICABLE | |

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| SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP | |
| NOT APPLICABLE | |

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| STATE PRIORITY #5— STUDENT ENGAGEMENT | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i> | |

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| SUB-PRIORITY A – STUDENT ATTENDANCE RATES | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will increase daily attendance to 95% or more. |
| ACTIONS TO ACHIEVE GOAL | The school will provide varied opportunities for students to become interested in school and learning through technology based activities, after-school and enrichment activities. |
| MEASURABLE OUTCOME | School wide attendance rates will maintain at 95% or more. |
| METHODS OF MEASUREMENT | Average Daily Attendance Rate Chronic Absence Rate |

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| SUB-PRIORITY B – STUDENT ABSENTEEISM RATES | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will have fewer than 5% of students chronically absent. |
| ACTIONS TO ACHIEVE GOAL | The school will provide varied opportunities for students to become interested in school and learning through technology based activities, extended day and enrichment activities. |
| MEASURABLE OUTCOME | Decrease Chronic Absence rates, to 10% |
| METHODS OF MEASUREMENT | Chronic Absence Rate |

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| STATE PRIORITY #6— SCHOOL CLIMATE | |
| <i>School climate, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> | |

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

| SUB-PRIORITY A – PUPIL SUSPENSION RATES | |
|--|---|
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will maintain low suspension rates. |
| ACTIONS TO ACHIEVE GOAL | Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Leader in Me, LIKESKILLS, counseling services, Student Support Center staff. |
| MEASURABLE OUTCOME | Maintain suspension rate at less than 1.5%. |
| METHODS OF MEASUREMENT | Suspension rate |

| SUB-PRIORITY B – PUPIL EXPULSION RATES | |
|---|---|
| GOAL TO ACHIEVE SUB-PRIORITY | NJB School will maintain low expulsion rates. |
| ACTIONS TO ACHIEVE GOAL | Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Leader in Me, LIKESKILLS, counseling services, Student Support Center staff. |
| MEASURABLE OUTCOME | Maintain expulsion rate of 0% |
| METHODS OF MEASUREMENT | Expulsion rate |

| SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS) | |
|---|---|
| GOAL TO ACHIEVE SUB-PRIORITY | School stakeholders will feel satisfied with the academic rigor, structure, safety and communication of the Charter School. |

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| ACTIONS TO ACHIEVE GOAL | NJB will administer an annual survey each year and track the families who have responded. |
| MEASURABLE OUTCOME | Parents and/or guardians of students at NJB Charter will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 70% or more of families responding. Staff at NJB will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of staff will demonstrate satisfaction on these metrics through an annual survey, with 80% or more of staff responding. |
| METHODS OF MEASUREMENT | Annual family survey and an annual staff survey. |

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| <p>STATE PRIORITY #7— PUPIL ACCESS TO BROAD COURSE OF STUDY</p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as</p> |
|--|

| | |
|---|---|
| applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12) | |
| SUB-PRIORITY A – PUPIL ACCESS | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will maintain all content areas required by state standards. |
| ACTIONS TO ACHIEVE GOAL | NJB uses different curriculum than traditional schools, every scholar will have access to all curriculums to access content knowledge. |
| MEASURABLE OUTCOME | Maintain study trips, at no-cost to scholars, classroom and school materials, such as laptops and texts. |
| METHODS OF MEASUREMENT | Measure one to one pupil access of materials and curriculum through audit. |
| STATE PRIORITY #8— PUPIL OUTCOMES RELATED TO COURSE OF STUDY | |
| Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12) | |
| SUB-PRIORITY A – PUPIL ACCESS | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will maintain all common assessments built in units of study that demonstrate mastery of content areas required by state standards. |
| ACTIONS TO ACHIEVE GOAL | NJB uses common assessments that every scholar will take to measure mastery of content knowledge. Staff will progress monitor scholar growth. |
| MEASURABLE OUTCOME | Scholar will be at grade level readiness and master the CCSS through access of a broad course of study. |
| METHODS OF MEASUREMENT | Measure pupil progress in common assessments, benchmarks, and exit tickets. |

| | |
|--|--|
| NJB ADDITIONAL PRIORITY— ACHEIVEMENT OF SCHOOL MISSION | |
| Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. | |
| (A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science. | |
| (B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning. | |
| (C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology. | |
| SUB-PRIORITY A – FOUNDATIONAL MATH AND READING SKILLS | |
| GOAL TO ACHIEVE SUB-PRIORITY | NJB will maintain all common assessments built in foundational math and reading skills that demonstrate mastery required by state standards. |
| ACTIONS TO | NJB uses common assessments that every scholar will take to measure mastery |

| | |
|---|--|
| ACHIEVE GOAL | foundational skills. Staff will progress monitor scholar growth. |
| MEASURABLE OUTCOME | Scholar will be at grade level readiness and master foundational skills. |
| METHODS OF MEASUREMENT | Measure pupil progress in common assessments, benchmarks, and exit tickets. |
| SUB-PRIORITY B AND C – CRITICAL THINKING AND PROBLEM SOLVING | |
| GOAL TO ACHIEVE SUB-PRIORITY | Scholars will demonstrate higher levels of rigor by creating performance tasks built in units of study that demonstrate mastery of content areas required by state standards. |
| ACTIONS TO ACHIEVE GOAL | Scholars will complete a performance task at the end of unit of study, that demonstrates a deep knowledge of key concepts and enduring understandings. Staff will progress monitor scholar growth. |
| MEASURABLE OUTCOME | Scholars will be able to analyze, create and evaluate tasks to demonstrate higher level thinking. |
| METHODS OF MEASUREMENT | Measure pupil progress in performance task and culminating projects using Hess’ rigor matrix and Highly Effective Teaching rubrics. |

3. LCAP Goals

In addition to “All Pupils,” six numerically significant subgroups are projected at NJB. The largest consists of Low Income scholars who are 100% of the enrollment as shown in Table 5. DataQuest and AR&E data from SCUSD pertaining to the years of 2015-2018 were used to estimate the number of scholars in each subgroup.

There are three goals that lead to accomplishing the mission: Developing responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Goal 1. Create the foundation to support high quality first instruction and learning. The following actions will be taken to reach this goal:

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards- aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Hire a full-time custodian to maintain the Joseph Bonnheim site in good repair and to support the positive school culture. (Priority 1, 5, 6, 9)
- d. Action: Implement the Steering Committee decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- e. Action: Increase parent and teacher engagement in the Steering Committee process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit class size to 25 or fewer students with a goal of 24 in grades K-3. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 2. Create an organizational culture that supports and sustains high quality first instruction and learning. The following actions will be taken to reach this goal:

- a. Action: Provide ongoing professional development in content area and for the schoolwide strategies described in the charter, including Common Core Standards and Highly Effective Teaching Model (HET), Efficacy, and English Learner strategies. (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Based on fiscal budget, hire a part-time school nurse and counselor to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. Classroom aides to support ELs and all scholars who are not at grade level readiness. (Priorities 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create a discipline program based on LIFESKILLS, Lifelong Guidelines, the 7-habits in Leader in Me, Efficacy, and Positive Discipline (Priorities 3, 4, 5, 6, 8, 9)
- g. Action: Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 3. Increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else. The following actions will be taken to reach this goal:

- a. Action: Integrate body-brain teaching and learning throughout the instructional

day to engage all students and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- b. Action: Use the agricultural theme with brain-compatible strategies to integrate content areas into daily instruction. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Integrate civic education into the curriculum by means of social action projects. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide third party support for those scholars who have not yet mastered what is being taught. (Described later in the educational plan.) (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Please refer to our 2018-19 LCAP in the Appendix for a detailed look of our programs of where we are currently and where we are planning go.

Element 2: Measurable Pupil Outcomes

(B) 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)

CASSP Data

Table 14. NJB SBAC ELA and Surrounding School Comparison

| <u>SBAC ELA</u> | Number of Students Tested 2017-18 | % Standard Met/Exceeded 2017-18 Difference from 2014-15 | % Standard Met/Exceeded 2014-15 | % Standard Met/Exceeded 2015-16 | % Standard Met/Exceeded 2016-17 | % Standard Met/Exceeded 2017-18 | District % Standard Met/Exceeded for 2017-18 | Comp School 1 (Tahoe) (# of students) % Standard Met/Exceeded 2017- | Comp School 2 (Peter Burnett) (# of students) % Standard Met/Exceeded | Comp School 3 (Mark Twain) (# of students) % Standard Met/Exceeded |
|----------------------------|-----------------------------------|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--|---|---|--|
| | | | | | | | | | | |

| | | | | | | | | 18 | ded 2017-18 | ded 2017-18 |
|---|-----|-------|-------|-------|-------|-------|-------|-------|-------------|-------------|
| Status as of: 1/22/19 | | | | | | | | | | |
| - Site | 159 | 11.52 | 13.00 | 23.00 | 27.09 | 24.52 | 40.03 | 20.74 | 22.35 | 24.20 |
| - African American | 17 | -12 | 12 | 6 | 4.76 | 0.00 | 21.77 | 13.51 | 6.66 | 11.76 |
| - American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A | 30.58 | N/A | N/A | N/A |
| - Asian | 12 | 50.33 | 8 | 63 | 38.46 | 58.33 | 47.86 | N/A | 31.71 | 60.00 |
| - Filipino | N/A | N/A | N/A | N/A | N/A | N/A | 60.15 | N/A | N/A | N/A |
| - Hispanic or Latino | 114 | 13.44 | 12 | 22 | 27.62 | 25.44 | 31.40 | 17.39 | 20.35 | 21.74 |
| - Pacific Islander | NA | N/A | N/A | N/A | N/A | N/A | 21.92 | N/A | N/A | N/A |
| - White | N/A | N/A | 15 | 27 | 36.36 | N/A | 63.12 | 42.86 | 20.83 | 18.19 |
| - Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | 49.36 | 14.28 | 15.38 | 28.57 |
| - Male | 85 | 22.44 | 4 | 21.00 | 26.44 | 22.35 | 35.04 | 15.46 | 18.82 | 17.93 |
| - Female | 74 | 6.03 | 21 | 26.00 | 27.94 | 27.03 | 45.31 | 26.37 | 26.09 | 32.05 |
| - English Learner | 40 | 9.5 | 3 | 17 | 19.23 | 12.50 | 8.02 | 0 | 8.70 | 13.64 |
| - Reclassified-Fluent English Proficient (RFEP) | 23 | 16.17 | 36 | 75 | 55.00 | 52.17 | 57.59 | N/A | 54.91 | 61.11 |
| - Students with Disabilities | 20 | 20.00 | N/A | 0 | 11.12 | 20.00 | 15.15 | 8.69 | 9.53 | 5.66 |

| | | | | | | | | | | |
|------------------------------|-----|-------|-----|-----|-------|-------|-------|-------|-------|-------|
| - Economically Disadvantaged | 140 | 9.43 | 12 | 12 | 26.90 | 21.43 | 30.64 | 15.53 | 23.47 | 22.08 |
| - Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| - Homeless Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 3 | 49 | 18.49 | 6 | 22 | 26.19 | 24.49 | 35.70 | 17.39 | 22.78 | 26.67 |
| Grade 4 | 41 | 12.39 | 12 | 10 | 29.55 | 24.39 | 37.75 | 29.16 | 21.13 | 23.08 |
| Grade 5 | 42 | 4.81 | 19 | 21 | 14.29 | 23.81 | 36.33 | 17.31 | 23.07 | 16.28 |
| Grade 6 | 27 | 2.92 | 23 | 40 | 34.15 | 25.92 | 37.72 | 19.05 | 22.33 | 28.81 |

Table 15. NJB SBAC MATH and Surrounding School Comparison

| <u>SBAC Math</u> | Number of Students Tested 2017-18 | % Standard Met/Exceeded 2017-18 Difference from 2014-15 | % Standard Met/Exceeded 2014-15 | % Standard Met/Exceeded 2015-16 | % Standard Met/Exceeded 2016-17 | % Standard Met/Exceeded 2017-18 | District % Standard Met/Exceeded 2017-18 | Comp School 1 (Tahoe) % Standard Met/Exceeded 2017-18 | Comp School 2 (Peter Burnett) % Standard Met/Exceeded 2017-18 | Comp School 3 (Mark Twain) % Standard Met/Exceeded 2017-18 |
|------------------------------------|-----------------------------------|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--|---|---|--|
| Status as of: 1/22/19 | | | Official | Official | Official | | | | | |
| - Site | 159 | 8.75 | 12.00 | 10.00 | 21.93 | 20.75 | 31.98 | 13.83 | 19.64 | 17.20 |
| - African American | 17 | -0.12 | 6 | 0 | 0 | 5.88 | 13.42 | 0 | 13.33 | 5.88 |
| - American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A | 23.33 | N/A | N/A | N/A |
| - Asian | 12 | 33 | 17 | 18 | 46.15 | 50.00 | 42.09 | N/A | 31.33 | 46.67 |
| - Filipino | 0 | N/A | N/A | N/A | N/A | N/A | 47.74 | N/A | N/A | N/A |
| - Hispanic or Latino | 114 | 8.30 | 11 | 12 | 21.19 | 19.30 | 23.37 | 14.13 | 13.45 | 15.65 |
| - Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 16 | N/A | N/A | N/A |
| - White | N/A | N/A | 8 | 9 | 27.27 | N/A | 52.79 | 35.71 | 25.00 | 13.64 |
| - Two or | N/A | N/A | N/A | N/A | N/A | N/A | 41.85 | 7.14 | 15.38 | 14.28 |

| | | | | | | | | | | |
|---|-----|-------|-----|-----|-------|-------|-------|-------|-------|-------|
| More Races | | | | | | | | | | |
| - Male | 85 | | 11 | 10 | 24.14 | 20 | 32.09 | 13.40 | 21.31 | 16.04 |
| - Female | 77 | 8.62 | 13 | 9 | 19.12 | 21.62 | 31.87 | 14.29 | 17.90 | 18.75 |
| - English Learner | 40 | -3.00 | 13 | 9 | 15.38 | 10 | 9.31 | 0 | 10.44 | 1.56 |
| - Reclassified-Fluent English Proficient (RFEF) | 23 | -9.91 | 36 | 25 | 45 | 26.09 | 42.30 | N/A | 41.18 | 61.11 |
| - Students with Disabilities | 20 | N/A | N/A | 6 | 16.67 | 20 | 12.84 | 6.52 | 4.76 | 1.89 |
| - Economically Disadvantaged | 140 | 6.29 | 13 | 9 | 21.38 | 19.29 | 23.61 | 8.69 | 18.77 | 14.34 |
| - Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| - Homeless Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 3 | 49 | 17.65 | 15 | 16 | 38.09 | 32.65 | 37.99 | 13.04 | 24.35 | 20 |
| Grade 4 | 41 | 18.83 | 8 | 5 | 29.54 | 26.83 | 34.77 | 27.08 | 26.76 | 17.95 |
| Grade 5 | 42 | 4.81 | 19 | 21 | 14.29 | 23.81 | 25.16 | 3.85 | 8.86 | 6.98 |
| Grade 6 | 27 | 2.92 | 23 | 40 | 34.15 | 25.92 | 33.87 | 11.90 | 19.42 | 22.03 |

Table 16. CST Science

| <i>CST Science</i> | Number of Students Tested for Field Test Year 2017-18 | Number of Students Tested for Pilot Year 2016-17 | Standard Met/Exceeded 2015-16 Difference from 2013-14 | % Standard Met/Exceeded 2013-14 | % Standard Met/Exceeded 2014-15 | % Standard Met/Exceeded 2015-16 |
|---------------------------|---|--|---|---------------------------------|---------------------------------|---------------------------------|
| Grade 5 | 51 | 32 | N/A | N/A | 12% | 19% |

Table 17. NJB Performance Fitness Test

| <u>PFT</u> | % in HFZ (5 of 6 and 6 of 6) 2017-18 | % in HFZ (5 of 6 and 6 of 6) 2016-17 | % in HFZ (5 of 6 and 6 of 6) 2015-16 | % in HFZ (5 of 6 and 6 of 6) 2014-15 | % in HFZ (5 of 6 and 6 of 6) 2013-14 |
|-------------------|---|---|---|---|---|
| Grade 5 | 43.9 | 42.8 | 57.1 | 30.4 | N/A |

Table 18. ELPAC Testing and Rank

| <u>ELPAC</u> | 2017-18 |
|----------------------|---------|
| Number Tested | 66 |
| Well Developed | -13 |
| Moderately Developed | -26 |
| Somewhat Developed | -18 |
| Minimally Developed | - |

Table 19. CELDT Scores

| <u>CELDT</u> | 2016-17 | 2015-16 | 2014-15 |
|---|---------|---------|---------|
| Number Tested | 58 | 80 | 80 |
| Reclassified (Number of students) | 9 | 12 | 8 |
| Advanced (Number of students) | 9 | 11 | 6 |
| Early Advanced (Number of students) | 18 | 37 | 28 |
| Intermediate (Number of students) | 20 | 23 | 28 |
| Early Intermediate (Number of students) | 7 | 7 | 13 |
| Beginning (Number of students) | 4 | 2 | 5 |

Table 20. Key Performance Indicators

| <u>Key Performance Indicators (KPI)</u> | 2017-18 | 2016-17 |
|--|---------|---------|
| KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's | N/A | N/A |
| KPI-2: % of 8th Grade On Track to Graduate | N/A | N/A |
| KPI-3: Kindergarten Attendance Rate | 92% | 90% |
| KPI-4: Chronic Absence Rate | 12% | 11% |
| KPI-5: Suspensions Rate | 2.1% | 6% |
| KPI-6: Math Benchmarks (3,6,8,11) | - | - |

| | | |
|---|-----|-----|
| KPI-7: ELA Benchmarks (3,6,8,11) | - | - |
| KPI-8: Increased Positive School Climate Rate | 81% | 76% |
| KPI-9: Participation in Expanded Learning Rate | 87% | 83% |
| KPI-10: Participation in Advanced Learning Rate | N/A | N/A |
| KPI-A: 3rd Grade Reading | 58% | 49% |

Table 21. API Ranking

| | | | | |
|-----------------|---------|---------|---------|---------|
| API | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
| API | N/A | N/A | N/A | N/A |
| Ranking | N/A | N/A | N/A | N/A |
| Similar Schools | N/A | N/A | N/A | N/A |

Table 22. Overall 4-year Growth

Comparison of the Percentage of Pupils Meeting or Exceeding State Standards Between 2014-15 and 2017-18 at New Joseph Bonnheim Charter School and Four Nearby Schools

| ELA Summary by School | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 4-year growth |
|------------------------------|---------|---------|---------|---------|---------------|
| New Joseph Bonnheim 3rd-6th | 13.00% | 23.00% | 27.09% | 24.52% | 11.52% |
| Peter Burnett 3rd-6th | 22.00% | 23.00% | 22.65% | 22.35% | 0.35% |
| Mark Twain 3rd-6th | 25.00% | 23.00% | 18.82% | 24.20% | -0.80% |
| Earl Warren 3rd-6th | 29.00% | 41.00% | 41.84% | 44.45% | 15.45% |
| Tahoe 3rd-6th | 24.00% | 24.00% | 23.00% | 20.74% | -3.26% |
| SCUSD ELA 3rd-6th only | 31.64% | 34.71% | 34.16% | 36.88% | 5.25% |
| SCUSD ELA 3rd-6th, 8th, 11th | 35.00% | 39.00% | 39.41% | 40.03% | 5.03% |

| Math Summary by School | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 4-year growth |
|-------------------------------|---------|---------|---------|---------|---------------|
| New Joseph Bonnheim 3rd-6th | 12.00% | 10.00% | 21.93% | 20.75% | 8.75% |
| Peter Burnett 3rd-6th | 17.00% | 14.00% | 19.06% | 19.64% | 2.64% |
| Mark Twain 3rd-6th | 16.00% | 18.00% | 15.27% | 17.20% | 1.20% |
| Earl Warren 3rd-6th | 23.00% | 40.00% | 40.00% | 39.55% | 16.55% |
| Tahoe 3rd-6th | 17.00% | 14.00% | 14.90% | 13.83% | -3.17% |
| SCUSD math 3rd-6th only | 28.03% | 30.21% | 31.21% | 32.88% | 4.84% |
| SCUSD math 3rd-6th, 8th, 11th | 29.00% | 31.00% | 31.46% | 31.98% | 2.98% |

Element 3: Measurable Pupil Progress

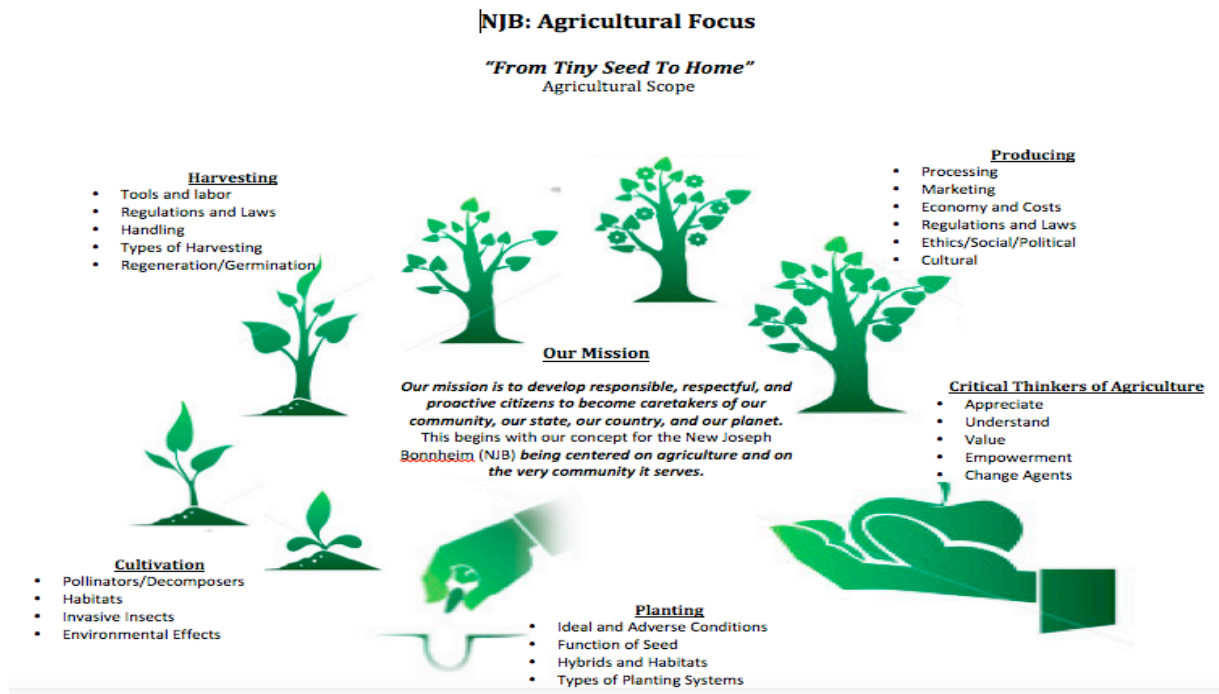
Overview

As stated in Element 1, our targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, and will be accomplished by high quality first instruction.

The outcomes in this section describe what we expect scholars to be able to do as a result of learning at NJB. In the next section, Element 3, we describe how the outcomes will be measured. The outcomes are for all scholars. Element 2 and Element 3 taken together explain how we will inspect what we expect.

As an agricultural destination charter school, our school-wide focus is “From Tiny Seed to Home.” An agricultural scope and sequence was created by teachers and community members to deepen the scholars learning in agriculture through thematic units of study integrating all content areas.

Figure 4. NJB Agricultural Focus



Earlier in Element 1, we defined an educated person as a person who has a firm foundation in the basic academic skills for reading, writing, mathematics, and science. Thus, we expect the following from each of our scholars, regardless of subgroup affiliation:

English Language Arts: Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.

Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.

Science: Scholars will develop an understanding of physical, earth, and life sciences through application of the inquiry process and the scientific method.

Social Studies: Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives. Each scholar will learn to respect all cultures and better understand his/her own culture.

Physical Education: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually.

Visual and Performing Arts: Scholars will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from all cultures.

Social Skills: Scholar behavior will embody the 7 healthy and happy habits described in the Leader in Me, tenets of the LIFESKILLS and the Guidelines for Living. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and interacting with others.

Civics Education: Scholars develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They develop and use civic skills such as active listening, critical thinking, and expressing one's opinion. They learn and practice civic dispositions such as tolerance and respect. They grow to understand the rights, responsibilities, and duties of a citizen in our democracy.

School-Wide Performance Goals To Be Achieved Over A Period of Time

As stated in the Charter Goals section, keeping with our "end in mind" and doing high quality first instruction, as reflected on our LCAP, New Joseph Bonnheim will address the following measurable goals over the term of this charter July 1, 2019 through June 30, 2024:

If practiced consistently and effectively...

Goal 1, Teacher Qualifications that demonstrate effective (HQFI) High Quality First Teaching: NJB will seek to maintain the current rate of 100% fully credentialed teaching staff who are trained and implementing HQFI consistently.

We will master...

Goal 2, Foundational Literacy in Learning to Read: Every year and increase of 10% of scholars who have met or exceeded the foundational reading, math, and writing skills measured in grade level common assessments, such as the BPST and ESGI, fluency ORF assessments.

Goal 3, Foundational Literacy in Reading to Learn: Every year and increase of 10% of scholars who have met or exceeded to understand text, and respond both orally and written form in benchmark and unit of study common assessments in grade level.

Goal 4, Grade Level Readiness and Mastery: For 70% or more of scholars to be on track for grade level readiness in ELA and Math and have mastered the learning skills required in the CCSS, measured by the PATAI beta tool.

Goal 5, CAASPP Proficiency, Grades 3-6: An increase of 10% or more growth in grades 3-6 in ELA and 6% or more growth in Math. Instruction and staff development will emphasize the skills and content knowledge of the state standards with a goal of continuous improvement in scholar SBAC scores. Specific measurable achievement objectives and each content area are outlined in Element 1 and revised each year through the development of the LCAP.

Thus improving...

Goal 6, Attendance: NJB will attain and maintain a minimum attendance rate of 95%.

Goal 7, Enrollment: A growth of 5% or more each year of scholars attending NJB. Application and registration information will be publicized annually to maintain enrollment that maximizes the facility capacity while maintaining class size reflected in the collective bargaining agreements. Enrollment for NJB will be maintained at 320 and has been steadily growing since 2014.

Goal 8, Minimal Suspensions: NJB will strive to keep suspension rates as low as possible with a goal of less than 1%, thus developing each scholar's leadership and social-emotional wellness.

Which results in scholars being 21st century ready for middle school readiness, thus providing them more opportunities of choices for college and Career...

Goal 9, Critical Thinkers: An increase of 10% or more growth of scholars to critically think and construct viable arguments, by using evidence in their unit of study performance tasks.

Goal 10, Problem-Solving: An increase of 10% or more growth of scholars to be effective problem solvers and make a difference in their school, community, and world, by using evidence in their unit of study performance tasks and presentations.

How we will accomplish this is listed below in detail in our educational plan in Elements 3.

In addition, we described an educated person as one who is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning. As such we expect our scholars to:

1. Think critically
2. Collaborate with others
3. Communicate effectively
4. Be creative and innovative
5. Demonstrate informational, media, and technological literacy
6. Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

47607. (a) (3) (B) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

- (A) Ethnic subgroups.*
- (B) Socioeconomically disadvantaged pupils.*
- (C) English learners.*
- (D) Pupils with disabilities.*
- (E) Foster youth.*

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Element 3: Methods to Assess Pupil Progress Toward Meeting Outcomes

Description of Assessment Overview

Scholar assessments are intended to provide information for decision-making. Decisions are made at the policy level (state and district) and at the scene of learning (classroom, school and home).

The former generally relies on annual test scores and tends to be summative in nature. The latter is best served by on-going common assessments that help teachers and scholars increase their capacity to teach and learn. Sometimes, a school staff will succumb to chasing a high annual test

score.

At NJB, the focus on learning and using common assessments to improve teaching and learning. Standardized testing is secondary, but recognized as important. In short, NJB is not about teaching to the test; NJB is about teaching scholars so they can demonstrate mastery of content in rigorous tasks, and skills by using them for problem solving, for social action, and for teaching someone else. Assessments at NJB must be mission driven, scholar driven, and data driven. Assessments at NJB inform the Steering Committee, teachers, parents, administrators, and scholars on how they are doing so they can improve.

The NJB recognizes that the most effective assessments give scholars immediate and specific feedback. In Kovalik’s Highly Effective Teaching model, and embedded in High Quality First Instruction (HQFI), immediate and specific feedback is one of the 10 elements that supports high level learning. Feedback comes from a variety of sources: Teacher to scholar feedback, peer to peer feedback, tasks and scholar work. Related to the specific feedback is from principal to teacher regarding high quality first instruction. This must be done on a consistent and regular basis for effectiveness.

Common Assessments Chosen and Rationale

Element I of this document outlined which common assessments are used at New Joseph Bonnheim Community Charter School. When appropriate, NJB uses curriculum-embedded assessments provided in the instructional materials as a measure of student mastery of curriculum because they are designed to do just that and do not take away from valuable instructional minutes. There are times, however, where diagnosing a scholar’s particular strengths and weaknesses in a particular area cannot be done through the assessments provided in the instructional materials. Particularly in English Language Arts, the curriculum-embedded assessments have proven insufficient to inform instruction. For that reason, NJB has adopted the following assessments. Included in this element is the details of school-wide common assessments, state mandated assessments, and authentic performance-based assessments.

A. Common Assessments

Emergent Reader Assessments

As students are making their way towards “breaking the code,” there are many skills that primary teachers need to measure to ensure that students are on track. These assessments come in many varieties, but all measure the same skills. NJB has specified the specific assessment EGSI to be used for letter ID, Phonological Awareness, and Dolch Sight Words, and has specified that all teachers at the grade-level must use the same assessment.

SIPPS Placement and BPST

The BPST is designed to assess a student’s mastery of phonics skills. The assessment diagnoses exactly which sound-spelling patterns a student can read and where their decoding skills are

breaking down. This specific data tells the teacher exactly what kind of instruction will be the most useful for each student. Teachers provide targeted phonics instruction based on this assessment.

Reading Comprehension and Fluency

Reading Inventory

The Reading Inventory is designed to determine what level of text complexity a reader can handle independently. The assessment provides a Lexile range for each student to assist with matching readers to appropriately complex text. It is not always enough information to provide leveled reading instruction, so teachers are encouraged to use running records in conjunction with the Reading Inventory to group students and design instruction.

Fluency

Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. The ORF passages and procedures are based on Stan Deno and colleagues program of research and development of Curriculum-Based Measurement of Reading at the University of Minnesota. These procedures are described in Shinn (1989). ORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score. ORF includes both benchmark passages to be used as screening assessments across the school year, as well as 20 alternate forms for monitoring progress.

Additionally, NJB uses the end of unit assessments in the Ready Common Core curriculum and diagnostic 1,2, and 3 for benchmark testing.

Math Assessments

Teachers use the curriculum-embedded assessments for the end of each unit. (currently Ready Common Core and EngageNY)

Science Assessments

Teachers use the curriculum-embedded assessments for the end of each unit. (currently FOSS kits)

End of Unit of Study Performance Task

Teachers create a culminating unit of study performance task to measure scholars' knowledge of key concepts and enduring understandings.

B. State Assessments

As required by the state charter law, NJB will meet all statewide standards and conduct all

mandated state assessments including the California Assessment of Scholar Progress and Performance (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and the California Physical Fitness Test (PFT) as shown in Table 23.

Table 23. State Mandated Tests Used at NJB

| Assessment Name | Purpose |
|--|---|
| (CAASPP) Smarter Balanced Assessment Consortium (SBAC) will be given at the end of each school year. Aligned to Common Core Standards. | Summative assessment for English language arts (ELA) and mathematics in grades three through six. In addition to measuring individuals, the results will contribute to describing the school’s ability to teach all scholars. |
| (CAASPP) California State Test (CAST) – Science. | Science assessment in grade five. |
| (CAASPP) California Modified Assessment (CMA) will be used for students who have an active IEP or 504 plans. | To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades three through six and Science in 5 th grade. |
| (CAASPP) California Alternate Performance Assessment (CAPA) will be given to students with an active IEP requiring modification above the CMA. | Summative assessment for English language arts (ELA) and mathematics in grades three through six |
| English Language Proficiency Assessments for California (ELPAC) will be given to students identified as English Learners to determine English listening and speaking proficiency levels. | To assess the English language proficiency level in scholars, grades kindergarten through six and reclassify students as necessary. |
| (CAASPP) Standards-Based Tests in Spanish (STS) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months. | To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for students in grades three through six. |
| California Physical Fitness Test (PFT) | To show a level of fitness in grade 5. |

C. School – Grade Level Common Performance-Based Assessments

In addition to mandated state tests, NJB will use common performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student’s growth.

NJB teachers, administrators, and parents will use formative and informative assessment tools that provide feedback on how scholars are progressing towards mastery. NJB will use criterion-referenced assessments in the classroom that satisfy Bloom’s/Webb’s/Hess Cognitive DOK Rigor Matrix.

See Appendix for Bloom’s/Webb’s/Hess Cognitive DOK Rigor Matrix ELA/Social Science and Math/Science.

The Common Core Standards set an expectation of thinking deeply. The previous standards encouraged levels of understanding referred to by Benjamin Bloom in his taxonomy as knowledge, comprehension and application and Karen Hess's knowledge of rigor by combining Bloom's taxonomy and Webb's Depth of Knowledge chart into a cognitive rigor matrix. The Common Core Standards ask scholars to move to the matrix's higher levels of analysis, evaluate, and create. The new Smarter Balance Assessment is moving in that direction and is aligned with NJB's Performance-based approach.

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- a. Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- b. Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.
- c. Experiments testing how well students understand scientific concepts and can carry out scientific processes.
- d. Demonstrations giving students opportunities to show their mastery of subject-area content and procedures.
- e. Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.

One key feature of all common performance-based assessments is that they require students to be active participants and accountable for their learning. They also focus attention on how students arrive at their answers and require students to demonstrate the knowledge or skills needed to obtain a correct answer. To illustrate understanding of geometry standards, a 4th grade student would be required to design a garden using appropriate units of measurement with at least 4 beds that have different perimeters but equal areas. A teacher can easily see if the student understands units of measurement, perimeter and area of rectangles, and performs mathematical computations correctly.

Table 24 describes performance-based and authentic assessments that relate to the school's instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual student data.

Table 24. Performance-Based and Authentic Assessments to be Used at NJB

| Types of Assessment (Tool) | Description (Method) | Purpose (Measurement) |
|---|---|--|
| <p>Teacher-Made Tests and Quizzes</p> <p><i>Measurement using a variety of intelligences</i></p> | <p>Common assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs.</p> | <p>To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.</p> |
| <p>Observation Checklists</p> <p><i>Records of evidence on skills, criteria, and behaviors</i></p> | <p>A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.</p> | <p>A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual students or groups. Checklist will be used in all subjects and grades.</p> |
| <p>Performance Tasks and Rubrics</p> <p><i>Measures standards, application, and transfer</i></p> | <p>Performance tasks provide evidence of a student’s ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students’ understanding of content and discrete skill ability.</p> | <p>Provide evidence of higher-level thinking skills, according to Bloom’s taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, and transferability of content and skills.</p> |
| <p>Learning Logs and Journals</p> <p><i>Measures student growth and thought-process to attaining an “answer”</i></p> | <p>Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students’ opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).</p> | <p>A formative assessment that will be graded by a rubric. Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. Grades 2-6: Learning logs and journals will be written and compiled by students in all subjects.</p> |
| <p>Graphic Organizers</p> <p><i>Measures knowledge and synthesis of core ideas and content</i></p> | <p>Graphic organizers represent a student’s ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.</p> | <p>A visual representation of knowledge in all grades and subjects. Grades K-1: constructed using pictures and manipulatives. Grades 2-6: constructed using pictures, manipulatives, and/or written responses.</p> |
| <p>Metacognitive Reflection</p> <p><i>Measures motivation, competence, and life-long learner characteristics</i></p> | <p>Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.</p> | <p>A formative and summative assessment that provides evidence of transferability in all subjects. Grades K-1: students will practice and demonstrate metacognitive reflections orally. Grades 2-6: students will demonstrate metacognitive reflections in both written and oral formats.</p> |

| | | |
|--|--|--|
| <p>Portfolios</p> <p><i>Measures process, product, and growth</i></p> | <p>Portfolios provide insight into the student’s thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below:</p> <p>Integrated Unit Portfolios: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)</p> <p>Yearlong Portfolios: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p>Literacy Portfolios: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.</p> <p>Process and Standards Portfolios: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of “mastery.”</p> | |
| <p>Multiple Intelligences</p> <p><i>Provides evidence of student diversity, individualism, and creativity</i></p> | <p>Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below:</p> <p>Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p> | |
| | <p>Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.</p> <p>Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.</p> <p>Bodily/Kinesthetic Assessments: role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.</p> <p>Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.</p> <p>Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).</p> <p>Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.</p> | |

| | | |
|--|--|--|
| | <p>Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.</p> | |
|--|--|--|

Some of the performance-based and authentic assessments described in Table 14, require the use of a rubric to determine performance level. NJB will use Susan Kovalik’s 3C’s Rubric to assess Bloom/Webbs/Hess’ higher levels of understanding (analysis, synthesis, evaluation, and create). The 3C’s Rubric is especially well suited to assess reports and social action projects. The 3C’s Rubric encourages deep thinking or what Kovalik describes as “thinking beyond the obvious.” The 3C’s of assessment are:

- f. Correct – Conforming to fact or truth; free from error, accurate.
- g. Complete – Having all parts or elements presented in an organized way for clear understanding.
- h. Comprehensive – Encompassing inclusive and extensive intellectual range or scope.

NJB Will also use the Highly Effective Teaching body-brain compatible strategies and indicators, academic efficacy strategies and indicators, and GLAD strategies and indicators in appendices A.

D. Parent Training and Academic Parent Teacher Teams

NJB’s approach to assessment is different from what parents and scholars have traditionally received. NJB will organize training sessions for parents via the PTA, ELAC, and the Site Council. The training will provide information about grading with an IP or M verses grading with an A, B, C, D, or F. The training will also include an explanation of levels of understanding represented in Bloom’s/Webb’s/Hess’ rigor matrix. In the NJB approach, everyone is expected to reach mastery, some sooner than others. As such, every scholar can earn a “M” grade.

The training will also include the work of Howard Gardner and Thomas Armstrong. Their work with multiple intelligences reminds us that there are different instructional approaches, some more successful than others, to help a particular scholar to mastery. As such, demonstrations of mastery may not be reflected in a paper and pencil test or on a computer test, especially when trying to assess the higher levels of understanding in Bloom’s Taxonomy: Analysis, Synthesis, and Evaluation. NJB addresses this challenge with Kovalik’s 3C’s Rubric.

Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. NJB teachers participate in the training with the district to build a collaborative culture with parents in the Home Visit and APTT projects.

The Parent Academy will make a needs assessment to determine trainings for parents in support

knowledge around the state standards, outcomes, special education and ELs.

E. Collaborative Assessment Meetings

The shorten Thursdays provide an opportunity for quarterly Collaborative Assessment Meetings/Academic Conferences. During these collaborative planning meetings, teachers will meet with grade level partners, support staff, and the principal to discuss and norm scholar work. The team will utilize improvement science and a causal system analysis to inform and guide the teaching and learning to improve scholar outcomes in Academic Conferences. Each scholar is progress monitored and the appropriate interventions, if necessary, are put into place. After each collaborative planning meeting, a report will be drafted on the data, which will be shared and discussed later during the next staff meeting and at Steering Committee.

Collecting, Analyzing, and Using Data to Inform Stakeholders

All data is collected and normed using improvement science, by the Principal and teachers during collaborative time and academic conferences. Data is shared to parents in conferences and APPT meetings. Data and progress monitoring is also shared to the Steering Committee to inform and to “inspect what we expect,” and to the ELAC team in supporting English Learners. Scholars are shared how they are progressing in their SMART Goals and mastery skills in the CCSS.

Plan for Utilizing Data for Continuous Improvement to the Educational Program

While we have seen growth over the past several years and our state test scores outpace our neighborhood schools, we are far from satisfied with our student achievement. As a staff, we continue to monitor student achievement regularly and use that data to modify existing methods of instruction and research new methods that will allow us to better serve our students and families. In addition to state test scores, we analyze the results of various emergent reader assessments and the reading inventory. We also keep an eye on how our students perform on the state tests in comparison to our locally generated data to ensure we are monitoring achievement with reliable data. In addition to academic data, NJB regularly reviews attendance and other social/behavioral data. This often leads to identification of patterns and a better understanding of what’s happening with students and families than would be possible from only analyzing academic data. This well-rounded approach to data analysis means we can design supports for students and families that address the root issues rather than just the surface-level issues. Rather than “implementing fast and learning slow,” we believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using improvement science NJB will deepen their practice and process of disciplined inquiry.

For example, the reading inventory may indicate that a student has plateaued in reading achievement, but it won’t tell you if that is due to the child dealing with a standard academic struggle, the birth of new sibling, a change in schedule, or recent homelessness.

New Joseph Bonnheim is committed to high levels of student achievement. Because we know that education is often a gateway to opportunity, we are dedicated to making sure that gateway is open to *all* students.

Method of Measuring Pupil Outcomes for State Priorities

NJB uses the district tool, Infinite Campus, for reporting final grades, attendance, discipline, etc., all of which is aggregated by SCUSD and reported to the CDE. NJB follows the grade reporting calendar of SCUSD for reporting impending failure, progress grades and trimester grades.

Annually, faculty reviews SBAC goals and data on Illuminate. Data is reported and disseminated on the SCUSD website in the (SARC) School Accountability Report Card and SPSA and LCAP. Individual student achievement reports are sent through the mail to families—this includes grade reports and CAASPP results. Please refer to the 2017-18 SARC in Appendix A.

F. Summary

At the classroom level, the educational program is designed to integrate assessment into the daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.).

At the schoolwide level, the principal and the Steering Committee will analyze data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of students to check if they understood and mastered the current day’s objectives. The interviews also provide the principal with opportunities to talk with and listen to students, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being addressed match the Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

Table 25. Summary of Assessments to be Used at NJB

| Outcome | Standardized Tests measuring knowledge, comprehension, and application | Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation |
|--|--|--|
| <p>English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.</p> | <p>Smarter Balance Assessment</p> <p>ELPAC once a year for English Learners or within 30 days of new enrollment.</p> <p>CMA CAPA</p> | <p>Baseline: BPST, EGSI, and I-Ready Diagnostic</p> <p>Teacher-Made Tests and Quizzes Measurement using a variety of intelligences</p> <p>Observation Checklists</p> |

| | | |
|--|---|---|
| <p>Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.</p> | <p>Smarter Balance Assessment CMA CAPA</p> | <p>Records of evidence on skills, criteria, and behaviors Performance Tasks and Rubrics Measures standards, application, and transfer of critical thinking skills</p> |
| <p>Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.</p> | <p>CAST – Science 5th grade</p> | <p>Learning Logs and Journals Measures student growth and thought- process to attaining an “answer” Graphic Organizers Measures knowledge and synthesis of core ideas and content</p> |
| <p>Social Studies: Students will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each student will learn to respect all cultures and better understand his/her own culture.</p> | | <p>Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics Interviews and Conferences Measures growth towards outcomes Portfolios Measures process, product, and growth</p> |
| <p>Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.</p> | <p>5th grade Physical Fitness Testing (PFT) once each year between February and May.</p> | <p>Multiple Intelligences Provides evidence of student diversity, individualism, and creativity</p> |
| <p>Visual and Performing Arts: Students will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.</p> | | |
| <p>Social Skills: Student behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Students will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and when interacting with others.</p> | | |

Element 4: Governance Structure of the School

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

Overview and Processes of the Governance Structure

Governance is about making decisions. There are three levels of decision making at New Joseph Bonnheim (NJB) Community Charter School. First is the authorizing level occupied by the

Sacramento City Unified School District (SCUSD) Board. Second is the school policy-making level. Decisions made at this level rest with the NJB Steering Committee. Third is decision-making by the principal related to the day-to-day operation of the school. The three levels are described here. Table 27 appears at the end this section and summarizes the decision-making role at each level.

A. Level 1 - SCUSD Board: The Authorizer

The SCUSD Board of Education is the charter school's authorizer. As such, the board or its designee will provide oversight of NJB to ensure that the approved charter is carried out and to ensure applicable laws are followed. The charter school will submit regular progress reports to the Board and/or the Board's designees as mutually agreed upon or as required by law, by regulation, and by a Memorandum of Agreement.

NJB, as a dependent charter school, will be staffed by SCUSD employed teachers and staff. In essence, NJB will follow all collective bargaining agreements and policies related to their employment. Per SCUSD, NJB will pursue the following as called for in the Charter School's Act of 1992:

- a) Improve pupil learning.*
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) Encourage the use of different and innovative teaching methods.*
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.*
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Ed. Code Section 47601)"*

Thus, the proposed charter will be the guidebook followed at NJB to reach the goals stated in this petition. NJB, however, may choose to participate in those district initiatives that the Steering Committee feels are aligned with the charter and that will help NJB reach the outcomes stated in the charter.

B. Level 2 - NJB Steering Committee: The Key to Successful School Decision-Making

Governance is about making decisions. NJB's governance model is based on Article 24 of the SCTA-SCUSD negotiated agreement.

An effective governance structure is democratic in nature. It encourages and promotes: 1) the making of good decisions, 2) the implementation of decisions, and 3) the evaluation of the effectiveness of those decisions. At the heart of this process is the notion that knowledgeable professional educators (i.e., school staff) and parents, who work day in and day out with students, can develop the strategies that will lead to achieving the school's mission. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish. The NJB mission is “to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.”

1. Decision-Making Criteria

At NJB decision-making is based on three criteria: 1) mission driven, 2) student driven, and 3) data driven. In the NJB decision-making process, everyone knows when, where, and how to give his or her input and to inspect what we expect in academics and the school budget.

Conal Lindsey, former district psychologist and SCTA leader, saw site-based decision making as the foundation for continuous school improvement and an opportunity to practice and model democracy in our public schools on a daily basis. He championed the inclusion of Article 24 into the Collective Bargaining Agreement.

Article 24 is about being mission driven, student driven, data driven. Article 24 is consistent with the legislative intent of the Charter Schools Act to improve pupil learning and “to provide new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.” Article 24 can be found at these links:

<http://www.scusd.edu/document/scta-tentative-agreement-0> or http://www.scusd.edu/sites/main/files/file-attachments/scta_contract_all.pdf

The key points of Article 24 are:

The purpose of site-based decision-making teams is to participate in a collaborative decision-making, problem-solving process that seeks to improve the education of students and the quality of the workplace. Subsection 24.3

The focus of site-based decision-making shall be mission and student oriented, and data based. The measure of success for site-based decision-making will be whether there is continuous improvement in student learning and in the working environment. Subsection 24.3

The process empowers the stakeholders who are affected by a decision to participate in the problem solving either directly or through their representatives, utilizing the consensus decision-making model. Subsection 24.3

Consensus is a process whereby each person in a decision-making group can resolve to agree with a decision, even though he/she may not be entirely satisfied with the resolution; it is the process of gaining mutual consent. By agreeing, he/she commits to supporting the resolution and refrains from sabotaging the

implementation. Subsection 24.5

Consensus decisions are not made by voting. If consensus cannot be reached, the issue or solution shall revert to the status quo until a new, creative solution can be found. Subsection 24.5

Combining Article 24 with the state Charter Schools Act creates an opportunity to implement site- based continuous improvement and at the same time fulfill the eight priorities found in the LCAP as decisions for NJB are made regarding: 1) curriculum & instruction, 2) budget, 3) professional development, and 4) time. In exchange for this opportunity, the NJB school, staff and school governance accept the responsibility for making decisions that will dramatically increase the measurable outcomes described above under Elements 2 and 3.

It is important to practice and model democratic decision-making at every level in America, especially in public schools where it is generally accepted that schools exist in part to prepare our young citizens to maintain our democracy. Practicing and modeling democracy for our students on a daily basis is one way of keeping it.

2. The Steering Committee Operation

The Steering Committee approves all policy statements, including the Local Control Accountability Plan (LCAP), its annual update, and the NJB Budget. In addition, the Steering Committee monitors: 1) implementation of the charter, 2) implementation of LCAP and SPSA, and 3) student achievement. Areas of responsibility are summarized in Table 16

a. Role of the Steering Committee Representatives

A representative's two major responsibilities are to: 1) convey information between the constituent group and the Steering Committee and 2) make decisions in the best interest of students based on data and the school mission. If a representative is unable to attend a meeting, an alternate member of the constituent group will attend.

b. Elections and Appointments

The following procedures will be used:

1. In June, the certificated non-management staff (teachers) will elect five representatives. classified staff will elect one representative. The community members /parent will elect five representatives. The elections will be conducted following the procedures described in the Steering Committee bylaws. The term of office is one year. An elected member may run for re-election in future years.
2. Each of the five community members will be responsible for forming a

Constituent Group from the community and will hold constituent meetings, to disseminate information and to gain suggestions, opinions, requests, and data from the community using the constituent feedback form.

3. At the first meeting of the new school year, the Steering Committee will elect a president to chair meetings and a secretary to take and keep minutes. They each serve a one-year term.
4. At the end of each school year, the constituents and Steering Committee members will evaluate the effectiveness of the governance structure and identify what needs to be changed to improve functioning.
5. In the fall of each year, and throughout the year, there will be training for staff and community members on the governance and decision-making process at NJB. The Steering Committee is responsible for setting up and carrying out the training.

c. Steering Committee Member Roles

In the consensus-building process, each voting member of the Steering Committee is responsible for working with and representing a constituent group. The representative is to meet regularly and share with the constituents using the feedback form, with his or her constituent group to gather input and keep them informed as to various kinds of policies being developed within the school.

Feedback from Constituent Groups is to be given at each Steering Committee meeting. The representative will share all input from all constituents. If a vote was taken in the Constituent Group, the results of the vote should be conveyed. If the representative disagrees with the group's opinion, the representative is nonetheless bound to present the group opinion.

d. Decision-Making Process

Decisions will be made as follows:

1. The Steering Committee, as well as the Constituent Groups, will operate with a consensus-building model, and will seek to reach consensus whenever possible. Consensus is defined as "general agreement." Participants will seek to establish common or neutral ground for matters of disagreement that will enable everyone to at least "live with" the group decision.
2. The Steering Committee may use a 2/3 vote to move an issue forward.
3. The president will chair meetings.
4. Constituents may have a Steering Committee decision revisited by either:

a.) By requesting a vote at the staff meeting that follows the Steering Committee meeting at which the decision was made and then receiving the support of at least 51% of the staff members present.

OR

b.) Gathering the signatures of two-thirds of the certificated staff and presenting a petition to the president of the Steering Committee within five days of the staff meeting that follows the Steering Committee meeting at which the decision was made.

OR

c.) Gathering the signatures of 20% of the parents with children registered at NJB and presenting the petition to the president of the Steering Committee within ten days of the Steering Committee meeting where the decision was made. All decisions made by members, are to follow the protocols listed below:

NJB Steering Committee Meeting Protocols are as listed:

1. Speak to the topic
2. One speaker at a time
3. Not personal
4. Support the majority
5. Respect the minority

e. Revisiting a Decision

A proposal that has already been voted on and passed may still be revisited. If a Steering Committee member is able to present new information, and is able to get the majority (51% of the decision-making members) to sign a petition to revisit, then the item can be presented to the decision-making members for a possible revote.

f. Bylaws

Once convened, the Steering Committee shall develop and adopt a set of bylaws to follow and will be reviewed and progress monitored by an establish Bylaw Committee. Much of the bylaw content is already described here. Bylaws will be reviewed and updated annually. Steering Committee bylaws can be found in the Appendix.

3. Pilot Programs

A pilot project is proposed to the Steering Committee by an individual, a group of individuals, or a committee. Steering Committee representatives bring the pilot project idea to constituents for input. If the project is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment

methodology to evaluate its effectiveness.

If the Steering Committee finds the pilot to have been successful, it will set up an opportunity to replicate the pilot in a different classroom or whatever milieu is appropriate. Success must be based on criteria developed by Steering Committee and agreed to by the certificated staff. The Steering Committee may adopt the pilot as a new strategy without replicating it.

C. Level 3 - The Principal: Transforming Policy into Action

The principal is the chief executive officer at NJB. Teachers and other employees will report to the principal as well as follow the NJB governance procedures. As SCUSD Board employees, however, all district personnel policies will be followed, including those for hiring/firing.

Sole Statutory Member

Non-Applicable, as a dependent charter school, we are a unit of SCUSD.

Legally Related Entities

As stated above in the overview, SCUSD is the school's authorizer.

Size and Composition of Steering Committee

To bring different points of view to the governance process, the Steering Committee will be composed of five teachers, one classified staff member, the principal, five community members and one non-voting district representative as shown in Figure 5.

Figure 5. Steering Committee Composition

| STEERING COMMITTEE | | | | |
|---|------------|-----------|-----------|-------------------------|
| 1 elected president (not the principal) and 1 elected secretary | | | | |
| 5 | 1 | 1 | 5 | 1 (<i>non-voting</i>) |
| Certificated | Classified | Principal | Community | district rep. |

Steering Committee Meetings

At the beginning of each school year, the Steering Committee will publish a list of regular meeting dates and times. Regular Steering Committee meeting agendas will be posted and announced at least 72 prior to each meeting.

Special meeting, if called, will follow the Brown Act and post notices at least 24 hours in

advance.

In the event of an emergency meeting is required, public notice will be posted and announced following the Brown Act.

In order to conduct a meeting, a quorum of 51%, 7 of the Steering Committee members is required. 60%, or 85 Steering Committee members are required to pass any measure. The process for calling regular, special or emergency meetings will adhere to the Brown Act.

Steering Committee Meeting Accessibility

To make meetings accessible to all, the Steering Committee holds meetings in the evenings for parent participation, provides childcare and translation services and accessibility per (ADA) American Disability Act.

Listing of Steering Committee Meeting Dates Held in 2017-2018

Below is the list of Steering Committee meeting dates and times held for the year 2017-18.

Table 26. 2017-18 Board Meeting Dates and Times

| Month | Day | Year | Meeting Held | Start Time | End Time | Meeting Type | Location |
|-----------|-----|------|--------------|------------|----------|--------------|-----------------|
| July | 25 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| August | 1 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| August | 15 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| September | 5 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| September | 19 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| October | 3 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| October | 17 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| November | 7 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| November | 21 | 2017 | No | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| December | 5 | 2017 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| December | 19 | 2017 | No | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| January | 2 | 2018 | No | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| February | 6 | 2018 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| March | 6 | 2018 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| April | 3 | 2018 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| May | 1 | 2018 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| May | 15 | 2018 | No | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| June | 9 | 2018 | Yes | 6:00 | 8:00 | Regular | 7300 Marin Ave. |
| June | 12 | 2018 | Yes | 6:00 | 8:00 | Emergency | 7300 Marin Ave. |

Compliance of Brown Act and Public Records Act

All Steering Committee meetings will comply with the Ralph M. Brown Act and Public Records Act.

Governance Training

Each year the members of the Steering Committee will receive ongoing training in the governance process. In June, of the prior year the trainer will be identified by the Steering Committee.

Governance trainings are held in September and at each meeting and throughout the year.

Brown Act Training

Steering Committee members will receive training on the Brown Act each year in September. The California School Board Authority and California Charter Schools Association will support trainings for all members.

In addition, Steering Committee members will receive training about the various aspects of operating the charter such as, educational, instructional practices and budget programs, and laws during the course of year.

Public Access to Agenda and Minutes

Steering Committee meetings will be open to the public and agendas will be posted in at least two locations that are freely accessible to members of the public 72 hours prior to a regular meeting. The agenda will also be posted at the school's website. A schedule of regular meetings will be adopted by the Steering Committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be posted on the school's website, parent resource room, and parent board located in the cafeteria.

California Government Code 54950 (Brown Act) states:

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Parent Involvement in the Governance Structure and Committees Overview

Five seats on the Steering Committee are reserved for parents. Parents or others may place signed suggestions in the school suggestion box. The suggestions are addressed at each Steering Committee meeting. A form placed in the parent center, will address the suggestions made by parents from the Steering Committee.

As parent voice and input is valued, parents are highly encouraged to participate in all Steering Committee meetings and can make comments, suggestions, or state concerns, during the “public comment” portion of the meeting. NJB has many parent constituent meetings such as ELAC, School Site Council, Parent Academy, and the NJB PTA to give input and feedback as well. Other committees like the Farm and Curriculum Committee are in place for parents to participate. By providing more access for parents to be involved, NJB will have a strong parent voice in building a school of excellence.

Conflict of Interest Policy

NJB Steering Committee adheres to the Brown Act and SCUSD’s policy of conflict of interest.

Policy Changes

None

Site Advisories and Design Teams

Each certificated staff member is expected to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are also encouraged to serve on a committee. Different types of committees are expected to emerge during the life of the charter to support meeting the goals of the SPSA and LCAP. Their roles are as follows:

The Steering Committee is the primary decision-making body. The Steering Committee may create committees and design teams responsible for developing policy statements. The Steering Committee approves these policy statements.

Standing Committees have a mission statement, are ongoing, and meet regularly. Upon request, they will report to the Steering Committee. Standing committees will be identified by the Steering Committee and Principal at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed. The Safety Committee is an example of a standing committee.

Design Teams meet for a specific time and specific task and are then disbanded. They are created by the Steering Committee.

Parent committees act as independent advisory bodies to the Steering Committee. Two are currently planned: School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each has staff and parent representatives.

The following operational parameters will guide each committee’s work:

- Decide their decision-making model.
- Decide their leadership structure. It is recommended that each

- committee have a chairperson and a secretary.
- Decide when to meet and post the meeting dates and time.
- Share information and report to the Steering Committee as requested.
- Determine their composition and the number of members.
- Take minutes at each meeting and publish them for the staff to review in a timely manner.

The following process will be used to develop school policies:

- Form Design Team or Committee around a specific task.
- Develop a calendar for completion of task.
- Decide on decision-making process.
- Notify constituencies as to the upcoming issue and when, where, and how they can have input.
- Gather appropriate research and information and prepare for dissemination.
- Develop and circulate a draft document to all constituents.
- Set time limit and state method of response to draft.
- Present final draft to Steering Committee.

Steering Committee either accepts the policy or recommends revision. If the policy is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment methodology to evaluate the effectiveness of the policy. The proposed date for reviewing the new policy will be published in the Steering Committee minutes.

Parent Teacher Organization

NJB (PTA) Parent Teacher Association, is the part of the 3rd district council and California PTA organization. PTA general meetings are held throughout the year and executive meetings are held monthly.

Table 27. Areas of Responsibilities for Making Decisions

| SCUSD Board | NJB Steering Committee (SC) | Principal |
|--|--|---|
| <ul style="list-style-type: none"> - Authorizes the charter. - Conducts oversight of the charter school. - Hires, employs, and releases teachers and other district staff assigned to NJB. - Works with SCTA to agree on variances to the Collective Bargaining Agreement (CBA) that will support implementation of the NJB Charter. - Negotiates Collective Bargaining Agreement (CBA) with SCTA. Teachers at NJB are bound to the CBA and | <ul style="list-style-type: none"> - Creates and updates bylaws for the SC annually. - Reviews and provides input Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals. - Reviews student assessment data as part of LCAP process. - Study and interprets formative and summative data on implementation of charter. - Approves annual budget for LCFF | <ul style="list-style-type: none"> - Conducts day-to-day operation of the school. - Supervises and evaluates teachers and other staff per collective bargaining units. - Leads staff in implementing the charter. - Leads staff and community in developing the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals. |

| | | |
|--|---|---|
| <p>variances to the CBA that pertain to NJB.</p> | <p>and other funds.</p> <ul style="list-style-type: none"> - Adopts schedule of meetings. - Conducts an evaluation at the end of each school year on the effectiveness of the Steering Committee (SC) process. - Conducts annual training for constituent groups on how the SC process works. - Schedules Brown Act training each September for SC members and interested parents and staff. - Establishes sub committees as needed. - Reviews suspensions and expulsion data | <ul style="list-style-type: none"> - NJB's liaison to SCUSD. - Carries out steps to ensure charter success. - Proposes daily schedule and calendar to SCUSD for approval. - Proposes annual attendance days to SC for approval. - Proposes annual budget to SC for approval. - Creates with the SC chairperson meeting agendas and minutes. - Prepares and provides information to SC members to enable good decisions. - Posts SC agendas and minutes in accordance with Brown Act. - Posts agenda and minutes on the school's web site. - Leads staff and community in developing Local Education Plan for Title I. - Annually leads staff and SC through the LCAP process in reviewing goals and budgeting by July 1. - Completes annual reports to district. Submits report to SC for review before submitting, as needed. - Completes other official reports to SCUSD, to the County Office of Education, to the state Department of Education, and to other agencies including the School Accountability Report Card (SARC) that is due each year. - Carries out SC and district policies. - Creates and works with Safety Committee to train staff on safety procedures listed in Element 6 Health and, Safety. |
|--|---|---|

Element 5: Employee Qualifications

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

General Staff Qualifications of Various Categories of Employees Overview

Staff at NJB are employees of the SCUSD Board. As such, they must meet the district's minimum qualifications for their respective positions. In addition, they are expected to meet the additional qualifications described below.

All posting for vacant positions shall include a statement indicating that NJB is a charter school requiring staff who are committed to the school's philosophy and who are able to devote the extra time and work necessary for NJB to be successful.

To the extent possible, NJB shall strive to attract a staff that reflects the diversity of the students in the school district in terms of ethnicity, culture, language skills, and gender.

Before any certificated or classified candidate is recommended for a position at the charter school, he or she will be asked to: 1) read the charter, 2) discuss the charter with members of a committee appointed by the Steering committee for this purpose, 3) pledge to abide by the philosophy of the charter, 4) agree to participate in training to master the skills and knowledge necessary to fully implement the charter, and 5) sign the charter petition.

Key Positions and Expected Qualifications

A. Teachers –Bringing the Charter to Life

Teachers at NJB are employees of the SCUSD Board of Education.

Education Code Section 47605(e) states: *No governing board of a school district shall require any employee of the school district to be employed in a charter school.*

1. General Teacher Qualifications

Education Code Section 47605(l) states: *Teachers shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to teachers of noncore, non-college preparatory courses.*

Credentialing Requirements

Teachers must hold a credential issued by the California Commission on Teacher Credentialing. It is desirable, but not a requirement, for teachers of non-core classes to hold a credential issued

by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire qualified teachers to teach non-core subjects such as music, dance, and agriculture. In other cases, non-core teachers may be local artists or recognized experts who hold a license or the equivalent in their field. Non-certificated instructors of non-core classes will be under the supervision of the principal. Please see Appendix A for number of teachers who are 100% credentialed and qualified.

2. Additional Teacher Qualifications

Applicants for new teaching positions at NJB must meet the following additional criteria:

- Be familiar with the Highly Effective Teaching model of learning, High Quality First Instruction (HQFI) and Guided Language Acquisition and Development (GLAD). Preference will be given to those who have successfully used the model.
- Available and willing to participate in a variety of professional development experiences during the year, including a 3-day professional development session before the first day of school each year.

The Steering Committee may identify additional requirements and special skills for applicants based on criteria that are mission driven, student driven, and data driven.

3. Teacher Expectations

To maintain the integrity of the charter, NJB teachers are expected to:

- Support the goals and objectives of the charter and the Local Control Accountability Plan.
- Participate in the site-based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent teaching practices and professional collaboration.
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students.
- Build relationships and maintain positive classroom discipline using such methods as LIFESKILLS, 7-habits in Leader in Me, Efficacy and Town Hall/class meetings.
- Communicate with parents and/or the principal about any relevant classroom matters and student performance. Provide collegial support to other NJB staff members.
- Participate in staff development programs to ensure all staff have the tools to fulfill the vision of the charter.

More experienced staff will be encouraged to help coach and support less experienced staff members. All staff will be expected to share knowledge with one another and to support one another to fully implement the charter.

An important part of the teacher evaluation process will examine how well they incorporate the ideas and strategies introduced through professional development into the classroom culture, lesson design, and instructional delivery.

Non-Core Teaching Positions and Qualifications

Depending on funding, NJB will utilize a resource teacher who has a teaching credential and is bi-lingual in a support role in testing, interventions.

Number of Currently Employed Non-Core Teachers

Currently, NJB has one bi-lingual resource teacher who supports all scholars in interventions.

B. School Nurse and Counselor – Medical and Mental Health Staff Funded By NJB

1. School Nurse and Counselor Qualifications

If funding is available, the assigned school nurse and counselor will hold a certificate from the Commission on Teacher Credentialing for the position.

The extended duties of the school nurse require an individual with:

- effective organizational skills
- effective interpersonal skills
- effective leadership skills
- perseverance
- passion to work as a team player in establishing NJB

2. Extend Duties and Responsibilities of the School Nurse and Counselor

In addition to performing school nurse and counselor duties as described in the SCUSD job description, the school nurse will participate and give input in the school Safety Committee. As such the school nurse and counselor will take the lead in implementing the *Procedures for Safety and Security* found in Appendix B.

The school nurse also has responsibilities described below in *Element F - Health and Safety Procedures*. The school nurse will be the school's liaison with the SELPA/Special Education Department. The school nurse will coordinate Student Study Team meetings and Section 504 meetings.

C. The Principal – Educational Leader

Principal Qualifications and Requirements

The principal is the educational leader of the school. He/she sets and maintains the tone for the school. It is a critically important position that must be filled by an individual who is passionate for scholar learning, possesses strong interpersonal skills, is an experienced instructional leader, and understands how to find and use resources to attain educational goals. The principal shall have an administrative credential issued by the Commission on Teacher Credentialing.

1. Principal Competencies

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of NJB
- The ability to implement school program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, a mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures
In the maintenance of all fiscal records
- The ability to coordinate the operation of the school site council
- The ability to create and maintain a climate of respect and fairness for all staff and students

2. Principal Responsibilities

The principal reports directly to the Steering Committee and district, and is responsible for the supervision of all employees within the school and the orderly operation of the school.

The principal supports teachers and classified staff and provides schoolwide leadership to address issues impacting all students, teachers, and school facilities. The principal is guided by the charter and by the respective agreements between the various bargaining units and the Board of Education.

Many of the principal's duties have roots in the various employee bargaining agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, acknowledging staff accomplishments, initiating spending described in the school plan, and filing reports.

The principal is also responsible for coordinating the orderly implementation of the charter and will serve as the charter school's administrative liaison to the district. His or her work includes budget forecasting, purchasing, accounting, budget monitoring, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

The principal shall perform such tasks as are assigned by the Steering Committee and district, that is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the school and may include but not be limited to the following:

- Ensure the charter school enacts its mission
- Communicate and report to the Steering Committee
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff
- parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the students enrolled in the school in accordance with policies established by the Steering Committee
- Complete and submit required documents as requested by the district and/or the Steering Committee
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Ensure appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations.

3. Principal Compensation

The principal will be placed on the represented management salary schedule and is represented by (UPE) United Professional Educators, a collective bargaining union.

4. Principal Selection Process

Selection of a NJB principal is a three-step process:

Step 1: The Steering Committee will identify the criteria for the vacant position. The criteria will be forwarded to SCUSD Human Resources. The Steering Committee will appoint members, including members from each of the employee groups, and parents of currently enrolled students to participate on the district interview committee.

Step 2: The top candidates from the district interview will have a callback interview with the Steering Committee for final consideration. The callback interview will focus on the candidate's 1) knowledge of the charter, 2) willingness to accept the responsibility for working toward the charter's outcomes, 3) willingness to abide by philosophy, curricula, and goals of the charter, and 4) willingness to work toward mastering the skills and knowledge necessary to fully implement the charter. The Steering Committee will recommend a candidate to the Board of Education. After a candidate is appointed to the charter school, he or she will sign the charter petition.

5. Principal Evaluation

The principal will be *formally* evaluated annually by the district. In addition, the Steering Committee will develop a feedback survey tool that measures how well the principal implements the charter and provides leadership and support to the staff in reaching the goals of the charter. Qualitative and quantitative data will be collected from staff, students, and parents.

D. Classified Staff – Support that Makes the Difference

Classified staff members will include the office manager, the plant manager, classroom aides, and yard duties. Additional staff may be hired as needed. Individuals holding these positions must meet the district minimum requirements. In addition, candidates interested in these positions and the eventual holders of the positions must clearly understand the effort and flexibility required to successfully build a school of excellence. They must realize this before accepting their respective positions.

Other staff under consideration as funding increases may include, but are not limited to:

- A dean of students who would serve as assessment coordinator, student council sponsor, and, if needed, disciplinarian when a student forgets he/she is a scholar.
- A second prep teacher so every scholar will have two additional days of skill development such as music, physical education, martial arts, or culinary arts.

The specific skill required will be determined by the Steering Committee. The addition of a second prep teacher would allow classroom teachers to have a daily prep period. Currently first through sixth grade teachers have two 45-minute prep periods each week.

Record Keeping

Each certificated non-management employee and each certificated management employee at the charter school will meet the state licensing requirements for the position that he/she holds. Verification will be done in the established manner through the human resources department.

When no state licensing requirements exist, as in the case of most classified positions, the employee needs to meet all district performance specifications required for the position as described in the job description and the notice of vacancy. Verification will be done in the established manner through the human resources department.

Element 6: Health and Safety

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

Overview

A. Dealing with Health and Safety Issues from Within Before They Happen

The principal is responsible for leading the staff and community in creating a school environment in which students feel safe, feel welcome, and feel they can learn. NJB is a Leader in Me school that values and promotes a safe and nurturing environment for all. The staff and community will teach and model the 7-habits, LIFESKILLS and the five Lifelong Guidelines: 1) Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Definitions of these terms are found in Element I. Living by these guidelines, the staff, parents, and students can create a healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility.

B. Protecting Scholars and Staff from External Health and Safety Issues

The charter will follow the health and safety procedures adopted by the district. <http://www.scusd.edu/school-safety-department>

These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance and are medically cleared of tuberculosis. Volunteers are gladly accepted, but only

allowed to work under the direct supervision of a certificated staff member in accordance with District guidelines.

The school nurse will participate and give input the Safety Committee.

Staff will monitor health and safety issues and report shortcomings directly to the Steering Committee, the Safety Committee, or to the principal. Staff will also work with the principal and school nurse to resolve issues related to health and safety at the school.

As stated above under Element 4, Governance, the Steering Committee and Principal will appoint a Safety Committee. The committee will develop procedures and disseminate the procedures for dealing with a variety of safety issues including the following:

- Responding to natural disasters and emergencies, including fires, floods, earthquakes, toxic gases, intruder, crashes (auto and airplane)
- Prevention of contact with blood-borne pathogens
- Emergency medical techniques – i.e., Heimlich maneuver and CPR
- Playground safety
- Stranger Danger
- Hand washing

The Safety Committee, the principal, and the school nurse will work jointly to implement the *NJB Safety Plan* found in Appendix A.

Annually, the staff at NJB will receive training from competent experts on:

- Sexual harassment prevention, as required by Government Code section 12950.1.
- The mandate reporter requirements under the Child Abuse and Neglect Reporting Act.
- Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq.*
- The district's uniform complaint procedure.

Furthermore, the below policies are in place at New Joseph Bonnheim Charter School:

Immunizations

All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Screenings

Tuberculosis

NJB faculty and staff are tested for tuberculosis prior to commencing employment and working

with students as required by Education Code Section 49406.

Vision, Hearing/Scoliosis

Students are screened for vision and hearing. New Joseph Bonnheim Charter School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Blood Borne Pathogens

NJB meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Administration of Medications

New Joseph Bonnheim Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Zero Tolerance Use of Drugs, Alcohol and Tobacco

New Joseph Bonnheim Charter School functions as a drug, alcohol and tobacco free workplace.

Background Check

SCUSD Human Resources Department monitors compliance with all background clearance as required by Education Code Sections 44237 and 45125.1.

Mandated Reporting

All NJB non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. Training agendas and sign in sheets are kept in the Human Resource Department at SCUSD and are held each year in the Fall.

Earthquake and Natural Disaster Preparedness

New Joseph Bonnheim Charter School adheres to a Safe School Plan drafted specifically to the needs of its school sites in conjunction with law enforcement and the SCUSD Safety Office. This handbook includes the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All staff are trained on emergency preparedness procedures. The Charter School conducts fire drills as required in Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

NJB is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age,

medical condition, marital status, sexual orientation, or disability. New Joseph Bonnheim Charter School complies with the SCUSD comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at NJB (including employee to employee, employee to student, and student to employee misconduct).

Staff Training to Include Emergency and First Aid Response

| | |
|----------------------------|--------------------------------------|
| Epi-pen Training | School Nurse provides |
| Violent Intruder training | Principal provides in Staff meetings |
| Diabetes Training | School Nurse provides |
| Epilepsy Training | School Nurse provides |
| Mandated Reporter Training | HR and Principal |
| Suicide Risk Assessment | Student Support Center |

Fire and Earthquake Drill Completion dates for 2017-18 can be found in the Appendix.

Facilities and ADA Compliance

As a dependent charter, New Joseph Bonnheim Charter School pays a pro-rata share for the use of district facilities and utilizes district services for maintenance and repairs. Any construction or facilities improvements as well as ADA compliance are managed by district staff.

Element 7: 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)

NJB is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The 2018-19 ethnic make-up of students in the Sacramento City Unified School District is shown in Table 28.

Table 28: Racial- Ethnic Balance Composition of SCUSD Scholars 2017-18

| | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2016-17 | 2016-17 | 2016-17 | 2015-16 | 2015-16 | 2015-16 |
|----------------------------------|---------------------------|-----------------------|-----------------------|---------------------------|-----------------------|---------------------------|---------------------------|-----------------------|---------------------------|---------------------------|
| <u>Student Population</u> | <u>District: #</u> | <u>Site: #</u> | <u>Site: %</u> | <u>District: %</u> | <u>Site: %</u> | <u>District: %</u> | <u>District: #</u> | <u>Site: %</u> | <u>District: %</u> | <u>District: #</u> |
| Status as of: 06/05/18 | Official | Official | Official | Official | Official | Official | Official | Official | Official | Official |
| - Total Enrollment | 40,854 | 283 | 100 | 100 | 100 | 100 | 41,085 | 100 | 100 | 41,028 |
| - English Learner | 7,752 | 70 | 24.7 | 19 | 26.2 | 19.8 | 8,143 | 26.6 | 15.4 | 6,305 |

| | | | | | | | | | | |
|------------------------------------|--------|-----|------|-------|------|-------------|-------------|------|-------|--------|
| - Students with Disabilities | 5,973 | 27 | 9.5 | 14.6 | 9.3 | 13.3 | 5,455 | 8.0 | 13.7 | 5,601 |
| - Socioeconomically Disadvantaged | 29,147 | 258 | 91.2 | 71.3 | 93.8 | 70.3 | 28,876 | 95.8 | 72.6 | 29,772 |
| - Foster Youth | 207 | 5 | 1.8 | 0.5 | 1.0 | < 1.0 | 261 | 1.5 | < 1.0 | 276 |
| - Homeless Youth | 319 | 2 | 0.7 | 0.8 | 1.7 | 0.8 | 367 | 1.5 | 1.5 | 611 |
| - African American | 5,751 | 26 | 9.2 | 14.1 | 13.8 | 14.2 | 5,818 | 14.1 | 14.8 | 6,083 |
| - American Indian or Alaska Native | 216 | 2 | 0.7 | 0.5 | 0.7 | 0.6 | 251 | 0.4 | 0.6 | 262 |
| - Asian | 7,274 | 22 | 7.8 | 17.8 | 6.6 | 17.6 | 7,219 | 6.1 | 17.8 | 7,290 |
| - Filipino | 618 | 0 | 0.0 | 1.5 | 0.3 | 1.5 | 604 | 0.4 | 1.4 | 590 |
| - Hispanic or Latino | 15,964 | 192 | 67.8 | 39.1 | 64.1 | 39.3 | 16,136 | 66.2 | 38.7 | 15,889 |
| - Pacific Islander | 907 | 0 | 0.0 | 2.2 | 0.3 | 2.2 | 891 | 0.4 | 2.0 | 803 |
| - White | 7,332 | 29 | 10.2 | 17.9 | 9.7 | 18.2 | 7,476 | 8.4 | 18.5 | 7,600 |
| - Two or More Races | 2,785 | 12 | 4.2 | 6.8 | 4.5 | 6.5 | 2,690 | 3.8 | 6.1 | 2,501 |
| - No Race Indicated | 7 | 0 | 0.0 | < 1.0 | 0.0 | unavailable | unavailable | 0.4 | < 1.0 | 10 |

Meeting Balance

Currently NJB is not meeting the balance reflecting the district’s proportion of scholars. The neighborhood surrounding the school site within a square mile is racially and ethnically diverse, however a large portion of families are comprised of Hispanic/Latino, white and low socio-economically.

Plan for Achieving Balance Reflective of the District

In January of each year, the Steering Committee will compare the racial and ethnic balance of NJB to SCUSD. Based on this finding, the Steering Committee will develop and implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students reflective of SCUSD’s demographics:

- An enrollment process scheduled and adopted to include a timeline that allows for a broad- based recruiting and application process
- The development of promotional and informational material with appeal to the various racial and ethnic groups represented in SCUSD
- The development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies serving the various racial and ethnic groups

- represented in SCUSD
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues
 - Outreach meetings in several areas of SCUSD to reach prospective students and parents

Additionally, NJB will establish a website to promote the school and encourage broad based enrollment by all ethnic, racial, and demographic groups.

Plan for Monitoring and Correcting Imbalances

As a charter school, we actively pursue the racial and ethnic balance of our student population. All efforts are made to attract students to more closely resemble the district's ethnic balance, with particular attention on the demographics of our surrounding neighborhood. There is space available for new students every year, at least in kindergarten. While NJB cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act). To specifically address each subgroup imbalance NJB will do the following:

African American

- The distribution of promotional and informational materials to a broad variety of African American churches in the surrounding Oak Park areas, such as Calvary Christian Center, located on 8605 Folsom Blvd, Sacramento, CA 95826. Oak Park Community Center, and other groups and agencies serving the African Americans. NJB has a partnership with the Black Parallel School Board to support recruitment and representation, in community events.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues, such as the Oak Park Peace Walk.
- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

Asian

- The distribution of promotional and informational materials to a broad variety of Asian community Centers, churches and temples in the surrounding Colonial Manor and Heights areas, such as Asian Pacific Center, located on 273 14th Ave, Sacramento, CA 95820.
- NJB has a partnership with Hmong Innovative Political Group to support recruitment and representation in community events.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues, such as the Asian Community Arts and Cultural events.

- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

Pacific Islander

- The distribution of promotional and informational materials to a broad variety of Pacific Islander community centers, churches and temples in the surrounding Colonial Manor and Heights areas, such as the Pacific Islander Political Outreach, located on 4000 Truxel Rd #3, Sacramento, CA 95834.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, events, and other venues, such as the Pacific Islander Rugby sports league, many of our scholars play in.
- Outreach meetings in several areas of SCUSD to reach prospective scholars and parents.

Annual Outreach and Recruitment with Specific Organizations and Media

New Joseph Bonnheim will actively participate in La Feria De Education, My Community Matters, MLK day, and Hmong New Year Events at Cal Expo where a recruitment table showcasing NJB's rich and diverse agricultural program to recruit scholars. NJB will create a media video and booklet to be distributed at many other cultural events and centers throughout the year.

Practices and Policies to Support Balance

NJB will develop an assessment survey and plan that will include community participation in order to build community ownership and ensure representation of diverse perspectives with staff, scholars, and parents. A team will be established to discuss how to build a inclusionary program that supports all diverse needs. NJB will identify key stakeholders that will be part of the team, including, for example, district and school personnel who represent a variety of areas of expertise, such as equity and access, and community relations. School-level staff, parents/guardians, and, as appropriate, scholars should be included as well. It is also important to include external stakeholders, such as business leaders, leaders of community organizations, family and youth service providers, and members of other public agencies on the team.

Some data will include methods currently used for student assignment, including the impact of school attendance boundaries on the diversity of a student population. Census data, which can be used to determine poverty, racial, or ethnic diversity in the school site or metropolitan area. NJB will continue with its annual My Community Matters events to bring diverse communities together.

To maintain the balance

Our target student population is our neighborhood of Colonial Heights and Colonial Manor. Our goal is to offer a setting where students and families can thrive and become agents for change within and beyond their communities. The community we serve is very ethnically diverse and includes high numbers of English learners as well as students with an Individual Education Plan (IEP) receiving services through special education. We strive to continue serving our neighborhood community.

The three-year enrollment trend shows steady reflection of the demographics of the neighborhood surrounding New Joseph Bonnheim Charter School. While this data does not necessarily show parity with the overall district demographics, it is certainly reflective of the demographics at our neighboring district schools. NJB will continue with existing recruitment efforts to maintain the racial and ethnic balance that reflects our neighborhood.

To maintain the balance of scholars attending, NJB believes having rich academic and enrichment programs is what keeps scholars attending and families wanting to be a part of a unique school. NJB provides multicultural celebrations of learning throughout the year, and all classrooms are inclusive and racially and culturally represented. NJB staff is racially and ethnically diverse where a scholar can identify a mentor and leader in their school community to build a connectedness.

Element 8: Admission Requirements

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

Scholar Application Process and Timeline

The application can be filled out at the school site front office. A 24-hour or less period response of notifying parents that they can enroll their child or children immediately after. If the applicant drops off the form on a Friday or after school hours, the process can take 48-hours. Application form can be found in the Appendix.

Enrollment Process and Timeline

All students who apply, regardless of residency, will be admitted, contingent on available space. In the event there are more applicants than available space, at any grade level, a public random drawing (general lottery) will be conducted.

Parents/guardians who give false registration information (e.g., residential address) to gain an

advantage will have their children's admission to the charter school revoked.

NJB will coordinate with the SCUSD Enrollment Center to register students. The current practice is to register new kindergarten students at the school site and all grades. Scholars do not need to enroll through the Enrollment Center, however the center will pass on scholar's information who wish to enroll at NJB.

Students who are chronically tardy or absent for non-medical reasons will be referred for a School Attendance Review Board (SARB) hearing. A student may be dis-enrolled after ten unexcused absences in one school year so other students may have an opportunity to attend the charter school. The dis-enrolled student will need to register at his or her home school.

Tuition will not be charged for attending the charter school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

Lottery Process and Description

If applicants exceed space at any grade level for the next school year, on May 1st of the current school year, a public random drawing will be conducted, on the third Tuesday in May, for the next school year.

To participate in the general lottery, parents must complete a school enrollment/lottery form at the school for each student they wish to enroll. For the first year, the letters of intent submitted by parents serve as the lottery form.

A current utility bill will be used to verify the residence of students. Students who reside in the former attendance area of the old Joseph Bonnheim will be entered four times. Other students residing in SCUSD will be entered in the general lottery twice. Students living outside the district will be entered once. This weighted lottery system satisfies state law requiring preference be given to students who reside in the district in which the charter school is located; separate lotteries for resident and nonresident students are not allowed. By mutual agreement, however, the Steering Committee and the SCUSD Board may increase the weight factor for in-district students.

Drawings will be conducted separately for each grade level. Each lottery form will be numbered in sequence as it is drawn until all forms are gone. A list will be created and posted for each grade level showing who was drawn first, second, etc. Parents of students on the list will be telephoned beginning with the first drawn. They will be telephoned at the number they provide. Students with more than one entry will be listed each time on the list, but will be called once. Parents have 48 hours to accept or reject the offer of admission. Students who do not get a seat in the lottery will be placed on a waiting list in the order of their drawing. If a student does not attend the first day of school, he/she will be dropped and the seat will be offered to the next person on the waiting list, unless the absence is related to health as verified by a physician or is due to other extenuating circumstances of which the school is notified by the first day.

Exceptions:

- Students already attending the charter school will be automatically enrolled for the next year. They do not need to participate in the next year's general lottery.
- Children of faculty teaching at the school and children of founders are exempt from the general lottery and will be enrolled before the general lottery. If the pupils in this category exceed 10% of the next year's anticipated school enrollment, a special lottery will be conducted following the procedures described above, but for members of this category only. This lottery will take place before any other special lottery, and before the general lottery conducted on the same day. The percentage of pupils enrolled from this category shall not exceed 10% of the total annual school enrollment. Children of employees other than faculty may not be part of this category per non-regulatory federal guidance.
- Siblings of existing pupils are exempt from the general lottery. If there is not enough space for all the students in this category, a special lottery will be conducted to determine who will be enrolled. The special lottery will be conducted following the procedures described above, but for members of this category only, and will take place before the general lottery on the same day.

Waiting List Number of Scholars on the on the 5th School Day in 2018-19

NJB has no identified scholars on waitlist at this time.

Recruitment of Academically Low Achieving, Economically Disadvantaged, and Scholars with Disabilities

The existing recruitment and outreach practices have provided an appropriate balance of academically low achieving students, economically disadvantaged students, and students with disabilities. No additional efforts have been necessary.

Statement of All Who Wish to Attend

New Joseph Bonnheim Charter is a welcoming, diverse, and safe school that is open to all California residents in grades K-6th, that wish to attend.

Commentary Regarding Admissions and Screening Scholars

NJB uses an application form to gather basic information of the scholar, such as name, address, parent contact, and grade they wish to enroll. Our enrollment form is the SCUSD form that asks for more details such as, demographic information, transportation and related information, health and emergency information, and household and secondary contact information.

Information Regarding Parent and Guardian Involvement

New Joseph Bonnheim values and encourages all parent and guardian involvement in various ways. However, it is not mandatory. The district's budget covers finger-printing cost through the district for those who wish to volunteer on chaperoning or assisting at the school on a regular basis. NJB sends a survey out at the beginning of each school year with multiple ways parents and guardians can volunteer and support the school.

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)

Financial Overview

The annual audit of the charter school will be encompassed in the district's annual independent audit. The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process. The annual audit will be done in accordance with generally accepted accounting practices. If exceptions are revealed in the audit, they will be corrected immediately.

Ed. Code Section 47605 (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Below is the table financial dependent charter General Fund Unrestricted Carryover from 2014-2018.

Table 29. General Fund Unrestricted Carryover

| Year -> | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|--------------|--------------|--------------|--------------|
| Enrollment on CBEDS Day - 1st Wednesday in Oct. | 0 | 252 | 252 | 262 | 290 |
| Current year revenue. | 0 | 1,959,887.00 | 2,384,028.00 | 2,644,423.00 | 2,655,670.00 |
| Amount carried over to the next year. | 0 | 219,690.00 | 223,129.82 | 296,162.69 | 206,191.13 |
| Carryover to next year as percentage of current year revenue | 0 | 11.21% | 9.36% | 11.20% | 7.76% |

Grants, Fundraising, and Other Projected Revenue

New Joseph Bonnheim Charter has received various grants from community partners listed below:

1. Growing Lifelong Readers, (GLLR) a literacy grant through the district that provides training, books, one-to-one computers and support in Family Reading Events
2. Leader in Me grant through Franklin Covey that provides training, materials, and coaching in building a positive culture and climate for all stakeholders.
3. Reader Partners a literacy grant through a non-profit that provides tutoring and mentoring, books, and support in Family Reading Events.
4. Hands on Sacramento and Just Renew Energy, grant through non-profit that provides science hands on projects to support environmental on conservation causes.

Revenue to Pay for the Services

NJB receives funding from three main sources: state, district, and donations. Most of the funds are from: 1) state aid as calculated by the Local Control Funding Formula (LCFF), 2) the state’s Educational Protection Act (EPA), and 3) In-Lieu Property Tax from the district. The money flows through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and is not limited to: Mandated Block Grant and Lottery. Federal funds include, and is not limited to, Title I, Title II, and Title III.

As a dependent charter, NJB is included in the district’s applications for state and federal categorical funding. The charter school shall receive all funds generated by the students enrolled at the charter school minus any mandated hold-backs.

Financial Statements

The detailed proposed operational budget, including financial projections for the first three years of operation are available upon request as they are currently being developed by the Steering Committee. A final adopted budget for 2019-20 year will be submitted to SCUSD by June 30th, as required by law. At that time, the budget will be posted on the school's website.

Element 10: Suspension and Expulsion

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

Table 30. Scholar Suspension and Exits

| <i>Student Population</i> | Suspensions 2017-18 | Suspension % 2017-18 | Expulsions 2017-18 | Expulsion % 2017-18 | Suspensions 2016-17 | Expulsions 2016-17 | Suspensions 2015-16 | Expulsions 2015-16 | Suspensions 2014-15 | Expulsions 2014-15 |
|------------------------------------|------------------------|----------------------------|-----------------------|---------------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|
| - Total Enrollment | 1 | 0.3% | 0 | 0 | 21 | 5.5% | 11 | 3.0% | 22 | 3.5% |
| - English Learner | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Socioeconomically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Foster Youth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Homeless Youth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - African American | 0 | 0 | 0 | 0 | 8 | 13.0% | 4 | 8.9% | 2 | 2.6% |
| - American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Asian | 0 | 0 | 0 | 0 | 2 | 10.5% | 1 | 6.3% | 0 | 0 |
| - Filipino | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Hispanic or Latino | 1 | 0.5% | 0 | 0 | 8 | 3.3% | 3 | 1.5% | 4 | 2.2% |
| - Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - White | 0 | 0 | 0 | 0 | 3 | 9.7% | 1 | 3.3% | 16 | 17.2% |
| - Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| <i>Exits</i> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | |
| Total Exits | 40 | 35 | 27 | 36 | N/A | | | | | |

Identified Offences in Which Scholars Must or May Be Suspended or Expelled

The following list identifies the sections of the California Education Code that governs scholar behavior and the consequences in the district Standards of behavior that may be applied. Most violations allow for a range of disciplinary action. Some consequences may occur simultaneously.

A scholar may be disciplined for the following acts that are related to school activity or school attendance occurring at any district school, or within any other school district, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, going to, or coming from a school sponsored activity.

Suspended scholars are not permitted on or near any Sacramento City Unified School District campus, nor are they allowed to participate in any school activities during the period of suspension.

Table 31. Identified Offences of Suspension and Expulsion

| Mandatory Expulsion [E.C. 48915(c)] | Alternative to Suspension | Shall Suspend | Shall Expel | Contact Law Enforcement |
|--|---------------------------|---------------|---------------------------|-------------------------|
| c1 Sale, possession or furnishing of a firearm. | no | yes 5 days | yes | yes |
| c2 Brandishing a knife at another person. | no | yes 5 days | yes | yes |
| c3 Selling a controlled substance. | no | yes 5 days | yes | yes |
| c4 Sexual assault or sexual battery. | no | yes 5 days | yes | yes |
| c5 Possession of Explosives. | no | yes 5 days | yes | yes |
| Mandatory Recommendation for Expulsion [E.C. 48915(a)] | Alternative to Suspension | Shall Suspend | Shall Recommend Expulsion | Contact Law Enforcement |
| a1 Causing serious physical injury to another person, except in self-defense. | no | yes 5 days | yes | yes |
| a2 Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. | no | yes 5 days | yes | yes |
| a3 Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana. | no | yes 5 days | yes | yes |
| a4 Robbery or extortion. | no | yes 5 days | yes | yes |
| a5 Assault or battery upon a school employee. | no | yes 5 days | yes | yes |

| | | | | |
|--|---------------------------|-----------------|-------------------------|-------------------------|
| 1. Acts of Violence [E.C. 48900(c)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| a1 Caused, attempted to cause, or threatened to cause physical injury to another person. | may be considered | yes 3-5 days | yes | yes |
| a2 Willfully used force or violence upon another person, except in self- | may be considered | yes 5 days | yes | yes |
| 2. Weapons and Dangerous Objects [E.C. 48900(b)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or | may be considered | yes 3-5 days | yes | yes |
| 3. Drugs and Alcohol [E.C. 48900(c)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs. | may be considered | yes | yes | yes |
| 4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an | may be considered | yes | yes | yes |
| 5. Robbery or Extortion [E.C. 48900(e)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Committed or attempted to commit robbery or extortion. | may be considered | yes | yes | yes |
| 6. Damage of Property [E.C. 48900(f)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Cause, or attempt to cause, damage to school or private property including electronic files and databases. | may be considered | yes | yes | yes |
| 7. Theft or Stealing [E.C. 48900(g)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |

| | | | | |
|--|---------------------------|-------------|-------------------------|-------------------------|
| Stealing or attempting to steal school or private property including electronic files and databases. | may be considered | yes | yes | yes |
| 8. Tobacco [E.C. 48900(h)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Citation or Arrest |
| Possession or use of tobacco or nicotine products. | may be considered | yes | yes | may cite |
| 9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| 1. Directed at peers. | may be considered | yes | yes | yes |
| 2. Directed at school personnel. | may be considered | yes | yes | yes |
| 10. Drug Paraphernalia [E.C. 48900(j)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. | may be considered | yes | yes | yes |
| 11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Failure to follow school rules. | may be considered | yes | yes | no |
| Failure to follow directive or instruction of staff or teachers. | may be considered | yes | yes | no |
| Failure to follow conduct code for school bus | may be considered | yes | yes | no |
| 12. Possession of Stolen Property [E.C. 48900(l)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Knowingly receive stolen school property or private property. | may be considered | yes | yes | yes |
| 13. Imitation Firearm [E.C. 48900(m)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |

| | | | | |
|---|---------------------------|---------------|---------------------------|-------------------------|
| Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm. | may be considered | yes | yes | yes |
| 14. Sexual Assault or Sexual Battery [E.C. 48900(n)] | Alternative to Suspension | Shall Suspend | Shall Recommend Expulsion | Contact Law Enforcement |
| Committed or attempted to commit sexual assault or battery. | no | yes | yes | yes |
| 15. Harassment of a Scholar Witness [E.C. 48900(o)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness. | may be considered | yes | yes | yes |
| 16. Unlawful Drug Soma [E.C. 48900(p)] | Alternative to Suspension | May Suspend | May Recommend | Contact Law Enforcement |
| Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma. | may be considered | yes | yes | yes |
| 17. Hazing [E.C. 48900(q)] | Alternative to Suspension | May Suspend | May Recommend | Contact Law Enforcement |
| Engaged in or attempted to engage in hazing. | may be considered | yes | yes | yes |
| 18. Bullying [E.C. 48900(r)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. | may be considered | yes | yes | yes |

| | | | | |
|--|---------------------------|-------------|---|-------------------------|
| 19. Aids or Abets [E.C. 48900(s)] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| The infliction or attempted infliction of physical injury to another person. | may be considered | yes | no, unless judged by a juvenile court to have committed as an aider or abettor causing serious injury. Expulsion would move forward under | yes |
| 20. Sexual Harassment [E.C. 48900.2] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12 | may be considered | yes | yes | yes |
| 21. Acts of Hate Violence [E.C. 48900.3] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. Applies to grade 4- | may be considered | yes | yes | yes |
| 22. Other Harassment [E.C. 48900.4] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |

| | | | | |
|---|---------------------------|-------------|-------------------------|-------------------------|
| intentionally engaged in harassment, threats, or intimidation against district personnel or scholars that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or scholars by creating an intimidating or hostile educational environment | may be considered | yes | yes | yes |
| 23. Terrorist Threats [E.C. 48260-71] | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Making terrorist threats against school officials and/or school property. | may be considered | yes | yes | yes |
| 24. Attendance | Alternative to Suspension | May Suspend | May Recommend Expulsion | Contact Law Enforcement |
| Truant [E.C. 48260] Warning letter #1 Absent from school without a valid excuse. | Must be considered | no | no | no |
| Repeat truant [E.C. 48261] (Warning letter #2) | Must be considered | no | no | no |
| Habitual truant [E.C. 48262] (Warning letter #3) Any scholar truant three or more times per school year. Scholars who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action. | Must be considered | no | no | no |

Suspension and Expulsion Policies and Procedures

NJB will follow the district’s policies and administrative regulations for suspension and expulsion.

NJB will maintain a safe learning environment while balancing a student’s right to due process. The *Annual Parent and Student Rights Notification and Standards of Behavior Handbook* clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Any student who engages in violations of these expectations may be required to attend a meeting with the school’s staff and student’s parent/guardian.

Students who present an immediate threat to the health and/or safety of themselves or others may

be immediately suspended by the school and later expelled by the district. NJB will notify the Behavior Office at SCUSD of all suspensions and will include suspension and expulsion data in its annual School Accountability Report Card (SARC).

NJB's behavioral expectations, policies, and rules will also be distributed in the form of a Parent/Student Handbook that will be given to every student at the beginning of the school year and upon new registration. The New Joseph Bonnheim Charter Scholar Family Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, and safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement which includes restorative justice practices in accordance with the SCUSD policy will be written, to be signed by student, parent/guardian, and executive director, outlining future student conduct expectations, timeliness, opportunities for restoration, and consequences for failure to meet the expectations which may include, but are not limited to suspension. (Please see NJB Scholar Family Handbook in Appendix A.)

NJB recognizes that exclusion from school by means of suspension or expulsion are consequences given as a last resort. At NJB, a set of discipline procedures reflecting this philosophy will be developed and adopted by the Steering Committee. The procedures will be consistent with NJB's character education program, which is based on the Lifelong Guidelines, the LIFESKILLS, and Efficacy. The procedures will also be consistent with SCUSD's Board policies and administrative regulations cited above.

In addition, the procedures will incorporate Jane Nelson's work as described in her book, *Positive Discipline*. Her work suggested that 90% of misbehavior is for getting attention. The call for attention may be a call for help. She attributes the other 10% of misbehavior to inadequacy, power, and revenge. She suggests that consequences should be related, reasonable, respectful, and build responsibility.

Each month, suspensions will be reviewed by staff and Steering Committee for adherence NJB's procedures, for due process, and for consistency with district policy and administrative regulations. Suspensions will also be reviewed with the notion that engaged students are not misbehaving students.

The principal may, pursuant to the school's adopted policies, discipline and ultimately suspend students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and referred to the Behavior Office at SCUSD for further discipline. NJB includes suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, New Joseph Bonnheim will comply with federal due process requirements for suspension and expulsion of regular and special education students. An

individual with exceptional needs, as defined in Education Code Section 56026, may be suspended from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

NJB will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the authorizer and the charter school.

Procedures for Informing Parents and Pupils About Reasons for Suspension and Expulsion and Due Process Rights

NJB follows the district's policy and procedures for informing parents and pupils about reasons for suspension and expulsion. The policy is the Principal contacts the parents and pupils of suspensions or expulsions. More information can be found in the district's Annual Parent and Student Rights Notification and Standards of Behavior Handbook.

Due Process for Scholars with Disabilities

There are specific rules for suspending or disciplining a student with disabilities. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. When a student with disabilities is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student's current placement and the extent to which the disability is the cause of the misconduct.

Regardless of the student's placement, the district must provide a free appropriate educational program for your child.

New Joseph Bonnheim Charter School's policies and rules are distributed in the form of a Scholar Family Handbook to every student at the beginning of the school year. In accordance with law, NJB will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school.

Essentially, a student with an IEP will not be suspended if the student's misconduct was caused by or had a direct and substantial relationship to his/her identified disability. Additionally, for a student with a Section 504 plan, the student will not be suspended if the misconduct was a direct result of the school's failure to implement the plan. For students with an IEP, his/her IEP team will meet to make a Manifestation Determination. For those with a 504 plan, his/her Student

Study Team (SST) will meet and make the determination. The appropriate form for each situation will be download from the district website and used.

Figure 5. IEP and 504 Plans Defined

IEP Defined. The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

504 Plan Defined. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Subtle but Important Differences

Not all students who have disabilities require specialized instruction. For students with disabilities who do require specialized instruction, the [Individuals with Disabilities Education Act \(IDEA\)](#) controls the procedural requirements, and an IEP is developed. The IDEA process is more involved than that of [Section 504 of the Rehabilitation Act](#) and requires documentation of measurable growth. For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a document is created to outline their specific accessibility requirements. Students with 504 Plans do not require specialized instruction, but, like the IEP, a 504 Plan should be updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances.

District Involvement or Notification of Disciplinary Matters

The Scholar Hearing and Placement office notifies scholars and parents/guardians of any disciplinary action the department has overseen apart from the school site.

Counseling Out of Scholars

NJB does participate in counseling out scholars of school. It is not a practice as the charter seeks to keep all scholars.

Figure 6. When Fighting is Not Always an Automatic Suspension

Two students are playing basketball on a hot spring day during lunch recess. They are avid basketball fans and are on opposing teams. It's a close game and as the bell rings, Student #1 turns and takes the final shot. As he turns, Student #2 is hit in the face. Student #2 reacts by shoving Student #1 who in turn reacts by punching Student #2. The other players break up the altercation. The yard duty brings them to the office to check on the bruises. The office staff sits them in separate areas of the office to cool down and write their respective versions of what happened. They are given a form that lists the LIFESKILLS and Lifelong Guidelines in the margins. The margins also list the basic Efficacy principles of Think You Can, Work Hard, Get Smarter.

The principal interviews each of the students separately and reads their respective stories. The principal then brings them together after they have cooled down. They hear each other's story and come to an agreement on what actually happened and come to understand that an accidental bump in the face led to an inappropriate punch. With the principal's guidance, the two students agree that they should have made more effort to keep their power and problem solve how to avoid this happening again. They apologize to each other. The principal

guides the two students in a discussion about consequences. The principal explains there are always consequences, some natural and some created by people. In their case there will be a consequence and it will be related, reasonable, respectful, and responsible.

After a brief conversation led by the principal, the consequence is issued. First, the two students must prepare a presentation to all the classes that witnessed the fight. The presentation must include an apology for disturbing the safety of NJB and offer suggestions on how to avoid a re-occurrence (responsible).

Second, both students are banned from the basketball court for five days and will spend the time instead on the bench (related and reasonable). Third, both students must call home to tell their parents what happened (Respectful). The principal decides that an in-house suspension is appropriate for the remainder of the afternoon during which time the students create their presentation (reasonable). The presentation is made before the end of the day. Estimated total elapsed time for the principal: one hour, 30minutes.

Element 11: Retirement Programs

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)

Retirement Plans, Eligibility and Qualifications

The established district retirement system will be used. Staff members as employees of the SCUSD will participate in the STRS, PERS, and Social Security programs in the same fashion as other district staff. Certificated staff members are covered by STRS. Classified staff members are covered by PERS and/or Social Security. The district will create the necessary reports required by STRS, PERS or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a).

Ed. Code Section 47611.3 (a) At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school shall create any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System. The county superintendent of schools, employing agency, or school district that reports to those systems pursuant to Section 23004 of this code or Section 20221 of the Government Code shall submit the required reports on behalf of the charter school. The school district or county office of education may charge the charter school for the actual costs of the reporting services.

Element 12: 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)

Attendance Alternative Policy

Students who choose not to attend NJB have the option of attending other district schools or their district school of assignment. They may also pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to NJB does not guarantee the right of any student into any other District school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

Element 13: Employee Rights

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

Rights of School District Employees

Staff members at NJB Community Charter School are employees of the SCUSD Board. Therefore, rights, including sick/vacation leave and service credit, will be maintained by district employees when working at NJB or when leaving NJB to work at another district school.

As district employees, faculty and staff at New Joseph Bonnheim Charter School:

- are part of the collective bargaining unit;
- may resume employment within the district if they leave NJB;
- earn sick/vacation leave carry over;
- continue to earn service credit (tenure) while at the charter school;
- are salaried employees of SCUSD;
- are eligible for all SCUSD employee benefits;
- earn tenure per the SCUSD policy;
- are eligible for STRS or PRS per SCUSD policy.

Element 14: 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)

Dispute Resolution Process

Any and all disputes between Sacramento City Unified School District (District) and New Joseph Bonnheim Charter School (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- a. The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- b. In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- c. If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

When district policy conflicts with the policies laid out in this charter, the above dispute resolution process will be used. While the dispute resolution is in progress, New Joseph Bonnheim Charter School will adhere to the policies laid out in this charter.

Resolution Process for Internal Complaints and Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Steering Committee members of the school, shall be resolved pursuant to policies and processes established by the District.

As mentioned earlier, charter revocation will follow the process described in the Charter Schools Act under Ed Code 47607(c) through 47607(k) and will not be part of the dispute resolution process.

Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*
- (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.*
- (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- (4) Violated any provision of law.*

Labor Relations

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

The charter school will not be the exclusive public-school employer of employees at NJB. The Sacramento City Unified School District shall be deemed the exclusive public-school employer for purposes of the Education Employment Relations Act. The respective collective bargaining agreements will be followed. The bargaining units bargain with the SCUSD Board, not with NJB Steering Committee or any part of its governance structure.

Uniform Complaint Process

As a dependent charter operating within the parameters set by the SCUSD Board of Education, Bowling Green Charter School complies with Board Policy, BP 1312.3 and the corresponding Administrative Regulations. Parent notification of the Uniform Complaint Procedures is provided in the SCUSD annual Notification to Parents and Students. It is also available on the district website at www.scusd.edu.

Uniform Complaints Filed and Resolved 2014-15 to 2018-19

Please see the table below of uniform complaints filed and their resolution fulfillment.

Table 32. Uniform Complaints Filed and Resolved

| Year of Complaint Filed | Number of Complaint Filed | Resolved |
|-------------------------|---------------------------|----------|
| 2014-15 | 0 | N/A |
| 2015-16 | 2 | Yes |
| 2016-17 | 2 | Yes |
| 2017-18 | 3 | Yes |

Office of Civil Rights and Other Complaints

Consistent with SCUSD District BP/AR 5145.3, any staff person who receives a report of racial harassment will notify the site principal or designated site administrator. The site administrator or staff person will also notify the parents/guardians of their right to file a formal complaint under the SCUSD Uniform Complaint Procedures (UCP), pursuant to BP/AR 1312.3.

Office of Civil Rights and Other Complaints Filed and Resolved 2014-15 to 2018-19

NJB has no complaints filed during the duration of this time.

Parent Complaint Process and Information

Parent/ guardian complaints and concerns will begin with a referral to the site administrator. The SCUSD Parent Policy Handbook will guide the process, including investigation and interviews with all concerned parties. Any issues not collaboratively resolved at the site level can be referred to the district Ombudsperson for facilitation. Williams UCP, Title IX, and student to student complaints will be referred to the appropriate SCUSD office by the site administrator. You may access the district's website information on all complaints and procedures at the following web address:

<https://www.scusd.edu/document/uniform-complaint-procedures>

Element 15: Procedures for School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code 47605(b)(5)(P)

Closure Overview and Protocol

If NJB ceases operation, and the SCUSD board determines there is no successor charter school that can carry out the mission of the school, then the district shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer may be a district staff member or a third party.

The Authorized Closer will carry out the closure activities described in the California Department of Education's (CDE) Charter School Closure Requirements and Recommendations. <http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>.

The CDE closure requirements cover four areas: 1) Closure notification, 2) Transfer and maintenance of school and student records, 3) Financial closeout, and 4) Disposition of liabilities and assets.

The Authorized Closer shall use, but is not limited to, school financial reserves normally maintained for contingencies and emergencies to fund closure procedures. Expenses include postage, photocopying, paper, ink, auditing fee, and clerical assistance. The estimated cost to carry out closure procedures is between \$5,000 and \$10,000.

Disposition of Assets and Liabilities

Prior to the distribution of any remaining net assets, the Authorized Closer shall:

1. Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency. Restricted Government Grant means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

2. Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by the charter school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the charter school or the school corporation.

Any net assets remaining after all debts and liabilities of the school (i) have been paid to the extent of the school's assets, or (ii) have been adequately provided for, shall be distributed to SCUSD.

Plan for Payment of Outstanding Debts and Expenses

1. The SCUSD will complete an independent final audit within six months of the school closure. The audit will serve as the annual audit and will include:
 - a. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
 - c. An assessment of the disposition of any restricted funds received by or due to the charter school

Maintenance and Transfer of School and Student Records

2. The Authorized Closer will create a student database/list with the following fields: First name, last name, current year grade, school district responsible for providing the student's educational service.
3. The Authorized Closer will contact the districts and identify the office and the staff member to whom the records should be transferred.
4. The Authorized Closer will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.
5. Pupil, financial, attendance and other school records shall be maintained and

transferred in accordance with applicable law, e.g., CCR Title 5 section 16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different, annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions.

6. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

Maintenance and Transfer of Financial and Other School Related Records

7. The Authorized Closer will complete and file mandated annual reports described by Ed. Code section 47604.33 and submit them to SCUSD, the county superintendent of schools, and CDE. They include:
 - d. On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - e. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - f. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - g. On or before September 15, a final unaudited report for the full prior year.
8. The Authorized Closer will submit final expenditure reports for any entitlement grants and file final expenditure reports and final performance reports, as appropriate.

Notifications to: All Stakeholders

The Authorized Closer will send notice of the school's closure to:

9. Parents and guardians of scholars
10. Sacramento City Unified School District's (SCUSD) official contact person and the superintendent
11. The special education local plan area (SELPA) in which the charter school participates
12. The retirement systems in which the school's employees participate
13. The California Department of Education (CDE). Notice must be received by CDE

within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD)

14. Any school district that may be responsible for providing educational services to the former students of the charter school.

The closure notice to the above parties will include the following required items:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school district of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE will 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 to parents, guardians, and students will also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information

Impact to District

Overview

New Joseph Bonnheim Charter School operates as a dependent charter within SCUSD. Services, including Facilities, Nutrition Services, and Accounting are paid for by NJB annually. All of the Collective Bargaining Units and Agreements approved by the district are recognized by New Joseph Bonnheim Charter School.

Information Regarding Proposed Operation and Potential Effects on SCUSD

Ed. Code 47605 (g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

Administrative, Support, and other Services from the District

SCUSD will provide oversight of NJB. The district will define its oversight activities and the school's responsibilities in a Memorandum of Understanding (MOU). The district's typical charter school MOU includes:

- a. Process, activities and associated fees for oversight of the charter
- b. Content, process, timelines, and evaluation criteria for annual review and site visits
- c. Schedule of regular, ongoing fiscal and programmatic performance and reporting
- d. Content, process, timelines and evaluation criteria for charter renewal
- e. A statement allowing reasonable opportunity to correct deficiencies in charter performance

The charter school will comply with the MOU. Education Code Section 47613 will be followed in calculating what the charter school pays the district for supervisorial oversight.

Exclusive Employer Declaration

SCUSD is the exclusive employer for all staff members at New Joseph Bonnheim Charter.

Collective Bargaining Units and Agreements

NJB follows all contract and collective bargaining agreements.

Facilities to be Utilized

The petitioners request that NJB continue to be located at the Joseph Bonnheim Elementary School site, 7300 Marin Avenue, Sacramento, California 95820.

Back Office and Other Support Utilized from the School

Currently, NJB uses back office services provided by the district as described below on page 129.

Timely Submissions of Calendar Due Dates Items

NJB submits all bell schedules, instructional minutes and calendars each year on the assigned due dates.

Timely Submissions of Request for Information Items

NJB submits all items requested by the district's charter oversight and various district personnel.

Potential Liability Effects on the District

None are known at this time.

Positive Impact to the District

During the past five years the NJB community has improved the site as follows: Established an agricultural farm, planted trees that surround the campus, which supports urban agriculture and habitats, built an outdoor classroom, created a water and environmental conservation programs, and added curb-appeal, in which many community members and families have commented on having a safe and welcoming campus in the community. Parents feel it adds value to neighborhood homes, provides a safe place for children to play and explore agricultural learning.

Miscellaneous

Williams Settlement

Charter schools may opt out of the Williams Settlement. NJB is opting out because the school will be using standards-based curriculum and materials that have not been adopted by the California Department of Education. In regard to facilities, NJB will be renting a district facility. Issues with facilities and the Williams Settlement will be directed to the landlord, SCUSD.

Administrative/Business Services

The charter school will buy administrative services from the district at the enrollment rate described in the district's fee schedule. The district will provide NJB with a description of the services it will receive in return for the fee. The services include: a) Accounts Payable, b) Budget, c) Human Resources, d) Employee Compensation, e) Risk Management/Employee Benefits, f) Property/Liability Insurance, g) Purchasing, and h) Intra district mail service.

Other District Services

The charter school will/may also purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, a) Technology Services, b) Assessment, Research and Evaluation, c) Hearing

Office, d) Nutrition Services. The district will provide the charter school with a description of the services the school chooses to buy. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

If the cost of using district services becomes too expensive or if the charter school is not satisfied with the quality of service, the charter school may use another source – e.g., a county office of education, a joint powers authority, or outside provider. The charter school will notify the district by April 1 if it intends to use another source in the next fiscal year for a particular service.

Special Education

NJB will be a member of the SCUSD Special Education Local Plan Area (SELPA). As such, the district will pay for Special Education expenses necessary to operate any special education program for students enrolled at NJB. Special Education funds generated by NJB students will go to the district rather than the charter school. The charter school will pay its fair share of the encroachment created by district Special Education students.

As a member of the SCUSD SELPA, NJB will follow all protocols and procedures related to the SELPA, including but not limited to: The Local Plan, federal assurances, Child Find, and the process for enrolling students requiring special education service.

The Steering Committee will request annual training from the SELPA for staff in the above area and other pertinent topics.

Duration of the Charter

The New Joseph Bonnheim (NJB) Community Charter School will operate between July 1, 2019 and June 30, 2024.

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by NJB and SCUSD.

Amending the Charter

The procedures outlined in the Charter Schools Act for submitting a new charter petition to the Board of Education will be used to make amendments to the charter. Amendments will be attached to the existing charter in sequence of their approval by the Board of Education and numbered as Amendment 1, Amendment 2, etc.

Material revisions of the provisions contained in this charter may be made in writing with the mutual consent of the SCUSD board of trustees and the New Joseph Bonnheim Steering Committee. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 provided, however, the charter school shall not be required to obtain petition signatures prior to making material revisions or

amendments to the charter petition.

Conclusion

The entire New Joseph Bonnheim Charter School community is honored to have the opportunity to apply for renewal of the charter school that will continue to serve families in the Sacramento City Unified School District and neighboring districts. We are proud to be partners with SCUSD in offering the highest quality high school education for all students.

By approving this charter for a public elementary school, Sacramento City Unified School District will fulfill the intent of the Charter Schools Act of 1992 to improve student learning; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and follow the directive of law to encourage the creation of charter schools. The New Joseph Bonnheim Charter School Community of Petitioners is eager to work cooperatively with SCUSD to establish excellence in education. To this end, we pledge to continue to work as partners with the SCUSD to respond to any concerns regarding this document and to present the district with the strongest proposal requesting five-year terms from July 1, 2019 to June 30, 2024.

Applicable State Law and Administrative Regulation Pertaining to the Approval of NJB

The Charter School Act describes the process for approving a charter as follows:

Section 47605

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.

Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

- (3) *The petition does not contain the number of signatures required by subdivision (a).*
- (4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of all of the following:*

Renewal of the

New Joseph Bonnheim Community Charter School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the continued operation of New Joseph Bonnheim Charter School. NJB agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

By the Lead Petitioners:

Christie Wells-Arman  Jan 18, 2019
Name (please print) Signature Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

By the Petitioners:

Teri Ha  Jan 18, 2019
Name (please print) Signature Date

JEREMIAH CALES Mack  JAN 18, 2019
Name (please print) Signature Date

Becky Van Nest  Jan 18, 2019
Name (please print) Signature Date

Autumn Ha  January 18, 2019
Name (please print) Signature Date

Mike D. Santis  January 18, 2019
Name (please print) Signature Date

Amelia Villanueva  January 18, 2019
Name (please print) Signature Date

Sandra Enriquez  January 18, 2019
Name (please print) Signature Date

Christina Barrish  January 18, 2019
Name (please print) Signature Date

Brittany Billmaier  January 18, 2019
Name (please print) Signature Date

Ramon Campos Ramon Campos January 18, 2019
Name (please print) Signature Date

Kathryn Kiley Kathy Kiley January 18, 2019
Name (please print) Signature Date

Gricelda Jaime Gricelda Jaime January 18, 2019
Name (please print) Signature Date

Ian Johnson Ian Johnson January 18, 2019
Name (please print) Signature Date

Shannon Zavala Shannon Zavala January 18, 2019
Name (please print) Signature Date

Sheri Goldberg Sheri Goldberg January 18, 2018
Name (please print) Signature Date