



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

Meeting Date: December 19, 2013

Subject: Charter School Petition – Joseph Bonnheim Community Charter School
(Grant or Deny with Findings)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Accountability Office

Recommendation: To adopt the Resolution to Deny the Petition to Charter Joseph Bonnheim Community Charter School.

Background/Rationale: The Board of Education held a public hearing in accordance with Education Code section 47605(b) to consider the level of support for the proposed K-6th grade. The District received the Joseph Bonnheim Community Charter Petition on November 4, 2013. The parties executed an agreement on November 18, 2013 pursuant to Education Code 47605, as well as 5 C.C.R. 11966.4, subdivision (c), extending the statutory deadlines to allow the District to review the Petition and the District Board to take action at its scheduled Board Meeting, December 19, 2013.

Staff conducted a full, comprehensive review of the Petition pursuant to Education Code 47605 and recommends that the Petition be denied. The Staff Report details Staff and Legal's analysis of the Petition and the supporting evidence and legal basis for its recommendation of denial. Staff recommends that the charter petition, based on the Findings of Fact and specific facts in support thereof, due to the following:

- The Petition, as drafted, presents an unsound educational program for the pupils to be enrolled in the charter school
- The Petition, as drafted, demonstrates it is unlikely that the petitioners will successfully implement the program set forth in the Petition
- The Petition, as drafted, does not contain reasonably comprehensive descriptions of all the items required by Education Code section 47605, subdivision (b)(5)

Financial Considerations: The financial considerations are outlined within the Executive Summary document.

Documents Attached:

1. Executive Summary
2. Resolution No. 2772
3. Charter Petition

Estimated Time of Presentation: 15 minutes

Submitted by: Teresa Cummings, Ph.D., Chief Accountability Officer
Jennifer Lopez, Charter and Network Oversight
Coordinator II

Approved by: Sara Noguchi, Ed.D., Interim Superintendent

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I. Introduction

On November 4, 2013, Joseph Bonnheim Community Charter School (“JBCC” or the “School”) submitted a petition to establish a dependent charter school (“Petition”) with the Sacramento City Unified School District (“SCUSD” or “District”). The Petition proposes to create a charter school to serve K-6th grades that would “raise responsible, respectful, and proactive citizens to become caretakers of our community, state, our country, and our planet through civic education and body brain compatible education” (Petition, p.6). Petitioners seek to begin operations with 350 students in the 2014-2015 school year.

The parties executed an agreement on November 18, 2013, pursuant to Education Code § 47605, as well as 5 C.C.R. § 11966.4, subdivision (c), extending the statutory deadlines to allow the District to review the Petition and the District Board to take action at a scheduled Board meeting, December 19, 2013. The public hearing was scheduled for, and took place on, December 12, 2013, to consider the level of support for Joseph Bonnheim Community Charter School. At that meeting, there were 3 public comments in support of the charter and no public comments against the charter.

After reviewing the charter Petition, Staff conducted an interview with the lead Petitioners and the proposed founding team for JBCC on December 3, 2013 in an effort to clarify various aspects of the Petition, as well as to evaluate the Petitioners’ ability to successfully implement the program set forth in the Petition.

One initial concern with the petition is that Petitioners appear confused regarding a fundamental premise of their Petition. Petitioners propose a "conversion" charter school; they claim to petition to convert the closed Joseph Bonnheim Elementary School (“Bonnheim Elementary”) into a charter school. As a matter of law, the Joseph Bonnheim Community Charter School Petition cannot establish a conversion charter school.

The Charter Schools Act defines a “conversion” charter as one that is converted from an existing public school (Ed. Code §47605(a)(2)) while a “start up” charter involves the “establishment of a charter school” (Ed. Code §47605(a)(1)). Whether or not the charter school is a "conversion" charter school is significant for purposes of facilities, admissions preferences, and eligibility for certain State funding programs.

When it was an actively operating public school through the 2012-13 school year, there were two ways that Bonnheim Elementary could have been converted to charter school status. First, a conversion charter school may be established through a charter Petition “signed by not less than 50 percent of the permanent status teachers employed at the public school to be

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converted.” (Ed. Code §47605(a)(2).) However, the Petition that was submitted did not contain teachers’ signatures; rather, it contained parent signatures. Further, this type of conversion must propose to convert "an existing public school." However, Bonnheim Elementary, which closed on June 30, 2013, is no longer in operation, and is not "an existing public school."

A second method to establish a conversion charter school was established by legislation in the State's effort to obtain federal Race To The Top funding. For certain schools in Program Improvement, Education Code section 53300 allows parents to petition their local school district to implement a variety of four intervention options at their children's school. One of the intervention options that could be proposed would have been to “restart” the school, which means to convert the school into a charter school. (Ed. Code §§ 53202 and 53300.) While petitioners have not articulated any of these qualifications for intervention in their Petition *prior* to its close, Bonnheim may have qualified for such intervention.

First, as stated above, Bonnheim Elementary has been closed. There are no interventions that can be implemented in regard to a school that no longer exists. Second, Petitioners have failed to file a petition to request that the District implement any of the four specific intervention models. Such a petition is a fundamental requirement prior to the District taking action on any interventions. (Title 5 C.C.R. §4802, subd.(a).) Further, the Petition itself does not contain several essential elements of a petition to convert a charter school under this type of conversion, including a specific request that an intervention (or interventions) be implemented, a description of the intervention as described in the law, as well as other specific language unique to a petition under section 53300. (*ibid.*) Such language is not contained in the Petition under review. Third, a petition to implement any of the interventions under section 53300 requires signatures of one half of the parents whose children attend the school. (Ed. Code §53300, subd.(a).) While the current Petitioners have obtained parent signatures, they have failed to prove that these signatures comprise that 50% of parents at the school to be converted. In fact, Petitioners have failed to define the universe of parents from whom they have obtained signatures. Finally, the law expressly states that a school district is not required to implement the intervention option requested by the Petition if it is "for reasons other than improving academic achievement or pupil safety." (Ed. Code section 53303.) In fact, the Petitioners praise the recent academic and safety improvements made at Bonnheim Elementary before it closed. (Petition, p.8.) The Petitioners have indicated that this Petition which has been filed was for the sole purpose of getting a closed school reopened. This was reinforced by the lead Petitioners stating on December 3, 2013, “I just want a school back in the area. I don’t know whether the school will be good or not, we just want our school back.”

This is the formal context and history of the Bonnheim Community Charter School.

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In accordance with CA Education Code, the District has provided its recommendations and an Executive Summary for the Petition. This Executive Summary sets forth the findings of fact (“Findings of Fact”) and specific findings based on staff’s review of the Petition and its appendices.

II. Driving Governance:

The Charter Schools Act of 1992 (“Act”) governs the creation of charter schools in the State of California. The Act includes Education Code section 47605(b), which provides the standards and criteria for petition review, and provides that a school district governing board considering whether to grant a charter petition “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.” (Ed. Code, §47605(b).) Specifically, the governing board may not deny a petition unless it makes written factual findings setting forth for specific facts to support one, or more of five findings:

- 1) The charter school presents an unsound educational program for the students 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 prescribed by Education Code section 47605, subdivisions (a)(1)(A) or (a)(1)(B)
- 4) The Petition does not contain an affirmation of each of the conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis on the characteristics set forth in Education Code section 220.
- 5) The Petition does not contain reasonably comprehensive descriptions of sixteen certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5) (A-P), which describes sixteen separate elements that must be addressed in every petition to establish a charter school. These elements include a description of the School’s governance structure, admissions policy, and health and safety and student discipline policies.

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code 47605 (g)).

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III. Results of Petition Review (Findings of Fact Determinations):

The Petition evaluation that follows summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, pursuant to the petition review process. The following Findings of Fact and specific facts in support thereof have been grouped for convenience under the aforementioned grounds for denial of the Petition. **Certain Findings of Fact support more than one ground for denial of the Petition.**

A. The Petition Presents an Unsound Educational Program for Pupils to be Enrolled at the Charter School.

Petitioners target students from the former Bonnheim Elementary school with a population of 43% English Language Learners, 14.5% special education and 100% free or reduced lunch (Petition, p. 6-8). The Petition fails to adequately address or describe the specific interests or challenges of the target population it proposes to educate. The Petition lacks a demonstrated understanding of the educational needs of the target population and effective approaches to meeting those needs. The Petition outlines a vision, but it is unclear how the specifics of the “being there experiences” outline aligns with the needs of the target population (Petition, p. 2).

English Language Learners

The Petition lacks a sound approach to assessing, identifying and meeting the needs of English Learners (Petition, p.26). Petitioners briefly mention, but provide no substantive discussion of how the following will be implemented within the framework of their budget:

- Compliance with state and federal laws
- How teachers will “take into consideration as they create lessons to help their students reach standards in English language development, English Language Arts, math, social studies, science, physical education, and visual & performing arts” (Petition, p.26).
- There is no mention of ensuring English Language Learners access to the same core curriculum, or providing language instruction based on language proficiency level (English Language Development or ELD)
- Petition is unclear how adequate time for core instruction and instruction to meet the needs of English Language Learners will occur.
- The sample daily calendar provided for each grade level makes no mention of ELD (Petition, p.22-24).

Special Education

The Petition fails to have a reasonably comprehensive description of how the charter school

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would meet its legal obligation with respect to a number of essential special education functions other than state that “as a dependent charter, Joseph Bonnheim is a SCUSD school and receives Special Education from the District. The school complies with all state and federal laws related to the provision...Joseph Bonnheim and SCUSD are responsible for compliance with Section 504 and the ADA” (Petition, p.26). The Petition does not indicate that Petitioners are aware that as a dependent charter, they would be part of the SCUSD SELPA and bound to its Local Plan, Federal Assurances, Child Find, and Specific Service Delivery including related services. The Petition does not delineate how due process will be addressed (Petition, p.26). Petitioners fail to address statewide assessments for Students with Disabilities. Petition engenders little confidence in the Petitioners’ understanding of discipline under Section 504 since they fail to spell out manifestation determination requirements for students with disabilities in Element J: Suspension and Expulsion. The indication that Petitioners will follow the law does not necessarily give rise to the conclusion that Petitioners fully understand their legal obligations in this area (Petition, p.50-51).

Petitioners fail to describe the process for notifying the District when a student requiring special education services enrolls, becomes eligible, becomes ineligible and/or leaves the charter school.

Professional Development

The Petition states that there will be collaborative assessment meetings that will occur quarterly where “teachers will meet with grade level partners, support staff, and principal to discuss classroom results...after each meeting, the principal will draft a report on the data, which will be shared and discussed later during the next staff meeting.” However, the Petition fails to mention specifics on the resources, annual calendar and professional development that support effective implementation and ongoing analysis of student performance data. The Petition has an outline of professional development topics; however it is unclear how often, when, and how much professional development teachers will receive to determine successful implementation. (Petition, p.31) There exists a lack of specificity about the structures that will be put in place to ensure on-going professional development. There is also a lack of clear description of the manner in which the school will prioritize the implementation of instructional strategies and pedagogies of the proposed educational program that will ensure likely achievement of the goals of the program for their target population.

B. Petitioners are Demonstrably Unlikely to Successfully Implement the Programs Set Forth in the Petition

The Regulations require consideration of whether a charter petition has presented a realistic financial and operational plan in determining whether Petitioners are likely to be successful in

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implementing the charter program. Petitioners' intent to open a charter school dependent upon the District to serve as the employer and service provider at the school, is by their own admission more like an attempt to re-open Bonnheim Elementary School. Rather than creating a new charter school that provides an innovative educational program, Petitioners seem intent to re-open their neighborhood school as a dependent charter, not to take on the burdens of operating a school. The aforementioned statement was reinforced in the responses from Petitioners in the capacity interview held on December 3, 2013. When asked the following question, "Joseph Bonnheim Elementary School has been identified as the school site of preference, however, if this isn't a possibility, are there any alternative sites that your team has identified?" The Petitioners' responses were as follows:

I just want a school back in the area. I don't know whether the school will be good or not, we just want our school back.

Based upon the information (or lack thereof) provided in Petition, the Petitioners are demonstrably unlikely to successfully implement the educational program for the following reasons:

1. Petitioners are operating under the concept that the charter school will be a District-affiliated "dependent" charter school. Throughout the Petition, Petitioners propose that the District provide all services to run the school site. Other than the desire to want Joseph Bonnheim to re-open as a charter school, there is no clear plan for managing the school or a clear understanding that as a dependent charter school, it will not operate like a traditional district school. The proposed charter school is not a dependent charter where the Board of Education is the governing body of this charter school. Whether a dependent or an independent charter, the Petitioners are demonstrably unlikely to successfully implement the educational program based on the Findings of Fact stated herein.
2. Petitioners have failed to integrate recent and important changes to the Charter Schools Act in regard to presentation of a charter school petition. For example, as discussed below, Petitioners have failed to include in this Petition important discussions on pupil outcomes and student achievement that were added to the Charter Schools Act in the past year. Petitioners' failure to update the Petition to include these discussions, and Petitioners' seeming lack of awareness of these significant developments in the law and operation of a charter school, is troubling.
3. The Petition lacks a budget plan that adequately addresses new Charter Legislation under the Local Control Funding Formula. While Petitioners appear to have added an

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update on revenues to be received under LCFF, they have failed to integrate this new revenue information into a revised budget.

4. The Petition lacks cash flow projections. The Charter Schools Act requires that three years of cash flow projections be provided with a charter school petition (Ed Code 47605, subd.(g)). Petitioners appear to claim that, because they may be eligible for TRANS funding from the District, that, contrary to the law, their own financial statement does not need to contain a cash flow projection. (Appendix A, p.12.) That is an incorrect presumption by Petitioners.
5. Petitioners projected enrollment for Year 2 is overly optimistic which would then mean that their projected revenues are not accurate. Petitioners project a first year enrollment of 350 students, which would require over 89.74 percent of students from the former Bonnheim Elementary school to enroll in the charter school. Former Bonnheim Elementary school students have transitioned into a new school environment for the 2013-2014 school year and families may be disinclined to leave their 2013-2014 school.
6. The increased enrollment from Year 1 to Year 2 of 14.2% seems overly optimistic. If Petitioners' projected enrollment is overly optimistic, then their projected revenues are not correct.
7. Petitioners refer to its revenue projections in terms of "General Purpose Block Grant," for the FY 2014-15 is estimated at \$5,198 per ADA for grades K-3, and \$5,277 per ADA for grades 4-6. The Charter Categorical Block Grant is at an estimated rate of \$400 per ADA plus \$325 per EL or ED student, however, the School will be funded with a Local Control Funding Formula (LCFF) base grant, "Categorical Block Grant" funding formula does not exist anymore.
8. The assumption makes reference to Categorical Supplemental Funding that does not exist under current law.
9. The Petition fails to identify alternatives for a facility in the case the former Joseph Bonnheim Elementary school site is unavailable.
10. Petitioners state their intent "to apply for Public Charter School Grant Program (PCSGP), revolving loans, charter assets management." This impacts the Petition's claim that it is a conversion charter school. Schools that seek to convert from a "traditional" school to a charter school are not eligible for the federal money distributed by the state as part of the Charter School Revolving Loan Fund. (Ed. Code §41365, subd.(c).)

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C. The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements.

The Petition does not contain reasonably comprehensive descriptions of certain elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

Education Program, Measurable Student Outcomes, Means to Measure Student Outcomes

The Petition appears to have been prepared last school year, has not been updated, and is not sufficient under the law. Specifically, in elements A, B and C of a charter petition that describe the education program, measurable pupil outcomes and the means to measure progress towards the outcomes have all been amended in law to require that new charter include “annual goals, for all pupils and for each subgroup of pupils 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 special annual action to achieve those goals. A charter may identify additional school priorities, the goals for the school priorities and the specific annual actions to achieve those goals.” The laws that created LCFF, LCAP, and that amended the Charter Schools Act to add the state priorities in to the charter, became law when Governor Brown signed the legislation on July 1, 2013. As such developing charter schools must incorporate these changes into their charter documents. The annual goals, and alignment with the state priorities, are absent from the Petition.

The Charter Schools Act requires charter school petitions to review pupil outcomes that address increased academic achievement, not only on a school wide basis but for all numerically significant subgroups served by the charter school. There is a clear lack of specific pupil outcomes to projected subgroups.

It is evident that Petitioners have conducted an in-depth analysis of the student population and demographics of those students that previously attended the former Joseph Bonnheim Elementary School. It is clear that there exists a thorough knowledge of the potential student population for the school. However there are concerns as the Petition reads as if the school currently exists as well as an assumption that all students that were attending the former Joseph Bonnheim would return.

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The Petition does not include available performance data from use of the same educational philosophy and approach to instruction with similar populations. The Petition also fails to describe when, and how often staff will receive professional development in body-brain compatible instruction, as well as the Common Core Standards.

The Petition fails to provide specifics on the process or timeframe for curriculum adoption or development of curriculum to facilitate meeting the outcome of “student reaching mastery of the Common Core Standards.” The Petition does not outline resources, professional support, annual calendar and professional development that support effective implementation. There is an outline of professional development topics, however it is unclear how often, when, and how much professional development teachers will receive to determine if it is sufficient. The description of the curriculum is insufficient and does not provide enough information to determine the soundness of the curriculum in the core subject areas. The Petition mentions Collaborative Assessment Meetings four times a year, but does not specify structures for ongoing analysis of student performance data. The Petition does mention that rubrics will be used for analysis of student performance, however, more specificity is needed about how these will be used in light of measurable pupil outcomes (Petition, p.29-30)

Governance

Petitioners claim that, “[t]he charter school will comply with federal laws and regulations,” but does not specify what those laws and regulations are that require compliance. (Petition, p.42.) Further, there is no discussion regarding compliance with significant obligations under California law, specifically the Public Records Act and conflict of interest laws such as Government Code section 1090 et seq. and the Political Reform Act.

Means to Achieve Racial and Ethnic Balance

The Petition states that Petitioners will implement a student recruitment strategy that includes the development of a schedule and timeline for recruitment and the distribution of promotional and informational materials (Petition, p.47-48). Petitioners lack a clear plan or specifics on the recruitment plan and the budget does not reflect a budget line item listed for recruitment.

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Employee Qualifications

The Petition fails to provide any specifics on staff besides that of teachers and principal and the credentials and subject areas specifically to be taught (Petition, p.43-44).

Dispute Resolution

The second and third paragraphs of the section discussing the dispute resolution process are redundant. The process where each party appoints two representatives to meet with the Superintendent and the Charter School's principal is discussed in each paragraph. Of greater significance is that the Petition does not state clearly that the dispute resolution process is not a prerequisite for the revocation process. The Petition should state that any issue raised by the District that is potentially revocable does not need to go through the dispute resolution process.

IV. Goals, Objectives and Measures:

Not Applicable.

V. Major Initiatives:

Not Applicable.

VI. Results:

Based on the Findings of Fact and specific facts described herein, staff recommends that Sacramento City Unified School District Board of Education deny the Petition for Joseph Bonnheim Community Charter under the California Charter Schools Act. The Findings of Fact and specific facts as stated herein supports the denial of this charter Petition pursuant to *Education Code § 47605* on the following grounds:

1. The Petition 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; and
3. The Petition does not contain reasonably comprehensive descriptions of certain required elements as stated above.

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VII. Lessons Learned/Next Steps:

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Governing Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. District staff recommends that the Board adopt the Resolution to Deny the Petition to Charter Joseph Bonnheim Community Charter School (Resolution No. 2772).

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2772

**RESOLUTION TO DENY THE PETITION TO CHARTER JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL**

WHEREAS, petitioners for Joseph Bonnheim Community Charter School (“Petitioners”) submitted to Sacramento City Unified School District (“District”) a charter petition (“Petition”), dated November 4, 2013 proposing the establishment of Joseph Bonnheim Community Charter School (“JBCC”); and

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on December 12, 2013, the District’s Board of Trustees (“Board”) held a public hearing on the Petition, at which time the Board considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents and guardians;

WHEREAS, the District has convened on December 19, 2013, to consider whether to grant or deny the Petition;

WHEREAS, the Governing Board has considered the level of public support for Joseph Bonnheim Community Charter and has reviewed and analyzed the Petition and all supporting documentation; and

WHEREAS, the District’s administration reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency, and has identified deficiencies in the Petition, such that the Petition should be denied;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the Staff Report and Proposed Findings of Fact Regarding Joseph Bonnheim Community Charter School;

BE IT FURTHER RESOLVED, that, based on the Findings of Fact set forth in the Executive Summary, the Petition sets forth an unsound educational program for pupils to be enrolled in the Charter School;

BE IT FURTHER RESOLVED, that, based on the Findings of Fact set forth in the Executive Summary, the petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition;

BE IT FURTHER RESOLVED, that, based on the Findings of Fact set forth in the Executive Summary, the petition does not contain reasonably comprehensive descriptions of required elements of the Petition;

BE IT FURTHER RESOLVED, that based on the Findings of Fact and specific facts in support thereof which are incorporated herein by reference, the Petition is hereby denied.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 19th day of December, 2013, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Jeff Cuneo
President of the Board of Education

ATTESTED TO:

Sara Noguchi, Ed.D.
Interim Secretary of the Board of Education

To District and/or whom it may concern,

We the parents of Joseph Bonnheim would like very much to become a whole community again. Due to the closure of Joseph Bonnheim School, we as parents took it upon ourselves to organize and come together. The emotional and safety of our children's state of being is our major concern.

We have a tremendous community support as was evident at the 7/11 community meeting on 10/28/13. Parental support is our strongest weapon. Due to the closures, especially in this area the neighborhood school is the heart and soul of this community.

Please take into account our children, who are the ones. We, the parents are fighting for.

Thank you for your time,

The Parents of Joseph Bonnheim School area 4

Joseph Bonnheim Community Charter (JBCC)

A Dependent Charter School

Opening in 2014-2015

Submitted to the Sacramento City Unified School District Board of Education

Applicable State Law and Administrative Regulation Pertaining to the Approval of JBCC as a Dependent Charter School in SCUSD

The Joseph Bonnheim Community Charter School proposes to open in the 2014-2015 school year. The Board's administrative regulations permit this petition to be submitted during the current school year for consideration. The administrative regulations state, "If a petition for a conversion charter is submitted after December 15 of the prior school year, the petition will not be considered unless the petition proposes to begin operations for the school year following the next school year." This has been past practice. The Board, for example, approved Capital Collegiate Academy during the 2009-2010 school year on May 6, 2010 for opening in the 2011-2012 school year.

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. A school district governing board 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: [Elements A through P]

I. JOSEPH BONNHEIM VISION:

Raising responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

The vision for Joseph Bonnheim Community Charter will be realized through bodybrain compatible “Being There” experiences, including hands-on activities on campus, walking field trips in our community, and bus trips. “Being There” interactions are the basis for studying real things in their real-world contexts. According to Susan Kovalik, we must provide students with full sensory input to maximize learning. This is especially true for students currently labeled underachieving, below basic, or far below basic. “Being There” experiences – visits to real-life locations – are the most powerful way to maximize learning, and will be done through partnerships with city/county and community organizations, e.g., Home Depot, City of Sacramento, veteran organizations, Colonial Heights Library, SPCA, and Happy Tails. These experiences and partnerships will provide our scholars opportunities to engage in the following planned activities:

- *planning, developing, and maintaining a beautiful school garden (Home Depot) and donating harvested crops to local food banks*
- *adopting and being caretakers of a local community park (Bill Bean, Jr., Memorial Park) (City of Sacramento)*
- *preserving and maintaining the dignity of the final resting place of local veterans at St. Mary’s Veterans Cemetery*
- *collaborating with the City of Sacramento to expand the use of Joseph Bonnheim Library to the community (Colonial Heights Library)*
- *working with City of Sacramento and local SPCA and/or Happy Tails to care for homeless community animals*

II. BACKGROUND

The Joseph Bonnheim Community Charter School (JBCC) is about change. It is about reinventing how business is done at one Sacramento City (Sac City) school so each and every student becomes a responsible citizen ready and able to sustain the experiment in American democracy started 237 years ago in 1776. As such, JBCC goes beyond college- and career-ready.

JBCC is about empowering families and community in one of the most important processes in our democracy: local control of public schools. It is about having an important voice in decision making at the school about curriculum, instruction, and budget. As such, JBCC goes beyond simply engaging families and communities; it empowers them.

JBCC is about reinventing the district. JBCC aspires to challenge central office administrators in the current top-down administrative structure to reexamine and redefine their roles as they work with a dependent charter school that has a very autonomous democratic, site-based decision-making process, a dependent charter with district teachers that operates independently from the existing school structure. Essentially, it boils down to the SCUSD Board, the school staff,

and central office staff working together to simultaneously reinvent SCUSD from the top down and from the bottom up. As such, JBCC goes beyond talking about organizational transformation to living it every day.

Finally, JBCC is about loyal district employees reinventing themselves. It is about “old dogs” learning new tricks. It is about empowered employees lighting a fire under themselves. In the course of developing this charter, it became evident that “old dogs” can learn new tricks. Facing school closure, the staff at Joseph Bonnheim Elementary took it upon themselves to study what could be done to *put students first* in the Bonnheim community, a poor community where school has always played an important role.

The staff studied human learning. They trained with Dr. Thomas Armstrong to learn how to teach almost anything using the eight multiple intelligences described by Harvard Professor Howard Gardner. They trained with Susan Kovalik to learn about the biology of learning. Intelligence, for example, is a function of experience; it is not something you are born with but something you get from hard work. They studied successful charter schools that use a bodybrain approach. They studied the Charter School Act and the Collective Bargaining Agreement between SCTA and SCUSD.

They stepped outside their comfort zones. They worked after hours and on weekends to create a charter aligned with the district's strategic plan and the plan's three pillars.

If approved by the SCUSD Board, the JBCC will be the second grassroots, dependent charter school in SCUSD after Bowling Green, founded in 1993. The other current dependent charter schools are small high schools developed ten years ago by central office staff; they do not have the level of autonomy and site-based control as JBCC. Originally, there were five of these top down, small dependent charter high schools. Now there are three. The JBCC is a different kind of dependent charter school.

The JBCC petitioners made a conscious decision to create a dependent charter school rather than an independent one. They intend to demonstrate what dedicated school staff, parents, and community members can do when they have control over a school's curriculum, instruction, and finances. Essentially, the JBCC petitioners are interested in improving their school and their district. They see it as an opportunity to begin reinventing SCUSD from the bottom up using SCUSD teachers. By definition, any grassroots, bottom-up approach to change never comes directly from the top. Smart organizations such as Google, however, encourage it as part of their organizational culture. (*In the Plex: How Google Thinks, Works, and Shapes Our Lives* by Steven Levy, 2011)

The Charter Schools Act and Article 24 of the SCUSD-SCTA Collective Bargaining Agreement provide the means for JBCC and the District to reinvent themselves. This powerful combination is the legal basis for the grassroots, democratic approach described in the charter to support the Board's strategic plan of *Putting Children First*.

Article 24 is about site-based decision-making that is mission driven, student driven, and data driven. Teachers, administrators, classified staff, and parent/community members are all stakeholders who collectively participate in the decision-making process that relates to curriculum, instruction, and budget.

Article 24 states: *"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. 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. 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."*

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. The story goes that "At the close of the Constitutional Convention in Philadelphia on September 18, 1787, a Mrs. Powell anxiously awaited the results, and as Benjamin Franklin emerged from the long task now finished, asked him directly: 'Well Doctor, what have we got, a republic or a monarchy?' 'A republic if you can keep it,' responded Franklin."

<http://www.house.gov/paul/congrec/congrec2000/cr020200.htm>

Practicing and modeling democracy for our students on a daily basis is one way of keeping it.

Moreover, Article 24 is consistent with the legislative intent of the Charter Schools Act *"to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- 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)*

JBCC, a highly autonomous, grassroots dependent charter and others like it, can provide an opportunity for the district to distinguish itself in its work with the Portfolio School Districts Project, an initiative from the Center for Reinventing Public Education in Seattle, Washington. This national project involves 16 districts, including SCUSD. The other 15 districts are Austin, Baltimore, Boston, Central Falls Rhode Island, Chicago, Denver, Hartford, Los Angeles, Minneapolis, Nashville, New Orleans, New York City, Philadelphia, Rochester, and Spring Branch Texas.

The Center describes the Portfolio Strategy as *"a continuous improvement model for districts that aims to dramatically affect student outcomes at scale. The strategy, built around 7 key components, creates diverse options for families in disadvantaged neighborhoods by opening new high-performing, autonomous schools; giving all schools control of budgeting and hiring; and holding schools accountable to common performance standards."*

<http://www.crpe.org/portfolio>

The seven components are: 1) Good Options and Choices for All Families, 2) School Autonomy, 3) Pupil-Based Funding for All Schools, 4) Talent-Seeking Strategy, 5) Sources of Support for Schools, 6) Performance-Based Accountability for Schools, and 7) Intensive Public Engagement. Highly autonomous, grassroots dependent charter schools like JBCC, staffed with dedicated, well-trained, and focused district employees can help accelerate transformation of the district.

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

1. **Joseph Bonnheim Community Charter School** shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
2. **Joseph Bonnheim Community Charter School** shall not charge tuition.
3. **Joseph Bonnheim Community Charter School** shall not discriminate against any person on the basis of perceived or actual characteristics listed in Ed Code Section 220. Nor shall any person be discriminated against on the basis of perceived or actual association with an individual with the characteristics listed in Section 220. Section 220 reads as follows: *"No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid."*
4. Except as provided in Ed Code 47605 (d) (2), admission to **Joseph Bonnheim Community 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. Ed Code 47605 (d) (2) reads as follows: *"(A) A charter school shall admit all pupils who wish to attend the school. (B) However, 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."

5. If a pupil is expelled or leaves **Joseph Bonnheim Community Charter** without graduating or completing the school year for any reason, Joseph Bonnheim Community Charter 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.

6. **Joseph Bonnheim Community Charter** will follow all other federal, state, and local laws and regulations pertaining to the operation of the charter school.

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

Element A: The Educational Program

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. Ed. Code 47605(b)(5)(A)(i)

1. Mission

The mission of Joseph Bonnheim Community Charter is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet through civic education and bodybrain-compatible education.

2. Students to be Served

We currently serve approximately 400 kindergarten through sixth grade students. The majority of our students live in the neighborhood and come from families with economic, social, and emotional needs. A small number of students live in other parts of SCUSD. Currently, 35 students enrolled at Joseph Bonnheim reside outside the SCUSD. One hundred percent (100%) of Joseph Bonnheim students participate in the free and reduced breakfast and lunch programs. The number of limited English proficient students has increased to 175 (43%) in 2012-2013.

During the past ten (10) years, Joseph Bonnheim enrollment has been relatively steady at 400+ students per year as shown in Table 1. During the 2012-2013 school year, enrollment was 413 students and was consistent with the ten-year trend. The maximum enrollment is projected to be approximately 410 students during the life of the charter. As a charter school, enrollment is open to any student living in California. We doubt that parents from outside the county will enroll their children at JBCC. As district parents discover our program, however, they may bring their children to participate. The steady enrollment is attributed to factors such as stable families from generation to generation. In many cases, for example, three generations live in the same home and all three generations attended or are attending Joseph Bonnheim.

Table 1: Ten-Year Joseph Bonnheim Enrollment Trend

| Year | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Enrolled | 515 | 461 | 464 | 421 | 418 | 451 | 429 | 441 | 410 | 410 |

Data Source: DataQuest

At the end of the 2012-2013 school year, parents were surveyed with an “Intent to Return Form” to determine how many students might return to Bonnheim in 2014-2015. Based on a three-day survey in which there was over a 50% return rate, we estimate 350 students will enroll in the first year of the charter. By the second year, JBCC will return to 400+ students.

Table 2: Enrollment by Grade

| Year | Kindergarten | 1st grade | 2nd grade | 3rd grade | 4th grade | 5th grade | 6th grade | Total |
|--------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| *2012-2013 | 55 | 67 | 66 | 50 | 51 | 68 | 56 | 413 |
| **2013-2014 | 64 | 55 | 67 | 66 | 50 | 51 | 68 | 421 |
| ***2014-2015 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 350 |

Data sources: *Zangle; **Projection Based on Cohort Advancement;

*** Projected Enrollment

The projected enrollment figures call for two teachers per grade level. Class size will vary between 25 and 33 students per classroom between 2014-15 and 2016-17. The goal is the smallest class size possible, budget permitting.

Over the past four years, the demographic trends at Joseph Bonnheim depict an increase in the percentage of students on free and reduced lunch as well as English Learners; whereas the other demographic categories have remained approximately the same. For example, in 2009-2010 the percentage of students on free and reduced lunch was 86% and in 2012-2013 it increased to 100%. Additionally, the percentage of English Learners 2009-2010 was 37.5% and in 2012-2013 it increased to 43%. Other demographic categories have remained stable over time as shown in Table 3.

Table 3: Joseph Bonnheim Demographic Comparison

| Demographic Category | 2009/ 2010 | 2010/ 2011 | 2011/ 2012 | 2012/2013 |
|---------------------------------|------------|------------|------------|-----------|
| Free Lunch | 86.0% | 84.1% | 85.5% | 100% |
| English Learner | 37.5% | 34.7% | 46.0% | 43% |
| African American | 13.1% | 12.7% | 10.0% | 8.0% |
| Hispanic/Latino | 61.3% | 60.5% | 61.0% | 62.2% |
| Asian | 5.4% | 6.1% | 9.0% | 9.0% |
| White | 14.9% | 14.3% | 13.0% | 13.4% |
| Filipino | 0.2% | 0.9% | 1.0% | 0.9% |
| Pacific Islander | 0.9% | 0.9% | 1.0% | 2.0% |
| American Indian / Alaska Native | 0.9% | 0.8% | 1.0% | 0.7% |
| Multiple or Not Reported | 3.3% | 3.8% | 4.0% | 3.8% |
| Special Education | 11.0% | 12.0% | 10.0% | 14.5% |
| Total Enrollment | 429 | 441 | 410 | 413 |

Data sources: DataQuest and AR&E

The academic history between 2008 and 2012 illustrates a steady increase in the percentage of students achieving proficiency in mathematics. Table 4 shows a 15.2% growth during that five-year period. English language arts (ELA), on the other hand, fluctuated from year to year and depicted a 13.8% growth during the same five-year period. NCLB focuses on the percentages of students who reached proficiency, whereas, the State of California focuses on schoolwide improvement. Based on the data shown in Tables 4 and 5, Joseph Bonnheim has made tremendous growth from 2008 through 2012 resulting in an API growth of 86 points. The staff credits the strong leadership of Dr. Mary Alvarez Jett with this improvement. She arrived at Joseph Bonnheim in 2009.

Table 4: Five-Year History of Percentage of Students Achieving Proficiency

| | 2008 | 2009 | 2010 | 2011 | 2012 | 5-Year Growth |
|------|-------|-------|-------|-------|-------|---------------|
| ELA | 27.7% | 38.9% | 52.1% | 36.0% | 41.5% | +13.8% |
| Math | 38.9% | 46.0% | 52.1% | 54.3% | 54.1% | +15.2% |

Table 5: Five-Year Academic Performance Index

| 2008 | 2009 | 2010 | 2011 | 2012 | 5-Year Growth |
|------|------|------|------|------|---------------|
| 672 | 730 | 736 | 734 | 758 | + 86 points |

Source: AYP data from California Department of Education

During the same period, the student behavior at Joseph Bonnheim improved. There was an inverse relationship between the number of suspensions and API. As shown in Table 6, as suspensions and inappropriate behavior decreased, the API increased.

Table 6: Three-Year Comparison of Suspension and Expulsion Information Between Joseph Bonnheim School and SCUSD

| Suspensions and Expulsions | | | |
|--|------------------|------------------|------------------|
| Joseph Bonnheim | 2009-2010 | 2010-2011 | 2011-2012 |
| Suspensions Rate | 13.3 | 10 | 5.9 |
| Expulsions Rate | 0 | 0 | 0 |
| SCUSD | 2009-2010 | 2010-2011 | 2011-2012 |
| Suspensions Rate | 18.1 | 17.1 | 16.2 |
| Expulsions Rate | 0 | 0.03 | 0.03 |
| The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100). | | | |

Source: 2011-2012 School Accountability Report Card

3. Academic Calendar and Attendance Requirements

Joseph Bonnheim will use the SCUSD traditional trimester calendar for elementary schools with a total of 178 instructional days for 2014-15. Our school day will begin at 8:05 a.m. and end at 2:00 p.m. The instructional minutes for primary students are 285 minutes per day and 305 minutes per day for intermediate students. As a dependent charter school, the instructional calendar and instructional day will be consistent with the Collective Bargaining Agreement between SCUSD and SCTA.

Joseph Bonnheim will strive to maintain a minimum 95% attendance rate. Families will be provided with information regarding attendance at the beginning of the school year. Students are required to attend school every day per the state compulsory attendance laws.

4. An Educated Person in the 21st Century

The goal of JBCC is for every student to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Thus, an educated person in the 21st Century must develop a firm foundation in the basic academic skills for reading, writing, and mathematics. He or she must not only be prepared academically, but also linguistically, socially, and culturally to meet new experiences, solve new problems, and take responsibility for his or her own learning. When experiencing new situations, an educated person needs to have the necessary skills to overcome the challenges he or she 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 information, media, and technological literacy
- Demonstrate moxie (i.e., courage, daring, spirit, determination)

The educational program (academic and non-academic) is designed to foster the physical, intellectual, and emotional qualities of an individual to make positive changes affecting one's self, one's family, one's school, one's neighborhood, and one's community. Contributions to change can be made individually or collectively with others.

5. How Learning Best Occurs

The cliché "all kids can learn" is incomplete. Instead, kids are "learning" all the time. 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 knowledge created by scholars and researchers during the past 30 years.

Findings from Brain Research. One group of researchers examined how the human brain learns. Susan Kovalik is one such scholar. She spent the past 35 years studying and summarizing the literature on human learning. In her book,

Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom (2005), she illustrated the theory of how learning best occurs through the Highly Effective Teaching (HET) Model that aids in developing responsible citizens.

Figure 1: Highly Effective Teaching Model

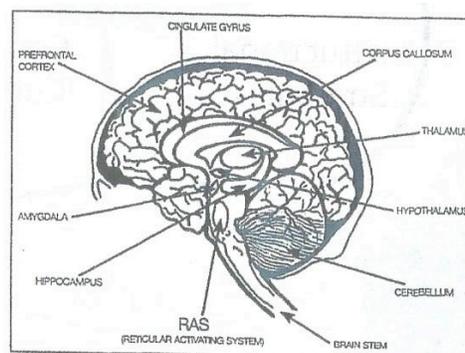


The HET model incorporates three dimensions: biology of learning, conceptual curriculum, and instructional strategies. Her model has two main goals:

- 1) To create participating citizens, willing and able to engage in our democratic processes, to improve life now and for future generations.
- 2) 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, 2005, p. xvi)

The HET model is based on five principles of learning that come from brain research.

Figure 2: The Brain



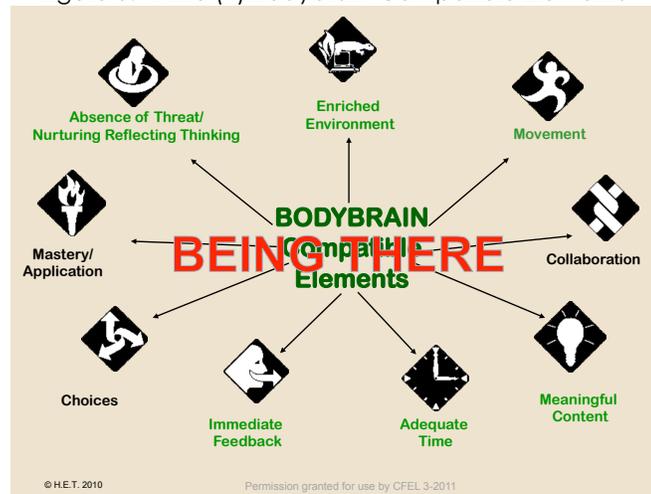
The five principles are:

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.

Given these principles, Kovalik suggested that learning best occurs when the following nine (9) bodybrain-compatible elements are present: Absence of Threat/Nurturing Reflecting Thinking, Meaningful Content, Enriched Environment, Movement to Enhance Learning, Choices, Adequate Time, Collaboration, Immediate Feedback, and Mastery/Application (see Figure 3).

Figure 3: Nine (9) Bodybrain-Compatible Elements



Additional instructional strategies that facilitate and support best learning include: respectful relationships, classroom management and leadership, and CORE (collaboration, organization, reflection, engagement) instruction.

Kovalik also suggested five elements of conceptual curriculum aid in optimal learning. These five components are:

- 1) sensory-rich experiences,
- 2) organizing concepts,
- 3) key points (3 types explain “what:” conceptual, significant knowledge, and skills),
- 4) inquiry helps students to understand “how” and incorporate the multiple intelligences and pull from the state and district standards, and
- 5) social/political action.

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

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

Similarly Horacio Sanchez, in his book [A Brain-Based Approach to Closing the Achievement Gap](#), suggested students learn best when they come to school and feel safe, feel welcome, and feel that 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. Such 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 students benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

Findings from School Research. Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They generally 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 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, climate of high expectations for success, and positive home-school relationships.

In brief, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission driven, student driven, and data driven, as summarized in Table 7.

Table 7. Common Organizational Features Supporting Learning

| Feature: | US Dept. of Ed. 8 charter schools | Cummins' Beat the Odds 12 schools | Effective Schools 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 |

The two perspectives on how learning best occurs provide a research base for the Joseph Bonnheim Community Charter's educational program. As we developed our program, however, we heeded the advice of Robert Hutchins, former president of the University of Chicago:

"It must be remembered that the purpose of education is not to fill the minds of students with facts...it is to teach them to think."

6. Curriculum

Teachers will use a variety of curriculum materials and resources to move Bonnheim scholars toward proficiency of academic and nonacademic goals, to meet the charter school outcomes and newly adopted Common Core State Standards (CCSS). Teachers will employ a variety of instructional strategies such as direct instruction and best teaching practices to enhance the HET model with the goal of closing the achievement gap for our diverse student population. As the staff continues to grow as professionals, they will incorporate new resources and practices.

The purpose of the JBCC is to produce students who are productive, responsible citizens and who use the knowledge and skills taught at the school to improve and affect change in their own lives and in the community. The knowledge and skills will be developed by working toward the mastery of the six site-adopted components of a well-rounded education:

- 1) literacy,
- 2) math/science,
- 3) social skills/social studies,
- 4) physical education and health-related fitness,
- 5) visual and performing arts, and
- 6) civics.

In the process of reaching these six outcomes, students will also demonstrate mastery of Common Core State Standards. Technology will be used by both teachers and students as a support and extension to achieve levels of mastery/application of subject content.

1. Literacy: Students read for a) pleasure, b) understanding and c) information. They write and speak with conviction, structure, and detail. Editorial skills are learned and used to support them in communicating with simplicity and clarity to a variety of audiences. They use technology and other tools to access and disseminate information.

2. Math/Science: Students a) discuss mathematical and scientific relationships, b) reason logically, c) think critically, and d) use mathematical and scientific skills to develop conceptual understanding. They effectively use the tools of mathematicians and scientists (e.g., graphs, tables, charts, scales, and computers) in projects that demonstrate their knowledge.

3. Social Skills/Social Studies: Students know and practice Lifelong Guidelines and LIFESKILLS. They identify and articulate their application in the diverse cultures and communities of the present, as well as in the civilizations and societies of the past.

4. Visual and Performing Arts: Students demonstrate their developing talents in the visual and performing arts. They understand that the arts are a form of communication among themselves and people of different cultures.

5. Physical Education and Health-related Fitness: Students are physically educated. They achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness.

6. Civics Education: Students develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They learn 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 come to understand the rights and duties of a citizen in our democracy.

Special Note on Civics Education. We take seriously the reminder by John Dewey, an early 20th Century educational reformer, that “*Democracy must be reborn in each generation and education is its midwife.*” Currently, limited emphasis is placed on civics education at the elementary level. JBCC intends to change that trend.

At JBCC, civics instruction will be integrated throughout the curriculum and the instructional day. Responsible citizens go beyond mastering academic and nonacademic skills. Responsible citizens use their skills and knowledge to improve the quality of life and to protect the rights of fellow citizens. JBCC scholars will demonstrate their citizenship through community service projects that benefit the school and the broader community.

The JBCC civics program will be guided by our forefathers. We will study, for example, what it means to have a government of the people, by the people and for the people and what it means to keep such a government, a government that promises one nation with liberty and justice for all.

Table 8. Scope and Sequence of JBCC Initial Civics Curriculum - Draft

| Grade → | K | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------------|------------------------|-----------------------------|--|----------------------------------|---|--|--|
| Community Service Project | Community Garden | Community Garden | Caretakers of Park | Caretakers of Park | Caretakers of veterans' final resting place | Care for homeless community animals | Helping give input to creating a city or county ordinance or a piece of state legislation. |
| Study of Key Documents | U.S. and State Symbols | Declaration of Independence | Constitution | Bill of Rights (Amendments 1-10) | Declaration of Independence | The Constitution and state rights | The Constitution |
| Study of Units of Government | Local government | U.S. Treasury | Three branches of government | Local government | State government | Three branches of government | Federal |
| Biographies and Books | Ben Franklin | Martin Luther King, Jr. | George Washington Carver | Cesar Chavez; Susan B. Anthony | George Washington; Thomas Jefferson; John Adams | Abraham Lincoln | - Martin Luther King - Rosa Parks - Profiles in Courage by John Kennedy |
| Speakers | Veterans | Veterans | Members of City Council | Members of the City Council | Veterans | Members of the Legislature Members of the Judiciary | Member of Congress |
| Internet | knowthat.com | knowthat.com | knowthat.com | icivic.org | icivic.org | icivic.org | icivic.org |
| "Being There" Experiences | Law Enforcement | Wells Fargo Museum | State Capitol | Assembly and Senate chambers | Governor's Office | Federal Courthouse in Sacramento | Athens, Greece - Democracy |
| Songs | "America" | "Star-Spangled Banner" | "This Land is Your Land" – Woody Guthrie | "I Love You, California" | "Star-Spangled Banner" | John Phillip Souza marches | "America the Beautiful" |
| Defenders of Democracy | Law Enforcement K-9s | Military | Lawmakers | Law Enforcement | Military | Lawyers | Private citizens |

JBCC is fortunate to be located in the state capital. We intend to make use of judges, lawmakers, and members of the executive branch from city, county, state, and federal governments.

The JBCC civics program will also use online resources such as icivic.org to help scholars learn about institutions and principles of American democracy. They will also study and learn, first hand from veterans, why citizens made the ultimate sacrifice to defend the ideas of our American democracy, ideas embodied in the Constitution and the Declaration of Independence.

The civics program will be refined each year by the staff as we study how to better teach civics to our young citizens. This is akin to the practice of refining our lesson plans until mastery is reached by each student. A draft scope and sequence is shown in Table 8. We will make use of various resources including those found online, such as The Campaign for the Civic Mission of Schools: Educating for Democracy, which "recommends six 'proven practices' that, together, constitute well-rounded civic learning." The six practices are listed in Table 9.

Table 9: Six Practices Advocated by
The Campaign for the Civic Mission of Schools

The Campaign for the Civic Mission of Schools: Educating for Democracy urge all schools K-16 to adopt these practices, which have been shown by research to provide the most effective and comprehensive approach to ensuring all students receive the civic knowledge and skills necessary for informed and engaged citizenship. These six proven practices are:

1. Classroom Instruction: Schools should provide instruction in civics & government, history, economics, geography, law, and democracy. Formal instruction in these subjects increases civic knowledge and increases young people's tendency to engage in civic and political activities over the long term. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from civic engagement.

2. Discussion of Current Events and Controversial Issues: Schools should incorporate discussion of current local, national, and international issues and events in to the classroom, particularly those that young people view as important to their lives. When students have an opportunity to discuss current issues in a classroom setting, they tend to have a greater interest in civic life and politics as well as improved critical thinking and communication skills.

3. Service-Learning: Schools should design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.

4. Extracurricular Activities: Schools should offer opportunities for young people to get involved in their schools or communities outside of the classroom. Studies show that students who participate in extracurricular activities in school remain more civically engaged then those who did not, even decades later.

5. School Governance: Schools should encourage meaningful student participation in school governance. Giving students more opportunities to participate in the management of their classrooms and schools builds their civic skills and attitudes.

6. Simulations of Democratic Processes: Schools should encourage students to participate in simulations of democratic processes and procedures. Evidence shows that simulations of voting, trials, legislative deliberation and democracy, leads to heightened civic/political knowledge and interest."

<http://www.civicmissionofschools.org/educators/six-proven-practices>

The Campaign for the Civic Mission of Schools: Educating for Democracy points out that civic competency includes not only civic knowledge, but also civic skills and dispositions. We will be teaching many of those skills and dispositions through Lifelong Guidelines and LIFESKILLS mentioned earlier. The Campaign has a list of civic skills and dispositions. They are listed by category in Table 10.

Table 10. List of Civic Skills and Dispositions

Civic Content Knowledge. Civic content includes both core knowledge and the ability to apply knowledge to different circumstances and settings.

- Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
- Principles, documents, and ideas essential to constitutional democracy
- Relationship between historical documents, principles, and episodes and contemporary issues
- Structures, processes, and functions of government; powers of branches and levels of government
- Political vehicles for representing public opinion and effecting political change
- Mechanisms and structure of the U.S. legal system
- Relationship between government and other sectors
- Political and civic heroes
- Social and political networks for making change
- Social movements and struggles, particularly those that address issues as yet unresolved
- Structural analyses of social problems and systemic solutions to making change

Civic Skills: Intellectual. Intellectual civic skills encompass knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.

- Critical thinking
- Perspective-taking
- Understanding, interpreting, and critiquing various media
- Understanding, interpreting, and critiquing different points of view
- Expressing one's opinions
- Active listening
- Identifying public problems
- Drawing connections between democratic concepts and principles and one's own life experience

Civic Skills: Participatory. Civic participatory skills encompass knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.

- Engaging in dialogue with those who hold different perspectives
- Active listening
- Communicating through public speaking, letter writing, petitioning, canvassing, lobbying, protesting
- Managing, organizing, participating in groups
- Building consensus and forging coalitions
- Community mapping
- Utilizing electoral processes
- Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
- Planning and running meetings
- Utilizing strategic networks for public ends
- Organizing and demonstrating

Civic Dispositions. Civic dispositions encompass interpersonal and intrapersonal values, virtues, and behaviors.

- Tolerance and respect
- Appreciation of difference
- Rejection of violence
- Concern with the rights and welfare of others
- Commitment to balancing personal liberties with social responsibility to others

Personal efficacy
Sense of belonging to a group or polity
Readiness to compromise personal interests to achieve shared ends
Desire for community involvement
Attentiveness (to civic matters, the news, etc.)

<http://www.civicmissionofschools.org/educators/civic-competencies>

7. Instructional Strategies

Based on the research of how learning best occurs, JBCC will be using the Highly Effective Teaching model (HET) as described above and which includes the following elements: Lifelong Guidelines and LIFESKILLS, Multiple Intelligences Theory, and Neurodiversity. We will also use the Efficacy Approach developed by Dr. Jeff Howard. Finally, no set of instructional strategies is complete without using technology. A brief description of each strategy follows.

Lifelong Guidelines and LIFESKILLS (Susan Kovalik). As school is not just about academics, Joseph Bonnheim Charter will also use the Lifelong Guidelines and LIFESKILLS curriculum of Susan Kovalik. The five Lifelong Guidelines for becoming a citizen within a democratic society in the 21st century are taught and include: personal best, no put-downs, active listening, truthfulness, and trustworthiness. "Personal best" is defined by the following set of LIFESKILLS: perseverance, organization, patience, sense of humor, curiosity, common sense, cooperation, effort, friendship, integrity, problem solving, flexibility, caring, initiative, responsibility, resourcefulness, pride, and courage.

Multiple Intelligences. Many of the instructional strategies used in today's traditional classrooms are brain antagonistic. Traditional instruction is heavily weighted toward using only two intelligences: logical-mathematical intelligence ("number/reasoning smart") and linguistic intelligence ("word-smart"). There are at least six other intelligences often neglected in schools. Howard Gardner identified the other six intelligences as: spatial intelligence ("picture smart"), bodily kinesthetic intelligence ("body smart"), musical intelligence ("music smart"), intrapersonal intelligence ("self smart"), interpersonal intelligence ("people smart"), and naturalist intelligence ("nature smart"). Use of Gardner's Multiple Intelligences (MI) approach to teaching exposes students to learning in different modalities. MI instruction provides a variety of learning opportunities, including "real-life" learning experiences, which are especially supportive of English language learners. This method of instruction allows students to strengthen and develop their multiple intelligences.

Dr. Thomas Armstrong suggested each of these six additional intelligences represent different "potential pathways" to learning. He pointed out, "If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning." This approach is consistent with the charter school idea of individualizing teaching and learning by matching instructional strategies with each student's learning style. This is akin to matching a round peg to a round hole rather than trying to force a square peg into a round hole.

Neurodiversity. Neurodiversity refers to the idea that scholars experience the world differently based on their neurological attributes. Thomas Armstrong, Ph.D., stated, “Neurodiversity is an idea which asserts that atypical (neurodivergent) neurological development is a normal human difference that is to be recognized and respected as any other human variation.” Dr. Armstrong is a world-renowned expert on applying Howard Gardner’s Multiple Intelligences theory in classrooms. The JBCC staff has participated in recent enlightening and empowering training from Dr. Armstrong and will continue to work with him throughout the life of the charter. This training revealed the fallacy of many current archaic instructional practices that do not challenge and enable all scholars to succeed.

The Efficacy Approach. 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. Efficacy assumes everyone has the brains, 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 adds the momentum to keep the cycle going. The alternative strategies are created by using the Data-Feedback-Strategy (DFS) method that 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 4) using the useful information to create strategies. The DFS method can be used by students and teachers in various situations, from shooting basketballs in PE to learning long division in Math.

Figure 4: 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 SDIS also states that one don't get smarter unless one is challenged in his or her Zone of Development (ZOD), an area a little beyond one’s current abilities and knowledge. Goals in the ZOD are difficult, but they are something one can obtain if one works at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, one gets bored. In the latter, a person can get frustrated. The Zone of Development is where one gets smarter and develops his or her knowledge and abilities.

Other strategies found in the Efficacy approach which help scholars get into and stay in their 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 their personal learning zones, 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 taught by Joseph

Bonnheim staff and learned by the students to develop and improve in their personal Zones of Development.

Technology. Technology is an essential component for student learning because it provides students with immediate access/feedback, serves as an extension in developing/strengthening multiple intelligences, and can be used as a support to make the multiple intelligences come alive. Students will use technology to strengthen concept development, to provide real-time learning experiences, to communicate with others worldwide in addition to conducting research, reinforcing skills, creating projects, and aiding in their presentation work. As an example, students will document the oral history of veterans using video and will edit and post them on the school website and/or YouTube.

Putting It All Together. We will continue with current instructional components that are effective and discontinue using the ones that are not effective. We will use some of the current instructional components (e.g., Open Court) as a starting place and modify and supplement them with new strategies. Table 11 shows both current strategies and new ones. Currently, for example, 30 minutes of daily ELD instruction is required in grades 4-6 district wide with *Avenues*. This districtwide practice was not effective at our school. Instead students remained with the regular curriculum and the teachers differentiated instruction based on students' individual language competencies. This proved more effective. JBCC intends to take this approach with all curriculum.

While the length of the instructional day remains the same, how we use the time is different as shown in three daily schedules found in Table 12 for kindergarten, Table 13 for 1st grade, and Table 14 for 4th grade. In each table, there is an "old" before charter schedule and a "new" after charter schedule of a typical day. Notice the increase of bodybrain strategies.

Table 11: Comparison of Current Instructional Components and Proposed Charter Instructional Components

| Current Instructional Components | Proposed Charter Instructional Components |
|--|--|
| <ul style="list-style-type: none"> • Open Court Reading Curriculum • Independent practice worksheets to reinforce learning • Scholastic Spelling (grades 1-3) • Open Court Spelling (grades 4-6) • Macmillan/McGraw-Hill Math Curriculum • Independent content area instruction • Limited art assignments • Macmillan/McGraw-Hill Social Studies • Macmillan/McGraw-Hill Science • Write Tools Writing Strategies • ELD Instruction: Moving Into English (grades K-2) & Decontextualizing complex text (grades 3-6) | <ul style="list-style-type: none"> • Core curriculum: interrelated content areas to provide opportunities for development of Multiple Intelligences; Content areas will be addressed through themes in order to build schema and strengthen conceptual understanding • Implementation of LIFESKILLS and Lifelong Guidelines • Civics Education • Project-based learning activities • Brain gym exercises to promote productivity • Field Trips for learning experiences • Incorporating technology use into all content areas • Classroom community meetings • Scholar work time with independent activities with immediate feedback • Whole class debrief/reflection on individual learning • Afterschool intervention/enrichment programs: gardening, drama, music, art • Write Tools Writing Strategies • Writers' Workshop • ELD: Decontextualizing Complex Text and reinforcement of core instruction to maximize understanding (gr. K-6) |

Table 12: A DAY IN THE LIFE OF A JBCC SCHOLAR

Kindergarten Schedule

7:30-8:00 am Breakfast/Children come in classroom and read books. Teacher assesses children.

SCHOOL DAY BEGINS

| Old Kindergarten Schedule | | New Kindergarten Schedule | |
|----------------------------------|---|----------------------------------|--|
| 8:00-8:10 am (10 min.) | Attendance, Flag Salute, Kindergarten Song | 8:00-8:30 am (30 min.) | Attendance Brain Gym: stretches pump oxygen into brain to increase productivity. Calendar: Agenda containing visual of objective and goals for the day. Music: singing vowels or alphabet letters or scholars do alphabet body shapes. |
| 8:10-8:20 am (10 min) | Calendar | 8:30-9:00 am (30 min.) | Opening Anticipatory Set: show object that will entice scholars to have their brain peak with excitement and curiosity. |
| 8:20-8:45 am (25 min.) | Open Court | | |
| 8:45- 9:00 am (15 min) | Explain Math Center, Writing Center, and Language Arts. | | |
| 9:00-10:00 am (60 min.) | Centers: Math, Writing, and Language Arts. Children rotate in groups every 20 minutes. | 9:00-10:00 am (60 min.) | CORE INSTRUCTION (SACRED TIME: NO INTERRUPTIONS) "Being There" Time, i.e., Gardening 1. Direct Instruction: Orientation/Presentation/Highly Structured Practice/Guided Practice/Set Expectations/Ask Questions <ul style="list-style-type: none"> • Introduce "Big Ideas" • Introduce Common Core Standards/ Review previous standards. 2. Workshop Time: Small Groups to practice skills taught using one or more of the following: <ul style="list-style-type: none"> • Learning club activity • Inquiry work • Skills Practice • Science Experiment-Exploration Identification of Patterns • Journal Writing-Providing meaningful choices-Look at Inquiry Builder Chart 4.3 Susan Kovalik's "Kid's Eye View of Science" • California Math-Common Core State Standards 3. Small Group Follow-Up/Assessment Children make choices as a whole group whether they want to play with puzzles, high level of thinking games that coincide with the theme, painting or touching objects related to theme, while teacher roves around the room giving immediate feedback as needed. |
| 10:00-10:20 am (20 min.) | Reading decodable books | 10:00-10:20 am (20 min.) | Snack, Bathroom Break, Playtime |
| 10:25-10:40 am (15 min.) | Snack, bathroom break | 10:20 10:50 am (30 min.) | Multiple Intelligences: Music, Art, Nature Walk, Animals, Field Trips |
| 10:45-11:15 am (30 min.) | ELD, "Moving Into English" | 10:50-11:20 am (30 min.) | Read a story, review the agenda, celebrate, and have a community circle. <ul style="list-style-type: none"> • Reflect/debrief about day: check off objectives, check to make sure goals were met. |
| 11:15-11:45 am | Lunch | 11:20-11:45 am | Lunch |
| 11:45 am | Dismiss In addition, assess certain students while parent provides volunteer help for teacher. | 11:45 am | Dismiss In addition, assess certain scholars while parent provides volunteer help for teacher. |

Table 13: 1st Grade Schedule

| 7:30-8:05 am Breakfast in the cafeteria | | | |
|---|--|--|--|
| SCHOOL DAY BEGINS | | | |
| Old 1 st Grade Schedule | | New 1 st Grade Schedule | |
| 8:05-8:15 am (10 min) | School Wide Great Gathering Flag Salute/Important Announcements | 8:05-8:15 am (10 min) | School-Wide Great Gathering Team Building Activities School Chant/Flag Salute/Important Announcements |
| 8:15-8:35 am (20 min) | Morning Opening ✓ Attendance/Morning messages ✓ Calendar Activities | 8:15- 8:45 am (30 min) | Morning Meeting for all grades ✓ Attendance/Morning messages ✓ Brain Gym/Stretches-pump oxygen into the brain to increase productivity ✓ Calendar/Agenda containing visuals of the objective and goals for the day ✓ Opening Anticipatory Set (emotional hook for the day that will grab the attention of the scholars) |
| 8:35-8:45 am (10 min) | Daily Spelling Practice in workbook | | |
| 8:45- 11:20 am (155 min) (10 min of morning recess during this block of time) | ELA <u>CORE INSTRUCTION</u> 1. <u>Direct Instruction:</u> Orientation/Presentation/Highly Structured Practice/Guided Practice/Set Expectations/Stimulate Curiosity <ul style="list-style-type: none"> • Introduce “Big Ideas”, e.g., Cause and Effect • Introduce STANDARDS and key points/ Review & make connection to previous standards taught 2. <u>Student Work Time: Independent Practice (Group Collaboration/ Workshop/Small Groups) to practice skills taught using one or more of the following:</u> <ul style="list-style-type: none"> • Clues, problems, and wonderings • Skills Practice • Science Experimentation • Journal Writing • Research | 8:45-11:20 am (155 min) + (20 minutes for Brain Gym, Structured Activity, and recess during this block of time) | <u>CORE INSTRUCTION (SACRED TIME: NO INTERRUPTIONS)</u> “Being There” Time , e.g., Gardening 1. <u>Direct Instruction:</u> Orientation/Presentation/Highly Structured Practice/Guided Practice/Set Expectations/Stimulate Curiosity Introduce “Big Ideas”, e.g., Cause and Effect <ul style="list-style-type: none"> • Introduce STANDARDS and key points/Review & make connection to previous standards taught 2. <u>Scholar Work Time: Independent Practice (Group Collaboration /Workshop/Small Groups) to practice skills taught using 1 or more of the following:</u> <ul style="list-style-type: none"> • Learning club activity • Inquiry work • Skills Practice • Science Experiment • Journal Writing 3. <u>Whole Class Debrief/ Reflect on individual learning (“pattern-seeking”)</u> <ul style="list-style-type: none"> • Small group follow-up time/ Assessment This process is continued throughout the morning and after lunch providing the scholars with opportunities to work as a whole group and have adequate time to practice the skill individually. The teacher roves around the room during scholar work time giving immediate feedback to each child. |
| (50 min. for staggered lunch 1 st -3 rd and 40 minutes for 4 th -6 th) | <u>Lunch Schedule</u> <ul style="list-style-type: none"> ✓ Kindergarten 11:20-11:45 ✓ 1st 11:20-12:10 ✓ 2nd 11:30-12:20 ✓ 3rd 11:40-12:30 ✓ 4th 11:50-12:30 ✓ 5th /6th 12:20-1:00 | (50 min. for staggered lunch 1 st -3 rd and 40 minutes for 4 th -6 th) | <u>Lunch Schedule</u> <ul style="list-style-type: none"> ✓ Kindergarten 11:20-11:45 ✓ 1st 11:20-12:10 ✓ 2nd 11:30-12:20 ✓ 3rd 11:40-12:30 ✓ 4th 11:50-12:30 ✓ 5th /6th 12:20-1:00 |
| 12:10- 1:05pm (55 min.) | MATH Continue CORE INSTRUCTION | 12:10 - 1:05pm (55 minutes) | Continue CORE INSTRUCTION (SACRED TIME) |
| 1:05-1:15 pm | Primary afternoon recess | 1:05 - 1:15 pm | Primary afternoon recess |
| 1:15-1:55 pm | SCIENCE/SOCIAL STUDIES/ or ART (occasionally) Continue CORE INSTRUCTION | 1:15- 1:45 pm | ENRICHMENT/INTERVENTIONS (Scholars will switch & rotate through 2-3 different stations of their choice. Topic must tie into thematic unit activity at that time of year. Scholars will rotate throughout week within classroom or classrooms. Teacher may hold conferences with individual scholars to provide immediate feedback on writing projects/preteach or reteach skills that need review. |
| 1:55-2:00 pm | Clean Up/ Closure/ Dismissal | 1:45 - 2:00 pm | Clean Up/ Closure / Dismissal |
| 2:00–6:00 pm | ASES for those students who are accepted | 2:00 – 3:00 pm | After School Enrichment: Gardening/ Drama/ Music/ Art 6-8 week rotation |

Table 14: 4th Grade Schedule

| 7:30-8:05 am Breakfast in the cafeteria | | | |
|---|--|---|---|
| SCHOOL DAY BEGINS | | | |
| Old 4 th Grade Schedule | | New 4 th Grade Schedule | |
| 8:05-8:15 am (10 min) | School Wide Unity: Great Gathering Flag Salute, Important Announcements, Team-Building Activities | 8:05-8:15 am (10 min) | School Wide Unity: Great Gathering Flag Salute, Important Announcements, Team-Building Activities |
| 8:15-8:40 am | Opening: <ul style="list-style-type: none"> Attendance Announcements Daily Agenda Homework Check-In | 8:15-8:40 am (30 min) | Morning Meeting for all grades <ul style="list-style-type: none"> Attendance/Morning messages Brain Gym/Stretches-pump oxygen into the brain to increase productivity Agenda containing visuals of the day's goals and objectives/"Big Idea" Opening/Anticipatory Set - emotional hook to grab the attention of the scholars) |
| 8:40- 10:00 am (10:00-10:10 am Recess) 10:10-12:20 am | CORE INSTRUCTION 1. Direct Instruction: Orientation/Presentation/Highly Structured Practice/Guided Practice <ul style="list-style-type: none"> Introduce "Big Ideas", Standards, and key points Review & make connection to previously taught Standards 2. Student Work Time: Independent Practice/Group Collaboration/ Workshop/Small Groups) to practice skills taught using one or more of the following: <ul style="list-style-type: none"> Cooperative Group Activities Skills Practice Clues, problems, and wonderings Experimentation Research Writing | 8:40-10:00 am (10:00-10:10 am Recess) 10:10-12:20 + (20 minutes for Brain Gym, Structured Activity, and recess during this block of time) | CORE INSTRUCTION (SACRED TIME: NO INTERRUPTIONS) "Being There" Time, i.e. Visiting Community Projects 1. Direct Instruction: Orientation/Presentation/Highly Structured Practice/Guided Practice/Set; Expectations/Stimulate Curiosity <ul style="list-style-type: none"> Introduce "Big Ideas", Standards, and Key Points Review & make connection to previously taught Standards 2. Scholar Work Time: Independent Practice/ Group Collaboration /Workshop/Small Groups to practice skills taught using one or more of the following: <ul style="list-style-type: none"> Cooperative group activities Inquiry work Skills Practice Science Experiment Journal Writing 3. Whole Class Debrief/ Reflect on individual learning ("pattern-seeking") <ul style="list-style-type: none"> Small group Follow-Up/ Assessment This process provides the scholars with opportunities to work as a whole group and have adequate time to practice the skill individually. The teacher roves around the room giving immediate feedback. |
| (50 min. for staggered lunch 1 st -3 rd and 40 minutes for 4 th -6 th) | Lunch Schedule <ul style="list-style-type: none"> ✓ Kindergarten 11:20-11:45 ✓ 1st 11:20-12:10 ✓ 2nd 11:30-12:20 ✓ 3rd 11:40-12:30 ✓ 4th 11:50-12:30 ✓ 5th /6th 12:20-1:00 | (50 min. for staggered lunch 1 st -3 rd and 40 minutes for 4 th -6 th) | Lunch Schedule <ul style="list-style-type: none"> ✓ Kindergarten 11:20-11:45 ✓ 1st 11:20-12:10 ✓ 2nd 11:30-12:20 ✓ 3rd 11:40-12:30 ✓ 4th 11:50-12:30 ✓ 5th /6th 12:20-1:00 |
| 1:00-1:50 pm | SOCIAL STUDIES /SCIENCE Includes individual research/group projects | 1:10-1:50 pm | WRITING WORKSHOP/PROJECT-BASED LEARNING ACTIVITIES Scholars will have an opportunity to write and/or do project-based activities. The teacher may hold conferences with individuals, providing immediate feedback. |
| 1:50-2:00 pm | CLEAN-UP/CLOSURE/HOMEWORK DISTRICATION/DISMISSAL | 1:50-2:00 pm | CLEAN-UP/CLOSURE/HOMEWORK DISTRICATION/DISMISSAL Reunite as a class to reflect/debrief about the day. |
| 2:00-6:00 pm | ASES for those students who are accepted | 2:00 – 3:00 pm | After School Enrichment: Gardening/ Drama/ Music/ Art 6-8 week rotation |

8. Addressing Student Needs in General

Each student is an individual. Each student has his/her own needs, learning styles, experiences, interests, and goals. Although individually unique, the Bonnheim community believes all students have the ability to succeed. To create a learning environment that fosters growth, understanding, and creativity, teachers will seek to make a personal connection with each student. The staff will strive to meet the students' needs and build upon their strengths with the goal of preparing lifelong learners who will become well-rounded, proactive members of society.

The Brain Compatible Approach, LIFESKILLS, Neurodiversity, Highly Effective Teaching Model, Multiple Intelligences, Efficacy, and Technology do not work in isolation. The JBCC staff will weave these elements together as they plan collaboratively toward the success of each student, including those who are low achieving, high achieving, and English Learners, and those with special needs, in essence, each individual student attending JBCC.

9. Support for Students Performing Above/Below Grade Level

Academically high-achieving students. Academically gifted students are encouraged to move forward at their own pace and delve deeper into content areas. Teachers will structure opportunities for extended learning that challenge and unwrap the giftedness of each child by using his/her Multiple Intelligences.

Academically low-achieving students. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects.

The school provides a comprehensive student intervention program. Interventions begin with the classroom teachers who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measures, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small-group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings, which are held biweekly and as needed. SST members conduct a complete review of the student's cumulative file along with current observations and assessments to determine the appropriateness and type of additional interventions. Generally within six to eight weeks, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

10. Plan for English Learners

The JBCC School meets all applicable legal requirements for English learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, Reclassification to Fluent English Proficient (RFEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Joseph Bonnheim implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

We recognize English Learners will be at different levels as determined by the CELDT. 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.

The California English Language Development Test (CELDT) data is used to create and modify differentiated instruction programs for English learners. Teachers have received training in Decontextualizing Complex Text ("Juicy Sentences") as described by Dr. Lily Wong Fillmore in order for all students to access grade level appropriate material that is rich in content. The new ELD standards adopted in November 2012 reflect the research of Dr. Lily Wong Fillmore. Our instruction and curriculum practices will be consistent with our adopted strategies of Lifelong Guidelines and LIFESKILLS, Neurodiversity, Multiple Intelligences, Efficacy, and Technology.

Parents are included in decision making through ELAC and the translation of school documents, meetings, and telephone communication. Teachers working with ELs will possess the appropriate CLAD, BCLAD, or SDAI certification as required. Joseph Bonnheim complies with the applicable requirements of the No Child Left Behind Act with regard to EL students.

11. Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Joseph Bonnheim 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 (IDEIA).

As a dependent charter, Joseph Bonnheim is a SCUSD school and receives Special Education services from the district. The school complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. Joseph Bonnheim and SCUSD are responsible for its compliance with Section 504 and the ADA.

The JBCC 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.

Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Joseph Bonnheim provides special education instruction and related services in accordance with the IDEIA, 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.

Joseph Bonnheim follows SCUSD policies and procedures and utilizes SCUSD forms in seeking out, 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. Joseph Bonnheim 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 substantially limiting 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 administrator and shall include the parent/guardian, the student (when 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 IDEIA but is found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. Using student assessment data and pertinent information, the 504 team 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 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 IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure 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. The 504 Plan shall describe the Section 504

disability and any program accommodations, modifications or services that may be necessary. All 504 team participants must have a copy of each student's 504 Plan. 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.

12. Parents

In our efforts to provide the best possible learning environment for our scholars, Joseph Bonnheim will work with families to develop opportunities and partnerships to improve student learning. In addition to the Steering Committee, parent partnerships include 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, Student Study Team (SST), Family Night Activities, and Home-School Communication. Translation support will be provided as needed.

13. Professional Development and Planning

Teacher Development. Robert J. Marzano's research has found that the most critical component for student success is the teacher. As such, Joseph Bonnheim is comprised of highly qualified teachers, as defined by NCLB, who continue to grow and learn new techniques, strategies, and instructional pathways for improving student achievement. Teachers are encouraged and provided with opportunities to collaborate in order to develop, refine, and enrich their teaching skills and instructional practices through trainings determined by the needs reflected in student assessment data.

Support for professional development will be provided by experts in their respective fields, which include, but are not limited, to the following: Dr. Thomas Armstrong; Susan Kovalik; Horacio Sanchez; Jo Guzman; farmers from Soil Born Farms, funeral directors from St. Mary's Veterans Cemetery; representatives from Home Depot, SPCA, Happy Tails, Colonial Heights Library; city, state, and federal government officials.

Teacher Research. Teacher collaboration is highly effective when accompanied by well-researched units that challenge students, differentiate instruction, develop and strengthen their multiple intelligences, and provide pathways to new learning. Teachers will use data collected as in the Efficacy model described above to determine areas of need and conduct research, plan collaboratively for instruction and intervention, and provide feedback to determine "best practices" that will result in sustainable student growth.

Grade Level Planning, Articulation, and Collaboration. Participation in this charter requires flexibility and commitment. The staff calendar for common planning time (September through May) will be developed in August and will incorporate grade-level and cross grade-level planning sessions. Four times a year, staff will share classroom data from multiple assessment sources, develop individual student learning goals, and provide opportunities for intervention/enrichment. On-site trainings will also be provided to staff, focusing

on successful techniques and strategies to improve instructional delivery and student performance based on student outcomes. Partnerships with other school sites will be developed for the purpose of site visits and professional development. Each educator will be responsible for supporting the ongoing improvement of JBCC. Such support may include incorporating recommendations from a School Quality Review, being a liaison at parent meetings, helping develop parent trainings, and improving the overall facilities.

Research also indicates that teacher/student relationships are the most important factor for ensuring the success of students. Teachers will be knowledgeable of the different grade-level standards and be better able to provide high quality standards-aligned instruction as set forth in the HET model. Following a decision-making process established by the Steering Committee, the teachers will collaborate to make the instructional and curricular decisions necessary to reach the outcomes described in Element B.

Pre-service Training. If approved, JBCC will open in 2014-2015. The 2013-2014 school year would then be used for training staff and refining the curriculum. We envision inviting staff from Earl Warren and Peter Burnett to attend the training. The students and many of the current staff from Joseph Bonnheim have been assigned to these two schools.

The training would be beneficial to all teachers, even those not returning to implement the Joseph Bonnheim Community Charter. Both Dr. Thomas Armstrong and Susan Kovalik have already agreed to provide training. The first set of training will focus on Kovalik's Highly Effective Teaching (HET) model and include multiple intelligences, neurodiversity, temperament, and why gender matters. The second set of training will examine English Language Development and the social psychology of learning; the latter topic will focus on the Efficacy model. The third set of training would focus on civics education and technology. The fourth and final set of training will continue with technology and also examine organizational practices that increase learning. Studying the charter document will be an important part of all four sets of training. These quarterly training sessions are all aimed at preparing the JBCC staff to be successful. We are assuming JBCC staff will have many opportunities to learn about Common Core during 2013-2014 at their new school.

Having staff work at another school before implementing the Joseph Bonnheim Community Charter provides an opportunity to meet new colleagues, see how things are done in another school, and enables them to prepare for 2014-2015.

Element B: 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. Ed. Code 47605(b)(5)(B)

1. Literacy: Students read for a) pleasure, b) understanding, and c) information. They write and speak with conviction, structure, and detail. Editorial skills are

learned and used to support them in communicating with simplicity and clarity to a variety of audiences. They use technology and other tools to access and disseminate information.

2. Math/Science: Students a) discuss mathematical and scientific relationships, b) reason logically, c) think critically, and d) use mathematical and scientific skills to develop conceptual understanding. They effectively use the tools of mathematicians and scientists (e.g., graphs, tables, charts, scales, and computers) in projects that demonstrate their knowledge.

3. Social Skills/Social Studies: Students know and practice Lifelong Guidelines and LIFESKILLS. They identify and articulate their application in the diverse cultures and communities of the present, as well as in the civilizations and societies of the past.

4. Visual and Performing Arts: Students demonstrate their developing talents in the visual and performing arts. They understand the arts are a form of communication among themselves and people of different cultures.

5. Physical Education and Health-related Fitness: Students are physically educated. They achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness.

6. Civics Education: Students develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They learn 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 come to understand the rights and duties of a citizen in our democracy.

Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. Ed. Code 47605(b)(5)(C)e

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

Mandated State Assessments

As is required by the state charter law, Joseph Bonnheim Charter School will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. We firmly believe the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (e.g., afterschool tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure students are meeting or making progress toward the state standards measured by the state assessments. Proficiency for our English learners will be measured in accordance

with the CELDT, STAR test data, teacher observations, and other school-based measures.

Assessment

As shown in Table 15, many different assessments will be used in classrooms. Performance-based assessment will be achieved through learning projects based in Science and Social Studies. Rubrics will be developed that students and teachers will use to evaluate student growth and in-depth understanding of content, as well as presentational and technological skills.

Collaborative Assessment Meetings

Collaborative Assessment Meetings will also occur quarterly. During these meetings, teachers will meet with grade-level partners, support staff, and the principal to discuss classroom results. Each student is monitored and the appropriate interventions, if necessary, are put into place. After each meeting, the principal will draft a report on the data, which will be shared and discussed later during the next staff meeting.

Staff Development

The results from the Collaborative Assessment Meetings, Lesson Study units and SDIS data will determine areas in which teachers need further training and development.

Outcomes

Table 15 shows the educational outcomes, curriculum, and assessments to be used. The standards drive the instruction. All curricula will be thematically integrated.

Table 15: Educational Outcomes, Curriculum, and Assessments for 2014-2019

| Common Core Reading Anchor Standards (Narrative and Informational) | Assessments |
|--|---|
| Anchor Standard 1- Reading Closely and Making Logical Inferences | <ul style="list-style-type: none"> • Running records • Comprehension assessments • Student work • Benchmarks • State Assessments |
| Anchor Standard 2- Determine Central Ideas and Themes | <ul style="list-style-type: none"> • Student work • Benchmarks • State Assessments |
| Anchor Standard 3- Reading to Analyze How Individuals, Events, and Ideas Develop and Interact Over the Course of a Text. | <ul style="list-style-type: none"> • Student work • Benchmarks • State Assessments |
| Anchor Standard 4- Reading to Interpret the Language Used in the Text. | <ul style="list-style-type: none"> • Student work • Benchmarks • State Assessments |
| Anchor Standard 5- Reading to Analyze the Structure of a Text | <ul style="list-style-type: none"> • Student work • Benchmarks • State Assessments |
| Anchor Standard 6- Reading to Assess the Author's Point of View and How It Shapes the Text. | <ul style="list-style-type: none"> • Student work • Benchmarks • State Assessments |
| Anchor Standards 7 to 9- Reading to | <ul style="list-style-type: none"> • Student work |

| | |
|--|--|
| Integrate Knowledge and Ideas and Think Across Informational Texts. | <ul style="list-style-type: none"> • Benchmarks • State Assessments |
| Anchor Standard 10 Range of Reading and Level of Text Complexity | <ul style="list-style-type: none"> • Running record • Comprehension assessments • Student work • Benchmarks • State Assessments |
| Common Core Writing Standards | Assessments |
| Narrative Writing | <ul style="list-style-type: none"> • Rubrics (Process & Quality) • Samples of student work that include personal narrative, fiction, historical fiction, fantasy, narrative memoir, biography, narrative nonfiction. • Portfolios • State Assessments |
| Persuasive/Opinion/Argument Writing | <ul style="list-style-type: none"> • Rubrics (Process & Quality) • Samples of student work that include persuasive letter, review, personal essay, persuasive essay, literary essay, historical essay, petition, editorial, op-ed column. • Portfolios • State Assessments |
| Informative and Functional/ Procedural Writing | <ul style="list-style-type: none"> • Rubrics (Process & Quality) • Samples of student work that include fact sheet, news article, feature article, blog, website, report, analytic memo, research report, nonfiction book, how-to book, direction, recipe, lab report • Portfolios • State Assessments |
| Science | Assessments |
| Through integrated thematic instruction: <ul style="list-style-type: none"> • Students will utilize scientific methods to explore and understand major concepts. • Students will apply their understanding of scientific theories and concepts as they engage in research. • Students will apply their knowledge of scientific theories and concepts to their everyday lives and explore ways in which these theories and concepts affect their community. | <ul style="list-style-type: none"> • Projects/Rubrics • Samples of students written work • State Assessments |
| Social Studies | Assessments |
| Through integrated thematic instruction: <ul style="list-style-type: none"> • Students will understand various historical perspectives and apply these ideas to their analysis of current events. • Students will have an understanding of geographic knowledge and how geographical location influences interactions and events both locally and worldwide. • Students will develop a detailed proposal that describes a meaningful service to the community. Students | <ul style="list-style-type: none"> • Projects/Rubrics • Samples of students written work • State Assessments |

| | |
|--|--|
| will provide the service and then present a report through the use of a technological, oral, artistic or other medium. | |
| Standards for Mathematical Practice | Assessments |
| <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure 8. Look for and express regularly in repeated reasoning. | <ul style="list-style-type: none"> • Curriculum-embedded assessments • Standards-based assessments • Students will explain mathematical procedures and reasoning in written form. • Portfolios to analyze students progress over time. • Student work |
| Visual & Performing Arts | Assessments |
| Integrated Thematic Instruction | <ul style="list-style-type: none"> • Projects/Rubrics • Samples of student work • State Assessments |
| Physical Education & Health | Assessments |
| All Standards Integrated Thematic Instruction | <ul style="list-style-type: none"> • Projects/Rubrics • Samples of student work • State Assessments |
| Social Skills | Assessments |
| Student behavior will exemplify the tenets of the LIFESKILLS. They will be able to identify, articulate, and apply the LIFESKILLS in problem solving and interactions with others. Students will practice setting educational and career goals and will explore the steps necessary to arrive at them. | <ul style="list-style-type: none"> • Goal-setting charts • Essays • Rubrics • Teacher and student observations • Class discussions • Examine behavioral referrals • Problem solving |
| Civics Education | Assessments |
| Students will develop an understanding of civics core knowledge, e.g., key documents, political process, political and civic heroes, principles of democracy. Students will demonstrate intellectual civics skills, such as critical thinking; perspective taking; understanding, interpreting, and critiquing different points of view; expressing one's opinion; identifying public problems. Students will demonstrate participatory civic skills, such as engaging in dialogue with those who hold different perspectives. | <ul style="list-style-type: none"> • Student projects • Essay writings • Debates • Community service projects • Journal writing • Research projects (individual and group) |

Assessments Outcome Goals:

- I. Aggregate progress on the individual pupil outcomes.
- II. Compare Joseph Bonnheim standardized test scores to those of comparable schools.
- III. Compile annual Joseph Bonnheim attendance records and compare to local and overall SCUSD attendance statistics.
- IV. Identify whether Joseph Bonnheim has met annual State and Federal performance outcomes.
- V. Determine effectiveness of civics education
- VI. Determine effectiveness of the bodybrain-compatible approach

Element D: 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)

1. Democratic Governance

Governance is about making decisions. JBCC's governance model is based on Article 24 of the SCTA-SCUSD negotiated agreement. Conal Leroy Lindsey (1927-2002), a well-respected SCUSD school psychologist and SCTA leader, championed 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 workmanship and taking joy in one's work. Quality results from continuous improvement.

William Edwards Deming (October 14, 1900 – December 20, 1993) was an American statistician, professor, author, lecturer and consultant. He is perhaps best known for the "Plan-Do-Check-Act" cycle popularly named after him. In Japan, from 1950 onwards, he taught top management how to improve design (and thus service), product quality, testing, and sales (the last through global markets) through various methods, including the application of statistical methods.

Deming made a significant contribution to Japan's later reputation for innovative high-quality products and its economic power. He is regarded as having had more impact upon Japanese manufacturing and business than any other individual not of Japanese heritage. Despite being considered something of a hero in Japan, he was only just beginning to win widespread recognition in the U.S. at the time of his death. President Reagan awarded the National Medal of Technology to Deming in 1987. He received in 1988 the Distinguished Career in Science award from the National Academy of Sciences.

Deming's teachings and philosophy are best illustrated by examining the results they produced after they were adopted by Japanese industry, as the following example shows: Ford Motor Company was simultaneously manufacturing a car model with transmissions made in Japan and the United States. Soon after the car model was on the market, Ford customers were requesting the model with Japanese transmission over the US-made transmission, and they were willing to wait for the Japanese model. As both transmissions were made to the same specifications, Ford engineers could not understand the customer preference for the model with Japanese transmission. Finally, Ford engineers decided to take apart the two different transmissions. The American-made car parts were all within specified tolerance levels. On the other hand, the Japanese car parts were virtually identical to each other, and much closer to the nominal values for the parts - e.g., if a part was supposed to be one foot long, plus or minus 1/8 of an inch - then the Japanese parts were all within 1/16 of an inch. This made the Japanese cars run more smoothly and customers experienced fewer problems. -

http://en.wikipedia.org/wiki/W._Edwards_Deming

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 of proficiency for all children. 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.

At JBCC decision-making is: 1) mission driven, 2) student driven, and 3) data driven. In the JBCC decision-making process, everyone knows when, where, and how to give his or her input.

Conal Lindsey 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 Negotiated Agreement. The key points of Article 24 are as follows:

- *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*
- *The composition of the SBDMT shall be determined by the stakeholders at each site, but in no case shall less than 50 percent of the SBDMT be bargaining unit members. Consensus is the accepted decision-making process for site teams. Subsection 24.4*
- *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*

ARTICLE 24 - SITE-BASED DECISION MAKING

24.1 Statement of Intent

The District and Association agree that it is in the best interest of the Sacramento City Unified School District to cooperatively engage in activities which will result in the improvement in the quality of the learning experience and learning outcomes of students through the development of common goals, a cooperative trusting environment and teamwork. It is agreed that actively and constructively involving all relevant stakeholders contributes significantly toward achieving these goals.

A site is used interchangeably to mean school and/or department.

24.2 Assistance

The District (Superintendent or designee(s)) and Association (President or designee(s)) are recognized as resources to the individual sites and are available upon request by the Site-Based Decision-Making Team (SBDMT) for assistance and support to help each site develop and/or implement a Site-Based Decision-Making Plan. The District Site-Based Decision-Making Committee will also be available for help and support when needed.

24.3 Purpose

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. 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. 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.

24.4 Site Teams

Each stakeholder group shall be responsible for selecting their representatives on the SBDMT. Bargaining unit members at each site are recognized as key stakeholders within the site-based process and as such shall be provided an opportunity to be active participants on the team. The composition of the SBDMT shall be determined by the stakeholders at each site, but in no case shall less than 50 percent of the SBDMT be bargaining unit members. Consensus is the accepted decision-making process for site teams.

24.5 Consensus Decision Making

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. Consensus decision 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.

24.6 Site Specific Amendments

It is not the intent of the site-based decision-making process to violate or change the contractual rights of unit members. If any aspect of a proposed plan is contrary to the terms of the collective bargaining agreement, an approval must be obtained from the Association and Board of Education. If such a variance is recommended by the SBDMT and approved as part of the site plan, and if approved by the District and Association policy for variances, it shall be part of the collective bargaining agreement for a specific period of time, for a specific work site and applied to all certificated members at the site.

24.7 Scope of Decision Making

The District and Association agree to mutually develop and review as appropriate the scope of decisions for work sites that affect bargaining unit members and the role of other committees prior to the implementation of the decision-making process.

24.8 Conditions for Enabling Site-Based Decision Making

The District and Association mutually agree to develop guidelines for training, incentives, etc., for bargaining unit members.

24.9 Bargaining Member Selection

The SCTA shall be responsible for developing and applying the guidelines for selection of bargaining unit members who serve on the site teams.

24.10 District-Wide Steering Committee

The District and SCTA agree to participate on a District-Wide Steering Committee that will help coordinate, implement, and support the process of site-based decision making. The composition and membership will be mutually agreed upon and will be proportionally constituted. The purpose of the District-Wide Steering Committee will be mutually agreed to by the membership of the committee.

Combining Article 24 and the state Charter Schools Act at a dependent charter school like JBCC creates an opportunity to seriously implement site-based continuous improvement. The Article 24/Charter School combo allows parents and staff at JBCC to have almost total control over at least three critical elements of any school: 1) curriculum & instruction, 2) budget, and 3) professional development. In exchange for this power, the JBCC staff accepts the responsibility for making decisions that will dramatically increase the measurable outcomes described above under Elements B and C.

The Steering Committee process at JBCC, based on Article 24, is described next.

2. The Steering Committee Process: Heart of the Governance Structure

The Steering Committee (SC) is the main decision-making body of the Joseph Bonnheim Community Charter School (JBCC). The committee decides what, where, when, why, and how decisions will be made, and who will make the decisions. The Steering Committee approves all policy statements, including the annual school plan and the school budget for JBCC. In addition, the Steering Committee monitors the following: implementation of the charter, implementation of the annual school plan, student achievement, and assessment. The Steering Committee also evaluates the site administrator. All Steering Committee meetings will comply with the Ralph M. Brown Act. Meetings, for example, 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. 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 saved to the school computers' shared drive.

It is the intent of the charter for the Steering Committee to take a front seat in the operation of JBCC in the areas of curriculum, instruction, budgeting, and organizing the workplace. The final decision making on hiring, firing, and salaries remain with the Board of Education. Personnel issues, with the exception of administrator evaluation and administrator vote of confidence, are outside the Steering Committee's scope of work.

a. Composition of the Steering Committee. To bring different points of view to the governance process, the Steering Committee will be composed of the following representatives:

- Up to 5 certificated staff members
- One (1) school administrator
- One (1) classified staff member
- Up to 3 community members
- One (1) non-voting facilitator
- Up to 2 certificated alternates
- One (1) nonvoting District representative

b. 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, the alternate member of the constituent group will attend.

c. Elections and appointments. The following procedures will be used:

1. Certificated and classified staff members choose representatives from their group to serve on the Steering Committee. Elections are held in January of each year with alternating two-year terms. After two (2) years a new member must be chosen. Except in the first year of operation, the initial election will take place in September with all members having terms of September 2014 to January 2016.
2. Parent members are elected annually.
3. The facilitator is a non-voting member. He/she is appointed by the Steering Committee and serves a one-year term that is renewable after evaluation by the committee.
4. The facilitator will fulfill ceremonial duties (such as signing documents) when necessary.
5. At the beginning of each calendar year, the constituents will evaluate the effectiveness of the governance structure and modify it as needed. *Note: Any changes in the governance structure will require an amendment to the charter.*
6. In the fall of each year, there will be training for staff and community members on the governance and decision-making process at the charter school. It is important for staff to use the process in their day-to-day work and to model for each other.

d. Steering Committee Meetings. Steering Committee meeting times will be announced at least one week prior to meeting unless it is designated by administration as an emergency meeting in which an issue is time-limited and a vote has to take place immediately. If 60% of the voting members are not present, a vote may not take place even if it is labeled as an emergency meeting. If at least 60% of the members are present, a proposal may only pass if at least 51% (majority) of the members approve the proposal.

e. Decision-making process. Decisions will be made as follows:

1. The Steering Committee will operate with a consensus-building model, and will seek to reach consensus whenever possible.
2. The Steering Committee may use a 2/3 vote to move an issue forward.
3. A facilitator will run meetings.
4. Constituents may have a Steering Committee decision revisited by either:
 - A. Voting 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 certificated staff members present.
 - OR
 - B. Gathering the signatures of 2/3 of the certificated staff and presenting a petition to the facilitator of the Steering Committee within five days of the staff meeting that follows the Steering Committee meeting at which the decision was made.

f. Time-limited Decision. A time-limited decision occurs when there is not adequate time to get constituent feedback. The Steering Committee will first

determine if the decision is actually time limited. If it is time limited, the Steering Committee will make the decision without having to follow the usual decision-making process.

g. Extreme Time-limited Decision, aka Fire Department Decision. An extreme time-limited decision occurs when there is minimal, if any, time to convene the Steering Committee to discuss the time-sensitive issue. Two members of the Steering Committee will be selected by Committee members to serve on the Fire Department with the principal. The decision the Fire Department makes will be reported at the next Steering Committee meeting.

h. Revisiting a Decision. A proposal that has already been voted on and passed may still be revisited. If a 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.

i. Constituent role. 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 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.

The constituent groups for certificated staff are formed once a year at the beginning of the school year. The purpose for changing these groups is to ensure that the various members of the JBCC staff have an opportunity to meet and hear the views of other members.

Members of a constituent group are randomly selected.

j. Parent involvement in the governance structure. Three seats on the Steering Committee are reserved for parents. The process for their election is described above. Parents or anyone else may submit signed suggestions in the school suggestion box. The suggestions are addressed at each Steering Committee meeting.

Parents/guardians may be asked to volunteer. Agreeing to volunteer, however, will not be a condition for student enrollment. The details of the program will be worked out using the decision-making process described in this section.

k. Bylaws. Once convened, the Steering Committee shall develop and adopt a set of bylaws to follow in doing business. Much of the bylaw content is already described here.

l. Initial Training. The members of the initial Steering Committee will receive ongoing training in the governance process. The training will be provided by Dr. Dennis Mah, former founding principal at Bowling Green Charter School (1993)

and lead petitioner for the Yav Pem Suab Charter School (2010). Dr. Mah had the privilege of being mentored by Conal Lindsey. Dr. Mah is the 2001 recipient of the Hart Vision Award for Outstanding School Leadership presented by the California Network of Educational Charters, which today is known as the California Charter Schools Association. Dr. Mah will attend Steering Committee meetings as the coach. Dr. Mah's services are provided pro bono.

3. Committees and Design Teams: The Opportunity for Change and for Pushing the Envelope

Each certificated staff member is expected to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are encouraged to be on a committee.

a. Clarification of committee roles. Different types of committees are expected to emerge during the life of the charter. Their roles are as follows:

1. 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 the policy statements.
2. 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 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.
3. Design Teams meet for a specific time and specific task and then are disbanded. They are created by the Steering Committee.
4. Parent committees act as independent advisory bodies to the Steering Committee. There are currently two: School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each has staff and parent representatives.

b. Operation of Committees approved by the Steering Committee. Committees will:

- decide their decision-making model
- decide their leadership structure. It is recommended that each committee have a chairperson, a facilitator, and a secretary
- decide when to meet and post the meeting dates and time
- report to the Steering Committee once upon request
- 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.

4. Process for Policy Development

1. Form Design Team or Committee around a specific task.
2. Develop a calendar for completion of task.
3. Decide on decision-making process.

4. Notify constituencies as to the upcoming issue and when, where, and how they can have input.
5. Gather appropriate research and information and prepare for dissemination.
6. Gather input from constituencies.
7. Develop a draft policy.
8. Gather response to draft.
9. Present final draft to Steering Committee.
10. Steering Committee either accepts the policy or recommends revision.
11. 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.

5. Process for Piloting Programs

1. A pilot project is proposed to the Steering Committee by an individual, a group of individuals, or a committee.
2. Steering Committee representatives bring ideas to constituents for input.
3. 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.
4. 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.

6. Scope of Decision Making

The Charter Schools Act states that: *“A charter school shall comply with this part and all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except all of the following:*

(a) As specified in Section 47611.

(b) As specified in Section 41365.

(c) All laws establishing minimum age for public school attendance.” (Ed. Code section 47610)

(Section 47611 refers to notification of STRS and PERS coverage if it is offered to employees. Section 41365 refers to the Charter Schools Revolving Loan Fund.)

Although categorized as a “dependent” charter school, the Joseph Bonnheim Community Charter School will operate independently of the district’s administrative structure. As such, the charter school is exempt from district policies that are not consistent with the charter. The charter school, however, is bound by the negotiated agreements between the Board of Education and the various employee bargaining units with members employed at Joseph

Bonnheim. If needed, waivers will be requested using the procedures described in each agreement.

The charter school will comply with federal laws and regulations.

The scope of decision making will be driven by the intent of the legislature *“to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (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)*

7. Governing Board

The SCUSD Board of Education is the charter school's governing board. The charter represents the operating agreement between the Board and its employees who work at Joseph Bonnheim, subject to the negotiated agreements with the various bargaining units. The Board through its designee (i.e., superintendent) will oversee the charter. The charter school will submit regular progress reports to the Board and/or the Board's designees as mutually agreed upon. The report will address student progress toward the charter school outcomes and the state standards. The report will include a budget update. At the request of the Board, other issues will also be addressed in the reports.

The JBCC, as a dependent charter school, seeks the Board's permission to let SCUSD teachers operate cooperatively, yet *“independently from the existing school district structure, as a method to accomplish all of the following: 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)"

Element E: Employee Qualifications

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

1. All Staff

Staff members at JBCC will continue to be employees of the SCUSD Board of Education. As such, teachers will be Highly Qualified teachers.

To maintain the integrity of the charter, we expect applicants for positions will meet the highest professional standards. Bonnheim employees will demonstrate similar qualifications required for equivalent positions in the district with the addition of the following:

- Support the goals and objectives of the charter and the school 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. Maintain positive classroom discipline using such methods as LIFESKILLS and class meetings.
- Communicate with parents and/or administrators about any relevant classroom matters and student performance. Provide collegial support to other JBCC staff members.
- Participate in staff development programs to ensure all staff have the tools to fulfill the vision of the charter.

If a staff member does not want to devote the time, energy, and effort to implement the various aspects of the charter, then he or she will be reminded of Education Code Section 47605(e) stating that *"No governing board of a school district shall require any employee of the school district to be employed in a charter school."*

To the extent possible, the charter school 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) accept the responsibility for working toward the charter's outcomes, 3) abide by the philosophy of the charter, 4) work toward mastering the skills and knowledge necessary to fully implement the charter, and 5) sign the charter petition.

More experienced staff will be expected to help train and support less experienced staff members. All staff will be expected to share with one another and to support one another to reach the mission of proficiency for all children.

An important part of the teacher evaluation process will be how well the teacher incorporates the Highly Effective Teaching model and Multiple Intelligences theory into the classroom culture, lesson design, and instructional delivery.

Each certificated non-management employee and each certified management employee at the charter school will meet the state licensing requirements for the position that he or she holds. Verification will be done in the established manner through the District 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 District Human Resources Department.

Per Education Code Section 47605(l): Teachers at JBCC 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.

2. Teachers Learning the Curriculum

Pre-service training during the year prior to opening in 2014-2015 is described in the Educational Plan, Element A. After opening, the JBCC staff will have professional development opportunities during the course of the school year. The goal is to provide each teacher the skills to implement the programs described in the charter. In addition, coaches who are practitioners will support teachers throughout the year.

We are currently exploring how experienced teachers from Yav Pem Saub Academy Charter School (YPSA) can coach JBCC teachers on Fridays. Yav Pem Saub Academy is in session Monday through Thursday and uses many of the strategies described in the JBCC charter. In the course of developing this charter, Bonnheim teachers participated in an all-day Friday training at YPSA on using the eight multiple intelligences to teach almost anything. Dr. Thomas Armstrong presented it. The Bonnheim teachers had an opportunity to meet the YPSA teachers. Teachers returned to Bonnheim on Monday and immediately began using what they learned with positive results.

3. Site Administrator, the Key Staff Person

Role. The administrator supports teachers and classified staff and provides school-wide leadership to address issues impacting all students, teachers, and school facilities. The administrator is guided by the charter and by the respective

agreements between the various bargaining units and the Board of Education. Many of the traditional administrative duties still exist and have their roots in the negotiated agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, recognizing staff, initiating spending described in the school plan, and filing reports. The administrator is also responsible for coordinating the orderly implementation of the charter and will be the charter school's administrative liaison with the district. His or her work includes budget forecasting, purchasing, accounting, monitoring the budget, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

Procedures for Selecting a New Administrator. Selection of a new administrator is a two-step process:

Step 1: The Steering Committee will identify the criteria for the vacant position. The criteria will be forwarded to Human Resources. The Steering Committee will appoint members, including members from each of the employee groups (e.g., SEIU, Teamsters, SCTA, represented management) 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.

This two-step process will ensure the best candidate for the charter.

Administrator Evaluation. The Administrator will be evaluated based on his or her ability to implement the charter. Qualitative and quantitative data will be collected from staff, students, and parents. The purpose of the administrator evaluation is to determine if the administrator should continue as the leader of the charter school. Administrators will be *formally* evaluated every other year.

The Steering Committee will develop the evaluation tool which will include how well the administrator implements the charter and provides leadership and support to the staff in reaching the goals of the charter. Table 16 is an example of how an evaluation tool may look. If the administrator receives the score of 17 as in the first year as in the following evaluation, it provides feedback for improvement. The Steering Committee may find this score acceptable in the first year but not in the third year or beyond. A perfect score in this example would be 30.

Table 16: Sample Evaluation Tool

| Criteria | 1- Knowledge Remembering | 2- Comprehension Understanding | 3- Application Applying | 4- Analysis Analyzing | 5- Evaluation Evaluating | 6- Synthesis Creating | Criteria Score |
|---|--------------------------|--------------------------------|-------------------------|-----------------------|--------------------------|-----------------------|----------------|
| HET/MI | X | X | X | | | | 3 |
| Learning Environment | X | X | X | X | | | 4 |
| Parent/Community Engagement | X | X | X | | | | 3 |
| Effective Steering Committee Process per Article 24 | X | X | X | | | | 3 |
| Professional Development | X | X | X | X | | | 4 |
| Total | | | | | | | 17 |

3. Founding Principal

Dr. Mary Alvarez Jett, the founding principal of JBCC, has accumulated 33 years of experience working in the public school system in Arizona, Texas, and California. For the past 30 years, she has worked in the Sacramento City Unified School District as a teacher, resource teacher, vice principal, and principal. During that time, she also served as the Director of Multilingual/Multicultural, Equity, Access, and Achievement Department in SCUSD for one year. As a classroom teacher, she co-wrote "*Model Unit for Grade 4 Social Studies*" in *Cooperative Learning: A Response to Linguistic and Cultural Diversity* published by Center for Applied Linguistics in 1993.

In her current role, Dr. Jett served as principal at Joseph Bonnheim from August 2009 through June 2013. During her four (4) years of leadership at Joseph Bonnheim, the school saw steady academic and non-academic growth. As shown above under Element A, the API grew at a steady rate. Suspension data also in Element A showed a steady decline during her tenure at the school.

Prior to Joseph Bonnheim, Dr. Jett was the principal for 11 years at Ethel Phillips where she worked collaboratively with the staff and parents to strengthen and develop a cohesive K-3 bilingual program. Subsequently, the students enrolled in the bilingual program outperformed students in the general education program in English language arts and mathematics. Between 1999 and 2008, the API increased by 277 points.

For the 2013-2014 school year, Dr. Jett has been assigned to be the interim principal at Edward Kemble.

4. Current Staff

Current staff members will have the opportunity to teach at JBCC. In addition to being highly qualified teachers, current staff must meet the following qualifications:

- Support the goals and objectives of the charter and the school 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. Maintain positive classroom discipline using such methods as LIFESKILLS and class meetings.
- Communicate with parents and/or administrators about any relevant classroom matters and student performance. Provide collegial support to other JBCC staff members.
- Participate in staff development programs to ensure all staff have the tools to fulfill the vision of the charter.

If a current staff member does not want to devote the time, energy, and effort to implement the various aspects of the charter, then he or she will be reminded of Education Code Section 47605 subdivision (e) stating that *“No governing board of a school district shall require any employee of the school district to be employed in a charter school.”*

Element F: Health and Safety Procedures

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)

The charter uses the health and safety procedures adopted by the district. 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. Volunteers are gladly accepted, but only allowed to work under the direct supervision of a certificated staff member in accordance with District guidelines.

Staff will monitor health and safety issues and report shortcomings directly to the Steering Committee and to the charter school administration. Staff will also work with the charter school administration to resolve issues related to health and safety at the school. When needed, the staff will make referrals to outside agencies for students with mental health needs.

Element G: Means to Achieve Racial and Ethnic Balance Reflective of the Sacramento City Unified School District

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)

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.

The JBCC will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance reflective of the SCUSD:

1. An enrollment process scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
2. The development of promotional and informational material that appeals to all major racial and ethnic groups represented in the district, including materials in languages other than English to appeal to limited English proficient populations.
3. Targeted meetings in multiple communities to reach prospective students and parents.
4. The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.

Because we seek a targeted student population whose families may not be reachable by traditional means, JBCC plans to utilize direct outreach strategies such as direct mailing, e-mail, website, social media (Facebook/Twitter), ConnectEd, banners, and community and home flyers targeted in specific communities in the Sacramento area. JBCC may also use bus stop signage, library and church/community group bulletin boards, newspapers, and television/radio stations in an effort to tailor outreach efforts to a diversity of students/families.

Table 17: Four-Year Demographic Data for Joseph Bonnheim Compared to District 2012/2013

| Demographic Category | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 | District 2012/2013 |
|---------------------------------|-----------|-----------|-----------|-----------|--------------------|
| African American | 13.1% | 12.7% | 10.2% | 10.2% | 17.7% |
| Hispanic/Latino | 61.3% | 60.5% | 61.0% | 60.7% | 37.0% |
| Asian | 5.4% | 6.1% | 8.5% | 9.2% | 17.4% |
| White | 14.9% | 14.3% | 12.9% | 15.2% | 18.8% |
| Filipino | 0.2% | 0.9% | 1.5% | 1.2% | 1.1% |
| Pacific Islander | 0.9% | 0.9% | 1.0% | 1.9% | 1.7% |
| American Indian / Alaska Native | 0.9% | 0.7% | 1.0% | 1.2% | .75% |
| Multiple or Not Reported | 3.3% | 3.8% | 3.9% | .24% | 5.39% |
| Total Enrollment | 429 | 441 | 410 | 413 | 47,616 |

Data sources: DataQuest and AR&E

Element H: Admissions Requirements

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

The JBCC will follow state law and enrollment will be open to any student within the state of California. Admission to the general education program shall not be dependent upon the place of residence of the student, or of his or her parents/guardian. Neither shall admission be dependent upon ethnicity, national origin, gender, or disability.

When the school is overenrolled at a particular grade level, JBCC, as a conversion charter school, is required to adopt and maintain a policy that gives admission preference to students who live within the former attendance area. In the event of the school reaching maximum attendance capacity, except for existing pupils of the charter school, admission shall be determined by a public random drawing.

Should a public random drawing be required, it will be conducted on the second Monday in May of the prior school year for the following school year. Students living in the former Joseph Bonnheim attendance will be given preference by entering their names twice in the public random drawing. All other students will be entered once. The following students are exempt from the public random drawing:

1. Siblings of students currently enrolled
2. Children of founders and teachers, limited to 10% of enrollment

Students not admitted will be placed on a waiting list in order of their selection in the public random drawing. Students on the waiting list should enroll at their district-assigned school, whether it is in SCUSD or another district. When a spot becomes available at a particular grade level, the charter school staff will contact and offer the spot to the parents/guardians of the first student on the waiting list. Contact will be made by calling the telephone number left by the parent/guardian. Contact means actual voice-to-voice communication or leaving a message at the telephone number. Parents/guardians have 48 hours (excluding weekends and school holidays) to accept the offer. If the parent/guardian cannot be contacted at the number they left or if they refuse the spot, then the next person on the waiting list will be called and offered the spot.

Students who are chronically tardy or absent for non-medical reasons will be referred for a SARB hearing. A student may be disenrolled after ten unexcused absences in one school year so other students may have an opportunity to attend the charter school. The disenrolled 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 (d)(1), 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 guardian, within this state, except that any 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) However, 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.

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 I: Financial Audit

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)

The annual audit of the charter school will be included in the district's annual independent audit. The annual audit is 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.

Element J: Pupil Suspension and Expulsion

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

JBCC will follow the student suspension and expulsion policies of the Sacramento City Unified School District.

JBCC 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 and later expelled. The school will notify the Behavior Office at SCUSD and include suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with law, JBCC 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.

Behavioral expectations for students short of suspension and expulsion will be further developed in collaboration with staff and approved by the Steering Committee.

JBCC behavioral expectations, policies, and rules will be distributed in the form of the Parent/Student Handbook to every student at the beginning of the school year and upon new registration.

Element K: Retirement System

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)

There will be no change in the way staff members at the charter school are covered. The established district system will be used. Each staff member will be an employee of the SCUSD. 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.

Ed. Code Section 47611 (a) If a charter school chooses to make the State Teacher's Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the plan's Defined Benefit Program or Cash Balance Benefit Program, and all provisions of Part 13 (commencing with Section 22000) and Part 14 (commencing with Section 26000) shall apply in the same manner as the provisions apply to other public schools in the school district that granted the charter.

(b) (1) If a charter school offers its employees coverage by the State Teachers' Retirement System or the Public Employees' Retirement System, or both, the charter school shall inform all applicants for positions within that charter school of the retirement system options for employees of the charter school.

(2) The information shall specifically include whether the charter school makes available to employees coverage under the State Teachers' Retirement System, the Public Employees' Retirement System, or both systems, and that accepting employment in the charter school may exclude the applicant from further coverage in the applicant's current retirement system, depending on the retirement options offered by the charter of the charter school.

Element L: Attendance Alternative

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)

Students who choose not to attend JBCC have the option of attending other district schools or their school of residence. 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 JBCC 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 M: Description of 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)

Staff members at JBCC will continue to be employed by the SCUSD. Therefore, no rights will be lost when coming to work at the charter school or when leaving the charter school to work at another district school. The different negotiated agreements between the SCUSD Board of Education and the various bargaining units describe the transfer process for members of each group.

Current (2012-2013) Joseph Bonnheim employees have priority return rights over all other district employees. These employees are being assigned to other schools in SCUSD.

Element N: 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)

District staff and charter school staff will try to resolve issues at the lowest level based on information from knowledgeable sources, including the California Department of Education (CDE), the Charter Schools Development Center (CSDC), and the California Charter Schools Association (CCSA).

In the event of a dispute between the school and the District, the staff and Governance Team members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his or her designee) and the principal of the school. In the event that this formal meeting fails to resolve the dispute, both parties shall appoint two representatives who shall jointly meet with the Superintendent (or designee) and the principal and attempt to resolve the dispute.

The principal and the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall appoint two representatives who shall jointly meet with the Superintendent (or designee) and the Principal and attempt to resolve the dispute.

Element O: 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 the staff. All members of the charter school staff are employed by the SCUSD. They are currently represented by SCTA, SEIU, UPE, or Teamsters. The respective collective bargaining agreements will be followed.

Element P: 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)

If the Joseph Bonnheim Community Charter 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 shall commence closure proceedings by notifying parents and guardians of pupils, State Board of Education, the County Office of Education, the Special Education Local Plan Area (SELPA) in which the school participates, the retirement system in which the school's employees participate, and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence, and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupil's districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

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

- 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; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations [(whether in cash or in-kind (e.g., materials or property))] received by the school 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 school or the school.

“Restricted Government Grant” means any grant or donation [(in cash or in-kind (e.g., materials or property))] made by any federal or California governmental agency to the school or the school, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school, any proceeds of such Restricted Government Grant 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. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

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.

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 Joseph Bonnheim and SCUSD.

V. Information Regarding Proposed Operation and Potential Effects of JBCC

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.

Facilities

Location. As a conversion charter school, the JBCC will be located at Joseph Bonnheim Elementary, 7300 Marin Avenue, Sacramento, California 95820.

Charge for using the facilities. The district will provide a facility in good working order. The charter school will pay the pro rata share described by Education code Section 47614. The pro rata share is the total unrestricted general fund money spent in the prior year on district facilities divided by the total square footage of the district. During the past three years, it has been \$2.10 in 2009-10, \$2.03 in 2010-11, \$1.78 in 2011-12 and, \$1.95 in 2012-13.

The fee includes gardening services, routine maintenance services and other facility-related expenses included in the district's unrestricted general fund expenses for maintaining district facilities. The charter school (JBCC) will utilize the district process for submitting work orders to maintain the facility. The charter school will pay for self-initiated capital improvements. All capital improvements

will require prior approval by the district. A Facilities Use Agreement (FUA) will be developed to articulate the responsibilities of the charter school and the district.

Oversight Costs

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

Special Education

The district will pay for Special Education expenses necessary to operate any special education program for students enrolled at JBCC. Special Education funds generated by JBCC 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.

Ed. Code 47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.

(b) A charter school that was granted a charter by a local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter.

(c) A charter school that has been granted a charter by the State Board of Education, and for which the board has delegated its supervisorial and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, and does not comply with subdivision (a), shall be deemed a public school of the local educational agency to which the board has delegated its supervisorial and oversight responsibilities.

(d) A charter school that has been granted a charter by the State Board of Education, and for which the board has not delegated its supervisorial and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, may not be deemed a local educational agency unless the charter school complies with subdivision (a).

Administrative/Business Services

The charter school may buy administrative services from the district at the enrollment rate described in the district's fee schedule. By mid-year, the district will provide the charter school with a description of the services the school will receive in return for the fee.

If the charter school has a projected cash shortfall, and if the charter is unable to receive TRANs funding directly, then the district will include the charter school in the District's own application for TRANs funding. The charter school agrees to repay the district the TRANs amount borrowed, in addition to interest calculated at Sacramento County Tax and Revenue Anticipation Notes (TRANs) rate at the time of the funding.

If the cost of using the district's administrative/business services becomes too expensive or if the charter school is not satisfied with the service, the charter

school may use another source for its business services – 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 for the next fiscal year.

Nutritional Services

The charter school may use the district's Nutritional Services. The charter school may also choose another source for its food services and independently seek reimbursement from the federal government's free and reduced lunch program. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

Other District Services

The charter school may 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, instructional support services and police services. The district will provide the charter school with a description of the services the school chooses to buy.

Paying for the Services

The charter school entitlement general purpose grant and the charter schools categorical block grant are the major sources of state funding that flow through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and are not limited to, Summer School/Hourly Programs, Mandated Cost Reimbursements, and Lottery. Federal funds include, and are not limited to, Title I, Title II, Title III, and e-rate reimbursements for telecommunications.

As a dependent charter, Joseph Bonnheim 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 federally mandated hold-backs, such as the 20% for Supplemental Educational Services in the Title I program. If the district is successful in getting a waiver from NCLB, this particular hold-back would no longer exist. All Title I funds would then come to serve the students at JBCC.

This pupil-based funding approach is advocated by the Portfolio School Districts Project as one of its seven key reform elements. The Project is headquartered at the Center for Reinventing Public Education. The Portfolio Project and the Center were described earlier in Part II Background. The Project acknowledges that *"schools should differ in instructional methods, use of time, money and student work."* The appropriate action on the part of Portfolio districts is to *"Provide schools with equitable pupil-based funding so they can control hiring, choice of materials, and use of time, etc."* SCUSD is one of 16 districts participating in the Portfolio Project.

Potential Liability Effects, if Any Upon the District

None known at this time.

Other Information on Effect Upon the District

The timing of the submission of this charter petition is unusual but meets the Board's administrative regulations for a conversion charter school opening in 2014-2015. There are, however, two issues needing resolution.

The first issue is reviewing the charter and conducting a public hearing within 30 days of submission. The petitioners are prepared to assist district staff in this process.

Many elements of the Joseph Bonnheim Community Charter are best practices borrowed with permission from Bowling Green Chacon and Yav Pem Suab Academy. In 2011-12, both programs met the state goal of 800 on the API. Bowling Green Chacon and Bowling Green McCoy share the same state CDS (County-District-School) code and the same API. When disaggregated, however, Bowling Green Chacon had 800. In only its second year of operation, Yav Pem Suab Academy reached 806.

Having borrowed many best practices from these two successful charter schools should help provide extra assurance to district staff and the Board that 1) the Joseph Bonnheim Community Charter presents a sound educational program, 2) this petition contains reasonably comprehensive descriptions of Elements A to P, and 3) the petitioners can successfully implement the charter under the leadership of Dr. Mary Alvarez Jett and with the support of the various expert consultants listed in the charter. Susan Kovalik, for example, has pledged her support for the new charter. Ms. Kovalik moved to Sacramento last year and is currently working with Yav Pem Saub Academy. Her ideas are also used at Bowling Green Chacon.

The second issue is the pending closure of Joseph Bonnheim at the end of the 2012-13 school year. If approved by the Board as a conversion charter school, the petitioners request that the school not be closed. That way the school retains its CDS code and does not have to deal with the increased paperwork associated with being a start-up charter school.

No students would attend school at the Joseph Bonnheim site in 2013-14. Teachers and students have already received new assignments for 2013-14. As indicated by surveys and by the information provided above in the educational program, 350 students are projected to return in 2014-15.

The petitioners request the school library be kept intact and left at the Bonnheim site if the charter is approved. The library is extensive and forms the foundation for the planned collaboration with the Colonial Heights Public Library. We envision the materials in the JBCC library eventually being available to the community throughout the year. We also request that the school's computer lab and office be left intact.

Not closing the school would also allow the school's 2012-13 ending balance of approximately \$20,000 to be used in 2013-14 to pay for the pre-service training and for refining the curriculum described above in the Educational Plan, Element A. As mentioned previously, returning JBCC staff and staff at Earl Warren and Peter Burnett would be invited to the training.

Financial Statements

The proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation are attached as Appendix A.

VI. Duration of the Charter

The initial Joseph Bonnheim Community Charter will operate between July 1, 2014 and June 30, 2017. During those three years, the petitioners intend to demonstrate to the SCUSD Board that JBCC is worthy of a five-year renewal.

VII. Amending the Charter

The procedures outlined in the Charter Schools Acts 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 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.

Appendix A

Financial Statements

June 12, 2013

First-year Operational Budget

Joseph Bonnheim Community Charter (JBCC) will begin operation in 2014-15. The budget presented here is based on old 2013-14 funding assumptions that existed before the approval of the 2013-14 state budget. The new state budget will include an updated school funding model known as the Local Control Funding Formula (LCFF).

LCFF will increase funding to districts and charter schools. There are estimates that the increase will top \$500 per enrollment or more, depending on the number of underserved students and English Learners enrolled. JBCC stands to gain from the new funding formula. The exact amount is currently unknown.

Once the 2013-14 state budget is signed, JBCC will revise the budget presented here. It is reasonable to assume that if JBCC's budget is balanced based on the old funding formula, it will also be balanced under the new one.

As a conversion charter school, startup costs may be minimal. Current staff members were transferred to new schools at the end of 2012-13. The current budget assumed nine teachers will return. Their classroom materials and equipment will come back with them. We also assumed the materials and equipment (e.g., library and computer lab) previously at Bonnheim will be returned or stored at the school. Finally, we assumed office equipment and furniture will stay during the one-year hiatus or be returned. If not, the new LCFF should provide sufficient money to purchase new equipment. This will be reflected in the revised budget.

Balance sheet. The assumptions for this balance sheet appear on the next page.

Revenue

Unrestricted Revenue

| | |
|--|--------------|
| All Unrestricted Funding Sources 2014-15 | 2,268,880.00 |
| Unrestricted Carryover from prior years | - |

| | |
|-----------------------------------|---------------------|
| Total Unrestricted Revenue | 2,268,880.00 |
|-----------------------------------|---------------------|

Restricted Revenue

| | |
|--|------------|
| All Restricted Funding Sources 2014-15 | 163,100.00 |
| Restricted Carryover from prior years | - |

| | |
|---------------------------------|-------------------|
| Total Restricted Revenue | 163,100.00 |
|---------------------------------|-------------------|

| | |
|----------------------|---------------------|
| Total Revenue | 2,431,980.00 |
|----------------------|---------------------|

Expenses 2014-15

| | |
|--|--------------|
| (1000) Staff Salaries - Certificated | 1,085,947.00 |
| (2000) Staff Salaries - Classified | 140,797.00 |
| (3000) Employee Benefits | 609,317.46 |
| (4000) Books & Supplies | 42,525.00 |
| (5000) Services & Operating Expenditures | 279,446.60 |
| (6000) Capital Outlay | - |
| (7000) Other Outgo (i.e. SCUSD services) | 224,123.43 |

| | |
|-----------------------|---------------------|
| Total Expenses | 2,382,156.49 |
|-----------------------|---------------------|

| | |
|---|-----------|
| Budgeted Net Income as of 6/30/15 at the end of the 2014-15 fiscal year | 49,823.51 |
|---|-----------|

| | |
|---|-------|
| The Budgeted Net Income is this percentage of Total Revenue. It will be used as the 2% reserve for economic uncertainty | 2.05% |
|---|-------|

Assumptions. As indicated in the charter document, 350 students are projected to return to JBCC in 2014-15. Funding levels were based on projections made by the Charter Schools Development Center in February 2013 before the passage of the Local Control Funding Formula. The charter calls for federal funds to follow the students who generated them.

| Assumption #1: Projected Funding Levels 2014-15. Based on Charter Schools Development Center Feb. 19, 2013 | Amount per ADA |
|--|----------------|
| General-Purpose Grant K-3. | \$5,198.00 |
| General-Purpose Grant 4-6. | \$5,277.00 |
| Charter Categorical Block Grant Grades K-6. | \$400.00 |
| In-Lieu Economic Impact Aide (EIA) Grades K-6. | \$325.00 |
| Education Protection Grant | \$400.00 |
| Categorical Supplemental funding of \$127 based on current year P-2 ADA. In lieu of this state grant, district will provide funding to charter schools that convert during or after 2008-09 fiscal year. | \$127.00 |
| Lottery unrestricted @ \$124 in Oct 9, 2012 CDE letter for 2012-13, but lottery is based on prior year P-Annual ADA. | \$124.00 |
| Lottery restricted to instructional materials @ \$30 Oct 9 CDE letter, but lottery is based on prior year P-Annual ADA. | \$30.00 |
| Federal Title I - No Child Left Behind (NCLB) | \$375.00 |
| Title 2 | |
| Federal Title III LEP funds. | \$95.00 |

| Assumption #2: Projected Enrollment & ADA 2013-14. Assuming 95% attendance. | |
|--|--------|
| K-3 class | 200 |
| Shown here: ADA @ 95% | 190.00 |
| 4-6 class | 150 |
| Shown here: ADA @ 95% | 142.50 |
| Total enrollment. | 350 |
| Projected ADA for K-6 combined. | 332.50 |

| Estimated Revenue for 2014-15 based on the above assumptions | Unrestricted | Restricted | Total |
|---|---------------------|-------------------|---------------------|
| General-Purpose Grant K-3 from district property tax and from state aid. K-3 ADA x entitlement amount | 987,620.00 | | 987,620.00 |
| General-Purpose Grant 4-6 from district property tax and from state aid. 4th-6th ADA x entitlement amount | 751,972.50 | | 751,972.50 |
| Charter Categorical Block Grant | 133,000.00 | | 133,000.00 |
| In-Lieu Economic Impact Aide (EIA) based on " prior year " number of EL students and Free/Reduced lunch students x entitlement amount. | 175,175.00 | | 175,175.00 |
| Education Protection Grant | 133,000.00 | | 133,000.00 |
| Supplemental Categorical | 42,227.50 | | 42,227.50 |
| Mandated Block Grant for 2012-13. \$28/ADA based on prior year P-2 ADA for unified district. \$14/ADA for charter schools. Estimate here is based on \$14/ADA | 4,655.00 | | 4,655.00 |
| Lottery unrestricted: based on prior year P-Annual ADA. | 41,230.00 | | 41,230.00 |
| Lottery restricted: prior year ADA. Inst materials. Based on prior year P-Annual | | 9,975.00 | 9,975.00 |
| Federal NCLB Title I. Based on prior year free/reduced lunch | | 136,500.00 | 136,500.00 |
| Federal NCLB Title II A Teacher Quality | | 0 | 0.00 |
| Federal NCLB Title III LEP. Based on prior 2-year data | | 16,625.00 | 16,625.00 |
| Other donations | | | 0.00 |
| Total Revenue | 2,268,880.00 | 163,100.00 | 2,431,980.00 |

1000 and 2000 Series Expenditures. We assumed that not all 14 classroom teachers and the prep teacher currently at Joseph Bonnheim will return. We estimated five teachers not returning and budgeted accordingly, using Column D-Step 10 of the SCTA salary schedule for the teachers taking their places. Actual salaries were used for the returnees.

| 1000 Certificated Staff Salaries | Unrestricted | Restricted | Total |
|--|---------------------|------------------|---------------------|
| 1101 Classroom teachers 15 FTE includes prep. Assuming 5 of current teachers do not return. New teachers at D-10 in salary schedule. | 889,572.00 | | 889,572.00 |
| 1101 Resource Teacher D-10 salary schedule | | 59,839.00 | 59,839.00 |
| 1102 Subs for absent teachers @ \$160/day. Budgeted at 10 days x 14 teachers | 23,100.00 | | 23,100.00 |
| 1311 One full-time principal | 113,436.00 | | 113,436.00 |
| Total 1000 Series | 1,026,108.00 | 59,839.00 | 1,085,947.00 |

| 2000 Classified Staff Salaries | Unrestricted | Restricted | Total |
|--|-------------------|------------|-------------------|
| 2000 SPOM | 41,004.00 | | 41,004.00 |
| 2000 Office Manager & Clerk 1.44 FTE | 52,528.00 | | 52,528.00 |
| 2000 Specialist II .2166 FTE | 17,890.00 | | 17,890.00 |
| 2000 Library Media .38 FTE currently | 12,095.00 | | 12,095.00 |
| 2000 Yard Duties x 4 @ \$8/hour x 3 hrs/day x 180 days | 17,280.00 | | 17,280.00 |
| Total 2000 Series | 140,797.00 | - | 140,797.00 |

3000 Series Expenditures.

| 3000 Benefits | Unrestricted | Restricted | Total |
|--|--------------|------------|------------|
| 3401 Health certificated for 13.8 core including P.E. prep | 225,292.00 | | 225,292.00 |
| 3401 Health Resource Teacher | | 9,992.00 | 9,992.00 |
| 3401 Health Sub teachers | - | | - |
| 3401 Health Principal | - | | - |
| 3402 Health Classified | 40,865.00 | | 40,865.00 |
| | | | - |
| 3401 Dental certificated for 13.8 core including P.E. prep | 15,429.00 | | 15,429.00 |
| 3401 Dental Resource Teacher | | 561.00 | 561.00 |
| 3401 Dental Sub teachers | - | | - |
| 3401 Dental Principal | - | | - |
| 3402 Dental Classified | 2,879.00 | | 2,879.00 |
| | | | - |
| 3401 Vision certificated for 13.8 core including P.E. prep | 3,216.00 | | 3,216.00 |
| 3401 Vision Resource Teacher | | 234.00 | 234.00 |
| 3401 Vision Sub teachers | - | | - |
| 3401 Vision Principal | - | | - |
| 3402 Vision Classified | 591.00 | | 591.00 |
| | | | - |
| 3001 Life Insurance certificated for 13.8 core including P.E. prep | 347.00 | | 347.00 |
| 3001 Life Insurance Resource Teacher | | 26.00 | 26.00 |
| 3001 Life Insurance Sub teachers | - | | - |
| 3001 Life Insurance Principal | 313.00 | | 313.00 |
| 3002 Life Insurance Classified | 150.00 | | 150.00 |

| | | | |
|---|-------------------|------------------|-------------------|
| 3001 Post Retirement Fund certificated for 13.8 core including P.E. prep | 91,811.00 | | 91,811.00 |
| 3001 Post Retirement Fund Resource Teacher | | 6,652.00 | 6,652.00 |
| 3001 Post Retirement Fund Sub teachers | - | | - |
| 3001 Post Retirement Fund Principal | 5,544.00 | | 5,544.00 |
| 3002 Post Retirement Fund Classified | 15,011.00 | | 15,011.00 |
| 3001 Medicare @ 1.45% certificated for 13.8 core including P.E. prep | | | |
| 3001 Medicare @ 1.45% Resource Teacher | 13,266.33 | | 13,266.33 |
| 3001 Medicare @ 1.45% Sub teachers | | 867.67 | 867.67 |
| 3001 Medicare @ 1.45% Sub teachers | 334.95 | | 334.95 |
| 3001 Medicare @ 1.45% Principal | 1,644.82 | | 1,644.82 |
| 3002 Medicare @ 1.45% Classified | 2,028.56 | | 2,028.56 |
| 3001 Social Security 6.25% certificated for 13.8 core including P.E. prep | | | |
| 3001 Social Security 6.25% Resource Teacher | 0 | | - |
| 3001 Social Security 6.25% Resource Teacher | | 0 | - |
| 3001 Social Security 6.25% Sub teachers | 0 | | - |
| 3001 Social Security 6.25% Principal | 0 | | - |
| 3002 Social Security 6.25% Classified | 8,688.00 | | 8,688.00 |
| 3001 State Unemployment Insurance (SUI) certificated for 13.8 core including P.E. prep | | | |
| 3001 State Unemployment Insurance (SUI) Resource Teacher | 15,589.00 | | 15,589.00 |
| 3001 State Unemployment Insurance (SUI) Resource Teacher | | 654.00 | 654.00 |
| 3001 State Unemployment Insurance (SUI) Sub teachers | 371.91 | | 371.91 |
| 3001 State Unemployment Insurance (SUI) Principal | 1,588.00 | | 1,588.00 |
| 3002 State Unemployment Insurance (SUI) Classified | 2,251.48 | | 2,251.48 |
| 3001 Worker Comp certificated for 13.8 core including P.E. prep | | | |
| 3001 Worker Comp Resource Teacher | 21,456.00 | | 21,456.00 |
| 3001 Worker Comp Resource Teacher | | 904.00 | 904.00 |
| 3001 Worker Comp Sub teachers | 510.51 | | 510.51 |
| 3001 Worker Comp Principal | 2,507.00 | | 2,507.00 |
| 3002 Worker Comp Classified | 3,110.89 | | 3,110.89 |
| 3001 STRS @ 8.25% certificated for 13.8 core including P.E. prep | | | |
| 3001 STRS @ 8.25% Resource Teacher | 80,098.00 | | 80,098.00 |
| 3001 STRS @ 8.25% Resource Teacher | | 4,936.72 | 4,936.72 |
| 3001 STRS @ 8.25% Sub teachers | 1,905.75 | | 1,905.75 |
| 3001 STRS @ 8.25% Principal | 9,359.00 | | 9,359.00 |
| 3002 PERS @11.42 % Classified | | | |
| 3002 PERS @11.42 % Classified | 16,075.38 | | 16,075.38 |
| 3002 PERS Reduction @ 1.60% % Classified | | | |
| 3002 PERS Reduction @ 1.60% % Classified | 2,256.50 | | 2,256.50 |
| Total 3000 Series | 584,490.08 | 25,829.38 | 609,317.46 |

4000 Series Expenditures.

| 4000 Supplies | Unrestricted | Restricted | Total |
|---|------------------|-----------------|------------------|
| 4330 Office supplies @ \$10/scholar x number enrolled. | 3,500.00 | | 3,500.00 |
| 4360 Medical and Health supplies. \$3/scholar x number enrolled. | 1,050.00 | | 1,050.00 |
| 4370 Custodial supplies \$20/scholar x number enrolled. Includes money for air filters which need changing 3 to 4 times per year. | 7,000.00 | | 7,000.00 |
| 4350 Schoolwide supplies and materials to be determined by teachers and approved by Steering Committee. Includes: classroom supplies, Riso ink, laminating film, consumables, classroom libraries for new classes, enrichment supplies, and other items in the 4000 series. | 20,000.00 | | 20,000.00 |
| 4000 books and other instructional materials | | 9,975.00 | 9,975.00 |
| 4310 Credit Agreement with SCUSD Materials Development Laboratory | 1,000.00 | | 1,000.00 |
| 4390 Instructional Reserve | | | - |
| Total 4000 Series | 32,550.00 | 9,975.00 | 42,525.00 |

5000 Series Expenditures.

| 5000 Services | Unrestricted | Restricted | Total |
|--|--------------|------------|-----------|
| 5299 Travel and conferences: | | | |
| 5200 travel & conferences | | | - |
| 5203 Conference | | | - |
| 5399 Memberships: | | | |
| 5300 Membership dues CCSA for consultation services @ \$5/student | 1,750.00 | | 1,750.00 |
| 5300 Membership dues CSDC for charter consultation services @ \$3/student | 1,050.00 | | 1,050.00 |
| 5599 Housekeeping and operations: | | | |
| 5501 SCUSD utilities: Water & sewage thru City of Sac. | 24,000.00 | | 24,000.00 |
| 5502 SCUSD utilities: waste removal Atlas @ \$200/month | 3,000.00 | | 3,000.00 |
| 5503 SCUSD utilities: natural gas SPURR. | 7,000.00 | | 7,000.00 |
| 5504 SCUSD utilities: Electricity SMUD. Paid quarterly. Estimated @ \$120/enrollment based on past two years of bills | 42,000.00 | | 42,000.00 |
| 5600 Rental and service agreements: | | | |
| 5610 Annual Riso Service Agreement 7/31/13 to 7/30/2014 | 425.00 | | 425.00 |
| 5620 Copier rental | 6,000.00 | | 6,000.00 |
| 5640 SCUSD services: Rent or Pro Rata Share. 22,585 Gross Square Feet (GSF) is the total area for permanent structures as stated in the district's 2012 Joseph Bonnheim Elem. High Performance Facility Assessment. Plus 6 portable classrooms @960 GSF each totals 5,760 GSF. Grand Total GSF = 28,345. Start at \$2.10/gsf then adjust to actual prior year when that information becomes available. | 59,524.50 | | 59,524.50 |
| Admin and other services from SCUSD: cost/month per enrolled student x 12 months: | | | |
| 1. Accounts Payable @ \$8.97 per enrollment | 3,139.50 | | 3,139.50 |
| 2. Budget - including student attendance \$20.61 per enrollment | 7,213.50 | | 7,213.50 |

| | | | |
|--|-------------------|----------|-------------------|
| 3. Human Resources \$53.77 per enrollment | 18,819.50 | | 18,819.50 |
| 4. Employee Compensation/payroll \$16.14 per enrollment | 5,649.00 | | 5,649.00 |
| 5. Risk Management/Employee Benefits \$9.16 per enrollment | 3,206.00 | | 3,206.00 |
| 6. Property/Liability Insurance \$46.31 per enrollment | 16,208.50 | | 16,208.50 |
| 7. Purchasing/Warehouse \$20.59 per enrollment | 7,206.50 | | 7,206.50 |
| 8. Mail service with district \$3.76 per enrollment | 1,316.00 | | 1,316.00 |
| 9. Child welfare & attendance ?? | 957.60 | | 957.60 |
| 10. Security Coordination \$35.58 per enrollment | 12,453.00 | | 12,453.00 |
| 11. Network infrastructure and hardware support \$70.03 per enrollment | 24,510.50 | | 24,510.50 |
| 12 Assessment, Research & Eval \$20.44 per enrollment | 7,154.00 | | 7,154.00 |
| 13. Pupil Services/Hearing Office \$14.01 per enrollment | 4,903.50 | | 4,903.50 |
| 5699 end rentals | | | |
| TBA for Professional Development | 20,000.00 | | 20,000.00 |
| Thomas Armstrong, Susan Kovalik, Jo Gusman, Gennel Miles, etc | | | - |
| others to support charter | | | - |
| others to support charter | | | - |
| others to support charter | | | - |
| others to support charter | | | - |
| 5899 end professional contracts | | | |
| 5820 Study trips: admission and transportation | | - | - |
| 5820 end study trips | | | |
| 5901 SCUSD utilities: Telephone. AT&T. Approx. \$125/month | 1,500.00 | | 1,500.00 |
| 5902 postage 1,000 x 46¢. | 460.00 | | 460.00 |
| 5900 end communications | | | |
| Total 5000 Series | 279,446.60 | - | 279,446.60 |

7000 Series Expenditures.

| 7000 Other Outgo: Required Services | unrestricted | restricted | Total |
|--|-------------------|------------|-------------------|
| 7010 SCUSD services: oversight 1% of block grant and categorical block grant | 18,725.93 | | 18,725.93 |
| 7020 SCUSD services: Special Ed encroachment. \$586.85 | 205,397.50 | | 205,397.50 |
| Total 7000 Series | 224,123.43 | | 224,123.43 |

Financial Projections for the First Three Years of Operation

Increased Revenue. As mentioned above, there will be new funding assumptions after the 2013-14 state budget is signed. Once known, the JBCC budget will be revised. We assumed the Local Control Funding Formula (LCFF) will provide increased funding and the additional funding will exceed any increase in expenses.

Over all expenditures will increase approximately three percent each year, mainly from teachers taking a step and column increase. Based on the first-year budget, the increased spending will be adequately covered by an anticipated \$500 per enrollment increase from the LCFF. The increase is based on the tentative LCFF compromise between the legislature and the governor. Key points from the compromise are shown in the box below. They provide confidence that schools, including JBCC will receive more money.

**LCFF Compromise
June 8, 2013**

- ✓ **Increases target Base Rate.**
 - Increases target per-pupil Base Grant by **\$537** above the May Revision. The compromise Base Grant is slightly above SB 69 Base Grant level.
 - The portion of the overall formula that is devoted to Base Grants is 84% (May Revision was 80%).

- ✓ **Provides additional funding to restore districts to at least their 2007-08 funding levels.**
 - The compromise provides additional funding for an “economic recovery payment” to ensure that virtually all districts get back to their 2007-08 state funding levels, adjusted for inflation. (Because of some anomalies, a small number of very small school districts would not get back to the 2007-08 levels.)
 - 2007-08 was the pre-recession, highest funding level for schools.
 - This additional “insurance policy” was not part of the May Revision or SB 69.

- ✓ **Changes the Supplemental Grant rate.**
 - Districts would receive an additional 20 percent of the Base Grant for low income and English learner students.
 - While the Supplement Grant rate is reduced from the May Revision level (35 percent of the base rate), the Supplemental Grant rate is calculated on the much higher Base Grant. Thus, there is very little difference between the lower Base Grant/higher Supplemental Grant approach vs. and higher Base Grant/lower Supplement approach.

- ✓ **Changes the Concentration Grant.**
 - Districts would qualify for additional concentration funding if 55 percent of their students are low income and English learners. (May Revision threshold was 50 percent.)
 - The Concentration Grant rate would be at 50 percent of the Base Grant for each low income and English learner student above the 55 percent threshold. (May Revision was 35 percent for each disadvantaged student above 50 percent threshold.)

- ✓ **Extends phase-in period.**
 - Full implementation estimated to take eight years. (May Revision was seven years. SB 69 was also seven years, but started a year later.)
 - If additional funding devoted to LCFF in coming years, districts would get to the target faster.

- ✓ **No losses in the budget year.** With the hold-harmless provisions, no district would get less money in the budget year than they do currently, and the vast majority will do better.

Source: Eric Premack, Charter Schools Development Center.

First Three Years of Operation. The projections for the first three years are based on School Services of California Dartboard Projections and are very conservative. For example, the funding levels remain flat and do not take into account any cost of living factors. Enrollment is expected to increase between the first and second year. Even with the conservative funding levels, the additional students result in increased funding.

| Assumption #1: Projected Funding Levels including Local Control Funding Formula | 2014-15 per ADA | 2015-18 per ADA | 2016-17 per ADA |
|--|------------------------|------------------------|------------------------|
| LCFF K-3 | \$6,751.95 | \$7,007.18 | \$7,272.05 |
| LCFF 4-6 | \$6,207.03 | \$6,441.66 | \$6,685.15 |
| Common Core | \$200.00 | \$0.00 | \$0.00 |
| In-Lieu Economic Impact Aide (EI) Grade K-6 | \$325.00 | \$325.00 | \$325.00 |
| Education Protection Account paid quarterly Dept, Dec, Mar & June | \$400.00 | \$400.00 | \$400.00 |
| Lottery unrestricted @\$124 in Oct 9, 2012 CDE letter for 2012-13, but lottery is based on prior year P-Annual ADA. | \$124.00 | \$124.00 | \$124.00 |
| Lottery restricted to instructional materials @\$30 Oct 9 CDE letter, lottery is based on prior year P-Annual ADA. | \$30.00 | \$30.00 | \$30.00 |
| Federal Title 1 - No Child Left Behind (NGCLB) | \$375.00 | \$375.00 | \$375.00 |
| Federal Title 2 | \$95.00 | \$95.00 | \$95.00 |
| Federal Title III LEP Funds. | \$0.00 | \$0.00 | \$0.00 |
| | | | |

| Assumption #2: Project Enrollment & ADA | Year 1 | Year 2 | Year 3 |
|---|---------------------|---------------------|---------------------|
| K-3 class | 200 | 212 | 212 |
| Shown here; ADA @ 95% | 190.00 | 201.40 | 201.40 |
| 4-6 class | 150 | 188 | 188 |
| Shown here: ADA @ 95% | 142.50 | 178.60 | 178.60 |
| Total enrollment. | 350 | 400 | 400 |
| Projected ADA for K-6 combined | 332.50 | 380.00 | 380.00 |
| | | | |
| Estimated Revenue based on the above assumptions | Year 1 | Year 2 | Year 3 |
| Local Control Funding Formula (LCFF) K-3 ADA x entitlement amount. | 1,282,872.00 | 1,411,246.00 | 1,464,591.00 |
| Local Control Funding Formula (LCFF) 4-6 ADA x entitlement amount. | 884,502.00 | 1,150,481.00 | 1,193,969.00 |
| Common Core Funding (1x funding) | 70,000.00 | | |
| In-Lieu Economic Impact Aide (EIA) | 175,175.00 | 175,175.00 | 175,175.00 |
| Education Protection Account | 133,000.00 | 152,000.00 | 152,000.00 |
| Mandated Block Grant. \$28/ADA based on prior year P-2 ADA for unified district. \$14/ADA for character schools. Estimate there is based on \$14/ADA | 4,655.00 | 5,320.00 | 5,320.00 |
| Lottery unrestricted: based on prior year P-Annual ADA | 41,230.00 | 47,120.00 | 47,120.00 |
| Lottery restricted: prior year ADA. Inst materials | 9,975.00 | 11,400.00 | 11,400.00 |

| | | | |
|---|-----------------------|-----------------------|-----------------------|
| Federal NCLB Title 1: Based on prior year free/reduced lunch | 136,500.00 | 136,500.00 | 136,500.00 |
| Federal NCLB Title II A Teacher Quality | 0.00 | 0.00 | 0.00 |
| Federal NCLB Title III Leap. Based on prior 2-year data | 16,625.00 | 16,625.00 | 16,625.00 |
| Total Revenue | \$2,754,534.00 | \$3,105,867.00 | \$3,202,700.00 |
| | | | |
| Summary of Expenditures | Year 1 | Year 2 | Year 3 |
| 1000 Certificated salaries | 1,085,947.00 | 1,118,525.41 | 1,152,081.17 |
| 2000 Classified salaries | 140,797.00 | 145,020.91 | 149,373.54 |
| 3000 Benefits | 609,317.46 | 627,595.99 | 648,424.90 |
| 4000 Supplies | 42,525.00 | 43,000.75 | 45,114.77 |
| 5000 Services | 279,446.60 | 287,830.00 | 296,464.90 |
| 6000 Capital Improvements | 0.00 | 0.00 | 0.00 |
| 7000 District administrative fees | 224,123.43 | 230,847.13 | 237,772.54 |
| Total Expenditures | \$2,382,156.49 | \$2,452,820.19 | \$2,529,231.82 |
| Balance | 372,377.51 | 653,046.81 | 673,468.18 |

Cash Flow

In regard to cash flow, the JBCC petition includes a clause used in the recently renewed Bowling Green Charter, also a dependent charter school. As such, cash flow should not be an issue. Our intent is to apply for Public Charter School Grant Program (PCSGP), revolving loans, charter assets management.

If the Charter School has a projected cash short fall, and if the Charter is unable to receive TRANS funding directly, then the district will include the charter school in the District's own application for TRANS funding. The charter school agrees to repay the district the TRANS amount borrowed, in addition to interest calculated at Sacramento County Tax and Revenue Anticipation Notes (TRANS) rate at the time of the funding.

In return, Joseph Bonnheim Community Charter will pay the district over \$396,000.00 for services each year.

Joseph Bonnheim Community Charter

November 1, 2013

Superintendent Jonathon P. Raymond
5735 47th Ave
Sacramento CA 95824

RE: Request for Proposition 39 Facilities for the 2014/2015 School Year for Joseph Bonnheim Community Charter School

Dear Superintendent Raymond:

We are writing on behalf of the organizers for the Joseph Bonnheim Community Charter School ("JBCC"). Please note we are also submitting a separate proposal to repurpose the closed Joseph Bonnheim Elementary School as a dependent charter school. However, this letter is to request reasonable school facilities at the site formerly known as Joseph Bonnheim Elementary School located at 7300 Marin Avenue Sacramento, CA 95820 from Sacramento City Unified School District ("District") pursuant to Education Code Section 47614 (i.e., Proposition 39), Education Code Section 17457.5 (i.e., Senate Bill 1016), and Title 5 of the California Code ("CCCR") Section 11969.11, as amended.

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the JBCC with facilities near to where the JBCC desires to be located if the district cannot legitimately provide the site (JBCC) requested. (See Education Code Section 47614(b)).

Senate Bill 1016 generated Education Code 17457.5 and amended Education Code sections 17230, 17458, 17464, and 17489. This new legislation gives charter schools first priority over other entities if the charter school submitted a written request to the district to be notified of surplus property dispositions and property was designed to provide direct instruction or instructional support.

Both Proposition 39 Implementing Regulations and Senate Bill 1016, adopted by the State Board of Education require charter schools to make annual written requests for facilities and/or annual written requests to be notified of surplus property. Title 5 CCR Section 11969.9(C)(1) specifies the information that must be included in the annual facilities request. This request, along with the information

submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Projected Average Daily Attendance (ADA)

In accordance with Education Code Section 47614(b)(2), the District is required to allocated school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

JBCC has determined that a reasonable projection of the Charter School’s in-District average daily attendance for the 2014-15 school year is 332.50. The following is a breakdown of the Charter School’s projected average daily attendance (“ADA”) as required by 5 CCR Section 11969.9(C)(1). The Charter School’s ADA figures are based on the methodology outlined in the following section.

Please note:

“Prior Year” means the fiscal year prior to the year in which a facilities request is made. For this request prior year is 2012/2013 which represents the ADA for the last year of operation for Joseph Bonnheim Elementary School.

“Current Year” means the fiscal year in which as facilities request is made. For this request, the current year is 2013/2014. Because the students that previously attended Joseph Bonnheim have been redirected to other schools, this ADA is not available.

“Request Year” means the fiscal year for which facilities are being requested. For this request, the request year is 2014/2015.

Table 1: Total In-District ADA

| A | B | C | D |
|-------------|--|---------------------------------------|---------------------------------------|
| Grade Level | Actual Total Prior Year FY 12/13 (P-2) | Projected Total Current Year FY 13/14 | Projected Total Request Year FY 14/15 |
| K | 52.25 | | 47.5 |
| 1 | 63.65 | | 47.5 |
| 2 | 62.7 | | 47.5 |
| 3 | 47.5 | | 47.5 |
| 4 | 48.45 | | 47.5 |
| 5 | 64.6 | | 47.5 |
| 6 | 53.2 | | 47.5 |
| Total | 392.35 | | 332.5 |

Table 2: Total In-District Classroom ADA

| A | B | C | D |
|-------------|--|---------------------------------------|---------------------------------------|
| Grade Level | Actual Total Prior Year FY 12/13 (P-2) | Projected Total Current Year FY 13/14 | Projected Total Request Year FY 14/15 |
| K | 52.25 | | 47.5 |
| 1 | 63.65 | | 47.5 |
| 2 | 62.7 | | 47.5 |
| 3 | 47.5 | | 47.5 |
| 4 | 48.45 | | 47.5 |
| 5 | 64.6 | | 47.5 |
| 6 | 53.2 | | 47.5 |
| Total | 392.35 | | 332.5 |

The following tables represent the projected in-District ADA (from Table 1 above) and in-District classroom ADA (from Table 2 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(C)(2).)

Table 3: In-District ADA Broken Down by Grade Level and District School Where Pupils Would Otherwise Attend

| Joseph Bonnheim Elementary School | | | | | | | |
|-----------------------------------|------|------|------|------|------|------|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 47.5 | 47.5 | 47.5 | 47.5 | 47.5 | 47.5 | 47.5 | 332.5 |

Methodology Use in Making ADA Projections:

Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections. The Charter School utilized the following methodology in calculating the ADA projections:

- The Charter School’s charter petition projects a 2014/2015 enrollment of 350 students
- The Charter School has determined that this projected enrollment is reasonable because as of November 1, 2013 it has already received 300 Intent to Enroll forms from in-district students, indicating they are meaningfully interested in enrolling in the Charter School. In other words, before its charter petition is even approved, and months before the end of its enrollment period, the Charter School has received indications of meaningful interest from students representing approximately 86% of its projected ADA.
- In addition, at the end of the 2012/2013 school year, Joseph Bonnheim parents were surveyed with an “Intent to Enroll” form to determine how many students might return to Joseph Bonnheim in 2014/2015. Based on a three (3) day survey, in which there was over a 50% return rate, we estimate that 350 students will enroll in the first year of the charter. By the second year 2015/2016 we are certain that JBCC will return to 400+ students.
- The Charter School’s charter petition and budget projects an attendance rate of 95%.
- The Charter School therefore applied its projected attendance rate of 95% to its projected enrollment to arrive at its 2014/2015 projected classroom ADA.

For all the reasons set forth above, the Charter School’s 2014/2015 in-District Classroom ADA projections are more than reasonable – they are conservative.

Supporting Documentation

Title 5 CCR Section 11969.9 (c)(1)(c) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet in open (i.e., not yet providing instruction) or to the extent an operating charter school projects a substantial increase in –in-District ADD, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School. Please be advised that because the Charter School is not yet open, we have attached and incorporated herein by reference the following supporting documentation that fully substantiates the reasonableness of our in-District ADA projections for the 2014/2015 school year:

1. Signed parental “Intent to Re/Enroll” Forms for all students for the request year:

As you review the Charter School’s ADA projections and supporting documentation, please keep in mind that the Proposition 30 regulation do not specify or require a particular type of supporting documentation to be used. Schools may submit any type of supporting documentation which they used to arrive at their ADA projections. This documentation must be “sufficient for the district to determine the reasonableness of the projection, but . . . need not be verifiable for precise arithmetical accuracy.” (Section 11969.9(C)(1)(C); emphasis added.) However, should the District desire additional documentation or information regarding the Charter School’s ADA projections, please contact me as soon as possible. We are willing to cooperate with the District to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the Charter School's operational calendar. The Charter School's operational calendar will mirror the District's trimester for elementary schools with a total of 178 instructional days for 2014/2015.

Educational Program

Title 5 CCR Section 11969.9 (C)(1)(F) requires the facilities request to provide information regarding the Charter School's educational program that is relevant to the assignment of facilities. The Charter School's educational program does not have unique needs and therefore, the site requested (formerly Joseph Bonnheim Elementary) will adequately meet the educational needs for a K-6th grade charter school. The Charter School's program does not require a single contiguous school site in which to operate.

Facility Location

Title 5 CCR Section 11969.9 (C)(1)(F) requires the facilities request to provide information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. Based upon the needs of the Charter School and residency of the projected student enrollment, the Charter School desires to locate its facility at the site formerly known as Joseph Bonnheim Elementary School.

Procedures and Timelines:

In accordance with the Implementing Regulations, the District is required to review the Charter School's attendance projections and to express any objections in writing on or before December 1, 2013. The Charter School must respond to the District's written objections, if any, on or before January 2, 2014, and will either reaffirm or modify its projections as it deems necessary. (5 CCR Section 11969.9(D).)

Furthermore, we look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2014, as required under the Implementing Regulations. (Title 5 CCR Section 11969.9(F).)

Implementing Regulations Section 11969.9(H) also requires the District to provide a written final notification regarding the space to be allocated to the Charter School prior to April 1, 2014.

JBCC committee has delegated to me the responsibility to negotiate the allocation of the facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

NAME
ADDRESS
ADDRESS
PHONE NUMBER

Proposition 39 Request 2014/2015 School Year

I appreciate your time and consideration of this request and I look forward to developing a mutually agreeable plan to meet the facilities needs of the Charter School's in-District students.

Sincerely,

CONTACT INFORMATION HERE