

New Joseph Bonnheim (NJB) Community Charter School

Opening September 2014

A start-up, dependent charter school petition
submitted by parents and community members

to

The Sacramento City Unified School District Board of Education
for consideration

April 22, 2014



Lead petitioners:

Lisa Romero, Parent

Arthur Aleman, Parent

Michael Madden, Parent

New Joseph Bonnheim (NJB) Community Charter

Table of Contents

| | |
|--|-----|
| Gettysburg Address by Abraham Lincoln November 19, 1863 | 3 |
| I. Introduction | 4 |
| What's Different at the Proposed NJB Dependent Charter School | 6 |
| II. Our Mission | 8 |
| III. Affirmation of each condition described in Education Code Section 47605 (d) | 8 |
| IV. Description of the Items Required by Education Code Section 47605 (b) (5) | 9 |
| Element A: The Educational Program | 9 |
| Element B: Measurable Pupil Outcomes | 44 |
| Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes | 46 |
| Element D: Governance Structure of the School | 54 |
| Element E: Employee Qualifications | 64 |
| Element F: Health and Safety Procedures | 70 |
| Element G: Means to Achieving Racial and Ethnic Balance | 71 |
| Element H: Admission Requirements | 72 |
| Element I: Financial Audit | 74 |
| Element J: Pupil Suspension and Expulsion | 74 |
| Element K: Retirement System | 77 |
| Element L: Attendance Alternatives | 77 |
| Element M: Description Employee Rights | 78 |
| Element N: Dispute Resolution | 78 |
| Element O: Labor Relations | 79 |
| Element P: School Closure | 80 |
| V. Information Regarding Proposed Operation and Potential Effects on SCUSD | 83 |
| VI. Duration of the Charter | 87 |
| VII. Amending the Charter | 87 |
| VIII. Applicable State Law and Administrative Regulation | 88 |
| Appendix A. Checklists for Opening a New School – 18 pages | 89 |
| Appendix B. Procedures for Safety and Security – 4 pages | 107 |
| Appendix C. Common Core compliant Backward Standards Map – 12 pages | 111 |
| Appendix D. Financial Statements/Budget – 19 pages | 123 |
| Appendix E. Local Control Accountability Plan – 14 pages | 142 |

Abraham Lincoln
November 19, 1863. Gettysburg, Pennsylvania

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

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

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

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

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

Seven score and eleven years after Gettysburg, the great task continues.

New Joseph Bonnheim Community Charter School
Co-Founders and Writing Team
In alphabetical order:

Arthur Aleman. Retired carpenter, U.S. Navy veteran, school district advisory committee/PTA member, guardian of 11-year old granddaughter in the school district.

Ellie Boyce. Retired SCUSD special education teacher. Created the district’s first full inclusion program for orthopedically disabled students. Founding teacher Bowling Green Charter School #18.

Susan Kovalik. Creator of the Highly Effective Teaching (HET) Model. Internationally renowned lecturer. Semi-retired and living in the district.

Michael Madden. Parent of two children in the school district. Student of law. Advocate for building healthier, stronger communities for and through our children.

Dennis Mah. Community member. Parent of two Kennedy High graduates. Founding principal Bowling Green Charter School # 18 and founding director Yav Pem Suab Academy Charter #1186.

Lisa Romero. Parent of two children in the school district. Medical practitioner. Advocate for parents and children. Member of school site council and PTA. Leadership Academy graduate.

New Joseph Bonnheim (NJB) Community Charter
A Start-Up Dependent Charter School
Opening in 2014-2015

I. Introduction

A. Background

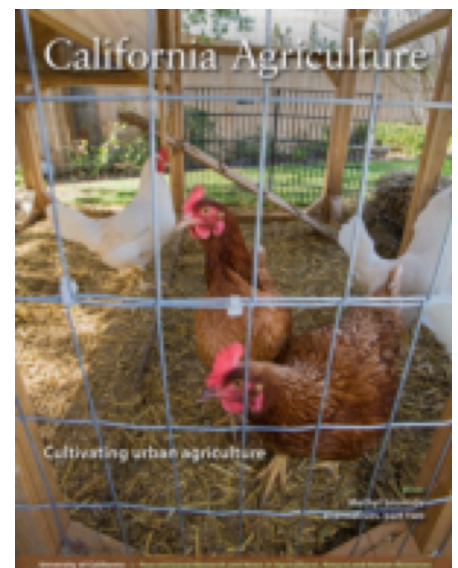
During the past 12 months, the confluence of powerful events, some new and some old, created a perfect storm from which emerged the proposed New Joseph Bonnheim (NJB) Community Charter School, *a school with an agricultural theme*. Here after referred to as NJB. These events included:

- Closure of the old Joseph Bonnheim School.
- Willingness of the state’s agricultural community to support the new school.
- Adoption of the Common Core Standards which fit nicely with the “think beyond the obvious” brain-compatible model that is the foundation for NJB.
- Susan Kovalik, the developer of the Highly Effective Teaching model, retiring and moving to Sacramento and helping develop the educational program.
- Existence of the California Charter Schools Act of 1992.
- Creation and implementation of the Local Control Funding Formula (LCFF), which provides NJB with enough money to successfully start-up a dependent charter school in SCUSD staffed by district teachers.

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

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

Now, the focus is on creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we are creating a program that uses the agricultural resources close at



hand, here in the heart of California, as a means to teach academic, social, and civic skills. We intend to enroll approximately 350 scholars when at full capacity.

The willingness of the state’s agricultural organizations to support the new school was an important development. The Foundation for Agriculture in the Classroom, along with UC Davis and 4H, has pledged curriculum materials. There is a need for agricultural programs in urban settings. The UC Cooperative Extension reports: *Urban agriculture is growing statewide, as California cities increasingly allow food plants in front yards and under power lines, and bee hives and chicken coops in backyards.*

By having a curriculum fully based in agriculture, scholars will learn the necessity of providing the best, the most efficient, the healthiest, and the most productive practices to enable California to remain among the world’s leaders in sustaining the world’s population. Scholars will also see the opportunities available to them in fields related to agriculture such as science, technology, engineering, and mathematics (STEM). Some careers are listed in Table 1. Our scholars will be focused on other college and career goals as well.

Table 1. Career Opportunities Related to Agriculture

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

B. What's Different at the Proposed NJB Dependent Charter School.

In a December 12, 2013 PowerPoint presentation to the SCUSD Board, district staff shared a reminder from School Services of California about the opportunity afforded by the new Local Control Funding Formula: *"To Act Differently, We Must Think Differently."*

Here's how NJB is different:

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

C. What Can Be Expect at NJB

NJB will create and demonstrate classrooms that show:

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

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

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

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

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

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

✓ **Mastery of content with the ability to teach it to someone else.** The best way to determine mastery is to teach what has been learned to another. This skill can be easily demonstrated to peers and evaluated by an adult.

II. Our Mission

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

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

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

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

Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

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

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

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

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

A. Overview

The educational plan described in Element A is currently used at Yav Pem Suab Academy Charter School (YPSA) with great success. YPSA was approved by the Sacramento City Unified School District (SCUSD) Board in 2010. State test scores provide evidence of the plan's effectiveness at a start-up charter school. By the second year of implementation, YPSA's API scores reached and exceeded the state's goal of 800. NJB petitioners will use the same educational components basing them in an agriculture theme.

The major difference between the two schools is YPSA's status as an independent charter school operated by the Urban Charter Schools Collective. NJB will be a dependent charter school employing SCUSD teachers, administrators, and classified staff. As a new independent charter school, YPSA has been better able to control expenses for both post retirement and current health benefits for active employees. The Local Control Funding Formula (LCFF), however, provides sufficient funding to replicate the educational plan at NJB with SCUSD employee costs. In the first year of operation with 323 scholars, we expect approximately \$2,390,000 generated by LCFF. In the second year with 346 scholars, \$2,700,000. In the third year with 344 scholars, \$2,792,000. The full funding amount with 323 scholars is \$2,900,000 (before cost of living adjustments).

The educational plan is the means to accomplish the NJB mission. The mission of the New Joseph Bonnheim (NJB) Community Charter School is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

B. Educated Person in the 21st Century

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

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

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

In summary, the goal is for every NJB scholar to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy.

C. Local Control Accountability Plan

1. Background

AB97 became law in 2013. It requires a Local Control Accountability Plan (LCAP) for charter schools. The plan must be included with the charter. The plan, however is separate from the charter. If the plan was part of the charter, updates to the plan might be considered a material revision of the charter. All schools are required to use the template adopted by the State Board of Education in February 2014.

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

In order to genuinely engage all stakeholders, the Steering Committee will finalize a three-year plan within 60 days of the start of school. The draft in Appendix E will be the starting point. The Steering Committee will consult with teachers, the principal, other school personnel, parents, and scholars using the Steering Committee process described below in this document under Element D. Thereafter, the LCAP will be updated every year by July 1st beginning July 1, 2015. The California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC) will be consulted. NJB is joining both organizations.

Given that 100% of the projected students are low income and that 40-50% are English learners, NJB will use a schoolwide approach to educating all students. Our brain-compatible approach will engage all students including those identified as low income, English learners, and foster youth. Separate programs for each subgroup will not be required.

2. LCAP Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 2. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter. NJB

chooses to establish a ninth priority as articulated in its mission statement: Raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This ninth priority is described in Table 3.

Table 2. The Eight State Priorities Applicable to NJB

| |
|--|
| <p>1. The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.</p> <p>2. Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.</p> <p>3. Parental involvement, including efforts the school makes to seek parent input in making decisions for the school including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p> <p>4. Pupil achievement, as measured by all of the following, as applicable: (A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board. (B) The Academic Performance Index, as described in Section 52052. ((C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board approved career technical education standards and frameworks.—Not applicable to NJB. (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board. (E) The English learner reclassification rate. (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.—Not applicable to NJB.</p> <p>5. Pupil engagement, as measured by all of the following, as applicable: (A) School attendance rates. (B) Chronic absenteeism rates. (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1. Not applicable. (D) High school dropout rates.—Not applicable to NJB. (E) High school graduation rates.—Not applicable to NJB.</p> <p>6. School climate, as measured by all of the following, as applicable: (A) Pupil suspension rates. (B) Pupil expulsion rates. (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p> <p>8. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p> |
|--|

Table 3. The Ninth Priority at NJB

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

(A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.

(B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.

(C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.

3. LCAP Goals

Charter schools are required to describe annual goals for all pupils and each numerically significant subgroup to be achieved in each priority. Thirty is the threshold to become a numerically significant subgroup. For foster youth, however, the threshold is 15. Goals may address more than one priority.

In addition to “All Pupils,” six numerically significant subgroups are projected at NJB. The largest consists of Low Income scholars who are 100% of the enrollment as shown in Table 4. DataQuest and AR&E data from SCUSD pertaining to the old Joseph Bonnheim were used to estimate the number of scholars in each subgroup. There does not appear, at this time, to be any foster youth.

Table 4. Projected Numerically Significant Subgroups at NJB

| Subgroup | Estimated percentage of the 323 scholars projected to enroll | Number |
|-----------------------|--|-----------|
| All Pupils | 100% | 323 |
| Low Income | 100% | 323 |
| English Learners (EL) | 40% - 50% | 130 - 161 |
| Reclassified EL | Unknown at this time | |
| African American | 8% | 48 |
| Hispanic and Latino | 60% | 194 |
| Asian | 9% | 30 |

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

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

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards-aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)

- c. Action: Hire a full-time custodian to maintain the Joseph Bonnheim site in good repair and to support the positive school culture. (Priority 1, 5, 6, 9)
- d. Action: Implement the Steering Committee decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Increase parent and teacher engagement in the Steering Committee process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit class size to 25 or fewer students with a goal of 24 in grades K-3. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

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

- a. Action: Provide ongoing professional development in content area and for the schoolwide strategies described in the charter, including Common Core Standards and Highly Effective Teaching Model (HET), Efficacy, and English Learner strategies. (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. (Priorities 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create a discipline program based on LIFESKILLS, Lifelong Guidelines, Efficacy, and Positive Discipline (Priorities 3, 4, 5, 6, 8, 9)
- g. Action: Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

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

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

Table 5. Alignment of Goals, Actions, and Priorities

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

| Priority Number -> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | In Ed. Plan? | In Budget? |
|---|---|---|---|---|---|---|---|---|---|--------------|------------|
| Goal 1: Create the foundation to support high quality teaching and learning. | | | | | | | | | | | |
| Action 1a: Hire passionate credentialed teachers. | X | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 1b. Hire educator to gather standards-aligned materials & organize standards-aligned being-there experiences. | X | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 1c. Hire full-time custodian. | X | | | | X | X | | | X | Yes | Yes |
| Action 1d. Implement Steering Committee. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 1e. Increase parent & teacher engagement in the school decision-making process via Steering Committee and site councils. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 1f. Limit class size to 26 or fewer. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Goal 2: Create an organizational culture that supports and sustains high quality teaching and learning. | | | | | | | | | | | |
| Action 2a. On going professional development. | | X | | X | X | X | X | X | X | Yes | Yes |
| Action 2b. Create Backward Standards Maps. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 2c: Organize hours and days of instruction to increase time for teacher collaboration. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 2d. Create school environment with absence of threat. | X | X | X | X | X | | X | X | X | Yes | Yes |
| Action 2e. Hire full-time nurse for medical health, mental health, safety, & special ed. | | | X | X | X | X | X | X | X | Yes | Yes |
| Action 2f: Create positive discipline program. | | | X | X | X | X | X | X | X | Yes | Yes |
| Action 2g: Create data driven process to examine student work and create strategies that lead all scholars to mastery. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Goal 3: Increase percentage of scholars demonstrating mastery and demonstrating college and career orientation. | | | | | | | | | | | |
| Action 3a: Integrate body-brain instruction into daily instruction. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 3b: Integrate agricultural theme. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 3c: Integrate civic education. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 3d. Provide third party support as needed for those not demonstrating mastery. | | X | X | X | X | X | X | X | X | Yes | Yes |
| Action 3e: Provide primary language support . | | X | X | X | X | X | X | X | X | Yes | Yes |

D. Students to be Served

Between December 2013 and early March 2014, the petitioners collected letters of intent from parents representing 319 students who are interested in attending NJB in 2014-15. Eighty-one percent (258) reside in either the 95820 or 95824 Zip Codes as shown in Table 6. An additional 30 letters of intent were returned to the petitioners after the early March deadline. Due to time constraints, they are not included in this discussion.

Table 6. Prospective Students by Zip Code

| Zip Code | Number Students | Percentage of Total |
|----------|-----------------|---------------------|
| 95817 | 5 | 2% |
| 95818 | 1 | |
| 95819 | 0 | 0% |
| 95820 | 230 | 72% |
| 95822 | 4 | 1% |
| 95824 | 28 | 9% |
| 95826 | 5 | 2% |
| other | 46 | 14% |
| Total | 319 | 100% |

The Bonnheim campus is located at the eastern end of the 95820 Zip Code between 14th Avenue and 21st Avenue. The 95824 Zip Code is located directly south of 95820. Directly east is 95826. The western boundary of 95820 is shared with 95822. Three codes share a northern boundary with 95820: 95817, 95818, and 95819. Fifteen of the other 46 students identified in Table 2 reside in 95828 located in the Elk Grove Unified School District. Some attend SCUSD schools.

The majority of scholars expected to attend the New Joseph Bonnheim (NJB) Community Charter School live in the 95820 Zip Code. They are our children and grandchildren as well as the children and grandchildren of our neighbors and friends. We know them well and know the challenges they face.

It is anticipated that scholars from outside the 95820 Zip Code and outside the boundaries of the Sacramento City Unified School District (SCUSD) will enroll, including the children of parents living in nearby counties who work in Sacramento. The school expects to serve scholars from low-income families. Based on prior enrollment at old Joseph Bonnheim and reports from those collecting the letters of intent, 40% to 50% are expected to be English learners. The 2012-13 California Department of Education *Snapshot* of the school reported 49% English learners, mainly Spanish speakers. All scholars, however, are welcome and will benefit from the program at NJB.

Figure 1. The 95820 Zip Code
The Joseph Bonnheim School site is located at the eastern end of 95820

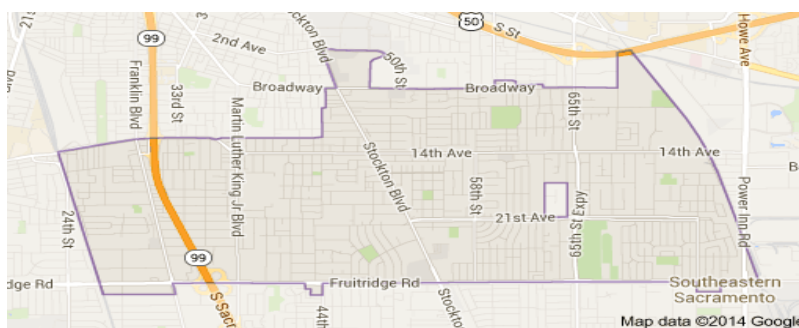


Table 7 shows 284 of the 319 interested students living within SCUSD boundaries. The other 35 live in surrounding districts.

Table 7. Currently Assigned Schools for In-District Students Interested in Attending NJB

| 2013-14 school of assignment on 3-5-14 | Kinder 14-15 | 1st in 14-15 | 2nd in 14-15 | 3rd in 14-15 | 4th in 14-15 | 5th in 14-15 | 6th in 14-15 | Total |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| Earl Warren | 15 | 11 | 19 | 13 | 19 | 11 | 8 | 96 |
| Peter Burnett | 16 | 12 | 17 | 13 | 16 | 16 | 16 | 106 |
| Baker | 3 | 4 | 2 | 0 | 1 | 0 | 2 | 12 |
| Bancroft | | | 1 | | | | | 1 |
| Cohen | | | | | 1 | | | 1 |
| Didion | | | | | | | 1 | 1 |
| Elder Creek | | 1 | | | 1 | 2 | 3 | 7 |
| Greenwood | 1 | | | | | | 1 | 2 |
| Hart | | | | 1 | | | | 1 |
| Hollywood Park | | | | | | 1 | | 1 |
| Judah | | | | | | | 1 | 1 |
| Kemble/Chavez | | | | 1 | 1 | | | 2 |
| Kenny | | 1 | | | | 4 | | 5 |
| Lincoln | 1 | | | | | | | 1 |
| Lubin | | | | | 1 | | | 1 |
| Oakridge | 1 | 2 | | 2 | 1 | 1 | 1 | 8 |
| Pacific | | 2 | 2 | 1 | | 2 | 2 | 9 |
| Parkway | 1 | 1 | | | | | | 2 |
| Phillips | | | | 1 | | 1 | | 2 |
| Pony Express | | | | | | | 1 | 1 |
| Still | | | | | | 1 | | 1 |
| Tahoe | 3 | | | 5 | | 1 | | 9 |
| Twain | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 11 |
| Wenzel | | | 1 | | | | | 1 |
| Woodbine | 1 | 1 | | | | | | 2 |
| Total Resident | 43 | 38 | 44 | 38 | 43 | 41 | 37 | 284 |
| Total highlighted | 39 | 35 | 42 | 35 | 40 | 34 | 33 | 258 |

The demographics of the above-mentioned students closely resemble those of the old Bonnheim in 2012-13 as reported by DataQuest: 100% eligible for the Free and Reduced Meal Program and 40% English learner, mainly Spanish speakers. <http://data1.cde.ca.gov/dataquest/>

In regard to ethnic diversity, it is expected to be very similar to what existed at the old Bonnheim in its last year of operation in 2012-13. The California Department of Education’s DataQuest database provided the demographic data shown in Table 8. Five percent of the scholars may be eligible for special education services. The high percentage of scholars identified as needing special education services in Table 8 represented a Learning Disabled class assigned to the site. It is unknown at this time if the district plans to establish such a class at NJB. If so, the students in the class will be welcomed. Our project-based approach to learning is ideal for students with different learning modalities.

Table 8: Old Joseph Bonnheim Demographic Comparison 2009-10 to 2012-13

| Demographic Category | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------------|---------|---------|---------|---------|
| 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

In the six-year period between 2007-08 and closure in 2012-13, an average of 37% and 48.5% of the students scored at or above proficient in ELA and math respectively on the annual state test as shown in Table 9.

Table 9. Six-Year History of Percentage of Students Achieving Proficiency at Old Joseph Bonnheim on the Annual State Test

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------|---------|---------|---------|---------|---------|---------|
| ELA | 27.7% | 41.3% | 38.6% | 36.0% | 41.5% | 38% |
| Math | 38.9% | 46.0% | 52.1% | 54.3% | 54.1% | 45.5% |

E. How Learning Best Occurs

The educational plan is based on two bodies of research: how the brain learns and how schools are organized for learning. The plan combines both. The result is a successful school as in the case with the previously discussed YPSA Charter School. A summary of those two bodies of research is provided here before describing the four components of the educational plan.

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

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

1. Findings from How the Brain Learns

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

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

Dr. Thomas Armstrong, the executive director of the American Institute for Learning and Human Development, described Kovalik's model as the closest thing to a unified theory of learning he has seen. He has authored more than a dozen books about human learning and is a colleague of Harvard's Howard Gardner, the developer of the theory of multiple intelligences.

<http://institute4learning.com>

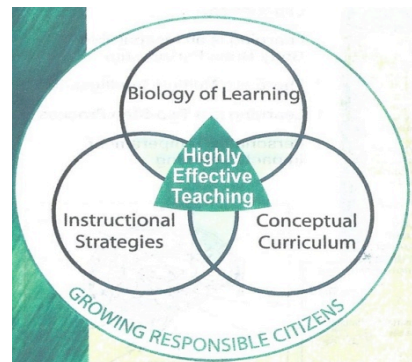
The NJB program is based, in a large part, on Kovalik's explanation of how human learning takes place. Using the theory described by her model, one can predict what will work and what won't work in helping scholars learn what we set out to teach.

Kovalik's Highly Effective Teaching model incorporates three dimensions as shown in Figure 2: The biology of learning, Conceptual curriculum, and Instructional strategies. It is intended to help educators translate current brain research into practical strategies for the classroom and schoolwide, and to do so in ways that make effective first teaching a reality, not just a dream. (Kovalik, 2005, p. xvi)

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

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

Figure 2. Overview of Susan Kovalik's Highly Effective Teaching Model



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

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

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

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

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

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

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

2. Findings from Studying School Organizations

Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They examined schools at which a high percentage of students were successful and then identified common variables. The U.S. Department of Education's recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that "beat the odds," found

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

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

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 10.

Table 10. Common Organizational Features Supporting Learning

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

F. The Education Plan Components

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

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

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

This component is composed of seven elements: school size, class size, flexible attendance days and hours of instruction, year-round calendar, flexible daily schedule, after school and off track programs, and mandatory attendance. The NJB educational plan reorganizes the traditional school infrastructure to control time, a precious resource. Every Wednesday, for example, is a

shortened day to provide teachers with adequate time to collaborate, which in turn leads to high quality teaching and learning.

a. School Size

At maximum capacity, NJB will serve approximately 350 scholars, ages 5 through 13 in grades Kindergarten through sixth with an average of approximately 24 scholars in primary classes and 26 in intermediate classes. The 350 cap on enrollment is supported by research. Barker and Gump, for example in their seminal work *Big School Small School* (1964), suggested that small school size has more impact than small class size on academic achievement. Small school size, in comparison to large school size also contributes greatly to creating a sense of belonging, social significance, participation and responsibility. <http://www.amazon.com/Big-School-Small-Student-Behavior/dp/0804701954>

b. Class Size

The plan is for two classrooms at each grade: one being staffed by a bilingual/biliterate teacher as needed. English will be the medium of instruction. The bilingual teacher would provide primary language support in the primary language to both students and parents. Historically, most English learners attending the old Joseph Bonnheim spoke Spanish as their primary language.

Beginning the second year, if funding permits, we will begin limiting class size in the kindergarten classes to 24 scholars. Each year, the next grade will be reduced until all primary classes have 24 scholars as shown in Table 11. This action is intended to comply with the Local Control Funding Formula (LCFF) requirement for class size in the primary grades.

Table 11: Projected enrollment by grade level 2014-15 to 2018-19
(Two classrooms at each grade)

| Year | K | 1st | 2nd | 3rd | 4th | 5th | 6th | Total |
|---------|----|-----|-----|-----|-----|-----|-----|-------|
| 2014-15 | 40 | 50 | 50 | 44 | 50 | 45 | 44 | 323 |
| 2015-16 | 48 | 48 | 50 | 50 | 50 | 50 | 50 | 346 |
| 2016-17 | 48 | 48 | 48 | 50 | 50 | 50 | 50 | 344 |
| 2017-18 | 48 | 48 | 48 | 48 | 52 | 52 | 52 | 348 |
| 2018-19 | 48 | 48 | 48 | 48 | 52 | 52 | 52 | 348 |

c. Flexibility Over Days of Attendance and Hours of Instruction

The New Joseph Bonnheim (NJB) Steering Committee has scheduling flexibility over attendance days and hours of attendance. The Petitioners have been working with the Sacramento City Teachers Association (SCTA). SCTA is supportive.

Both the annual instructional calendar and daily schedules are developed to maximize teacher collaboration and planning time. This is supported by the research on organizing schools and on how the brain works. Teachers need time to analyze student work and to develop curriculum. At the same time, NJB’s daily schedule and annual calendar were designed to meet the state’s requirements for instructional minutes as shown in Table 12.

Table 12. Minimum Minutes of Instruction Required by Ed. Code

| Grade | Until June 30, 2015 | Beginning July 1, 2015 | # minutes of instruction NJB |
|-----------------------------------|---------------------|------------------------|------------------------------|
| K | 34,971 | 36,000 | 42,000 |
| 1 st – 3 rd | 48,960 | 50,400 | 54,178 |
| 4 th – 6 th | 52,457 | 54,000 | 54,178 |

The state requirement for 200 minutes of physical education every ten days is optional for charter schools if it is so stated in the charter petition. NJB will opt out in order to maximize flexibility in scheduling attendance days and hours of instruction. The school’s body-brain approach, however, will likely generate more than 200 minutes of physical activity. The flexibility of opting out allows the Steering Committee to choose a non-P.E. content area for teachers’ required preparation periods without having to document each of the 200 minutes for P.E.

d. Year-Round Calendar

NJB will use a 175-day instructional calendar. This is the minimum number of days required for charter schools by the state. Teachers will work an additional five non-instructional days devoted to professional development and one additional professional workday for a total of 181 service days.

During the first year (2014-15) an annual instructional calendar very similar to the one anticipated to be adopted by SCUSD will be used. During the second through fifth years, a 175-day year-round instructional calendar will be used. Each year the school’s Steering Committee will finalize and submit to SCUSD the next year’s instructional calendar by December 1, or by a date agreed upon with SCUSD, except in the first year the next year’s calendar (2015-16) will be finalized by January 31, 2015. Draft calendars appear in Figures 3 through 7.

e. Flexible Daily Schedule

Currently the daily schedule for Year 1 calls for 1st through 6th grade students to attend NJB between 8:15 AM and 2:48 PM on Monday, Tuesday, Thursday, and Friday. The 36 Wednesdays during the instructional year, start at the same time but dismiss at 12:15 PM. The early dismissal allows for staff collaboration, professional development, curriculum development, and meetings (e.g., IEP, staff) with minimal disruption to the instructional day. Eight additional shortened days have been set aside for parent-teacher conferences as shown in Table 13.

Table 13. Tentative Length of Instructional Days in Year 1 for Grades 1 - 6

| # of Days | Grade 1 - 6 |
|-----------|---|
| 131 | Regular days 8:15 to 2:48 with a 15 minute morning recess and a 40-minute lunch. |
| 36 | Shortened Wednesdays with three closest to the end of each trimester reserved for updating reports and records. 8:15 – 12:15. |
| 8 | Shortened days to be determined for parent teacher conferences. 8:15 – 12:15 |
| 175 | Total Instructional Days |

As previously mentioned, in addition to the 175 instructional days, teachers have five non-instructional professional days for training and one non-instructional professional work day.

Currently, the kindergarten instructional day is scheduled to begin at 8:15 and end at 12:15 for 175 days. Within this 240-minute day is a scholar lunch period supervised by teachers. This presents a perfect opportunity to teach nutrition. After kindergarten dismissal and after their own 40-minute lunch break, kindergarten teachers will have an hour of preparation time and will then provide 30 minutes of intervention support to selected 1st or 2nd graders on non-shortened days.

Table 14. Tentative Daily Schedule*

| | Kinder | Primary | Intermediate |
|---|-------------|-------------|--------------|
| Start | 8:15 | 8:15 | 8:15 |
| Morning Movement & first instructional block 2 hrs. | | 8:15-10:15 | 8:15-10:15 |
| Recess 15 minutes | | 10:15-10:30 | 10:15-10:30 |
| 2nd block instructional time 1.5 hrs. | | 10:30-12:00 | 10:30-12:00 |
| Lunch 40 minutes. Appx. 20 min. for Kinder * | 11:15-11:35 | 12:00-12:40 | 12:00-12:40 |
| 3rd instructional block 2 hr. & 8 minutes | | 12:40-2:48 | 12:40-2:48 |
| Dismissal | 12:15 | 2:48 | 2:48 |

* Kinder teacher lunch 12:30 to 1:10 appx. Kinder teacher intervention for selected students in 1st and 2nd grade. Appx 30 minutes each day between 1:15 and 2:45 on M T R F regular days. Will be tweaked before 1st day of instruction with input from teachers and parents.

During Year 1, the Steering Committee will include input from parents, teachers, community members, and district staff to develop the next year’s instructional calendar and daily schedule. This procedure will be part of the annual process to update the Local Control Accountability Plan (LCAP).

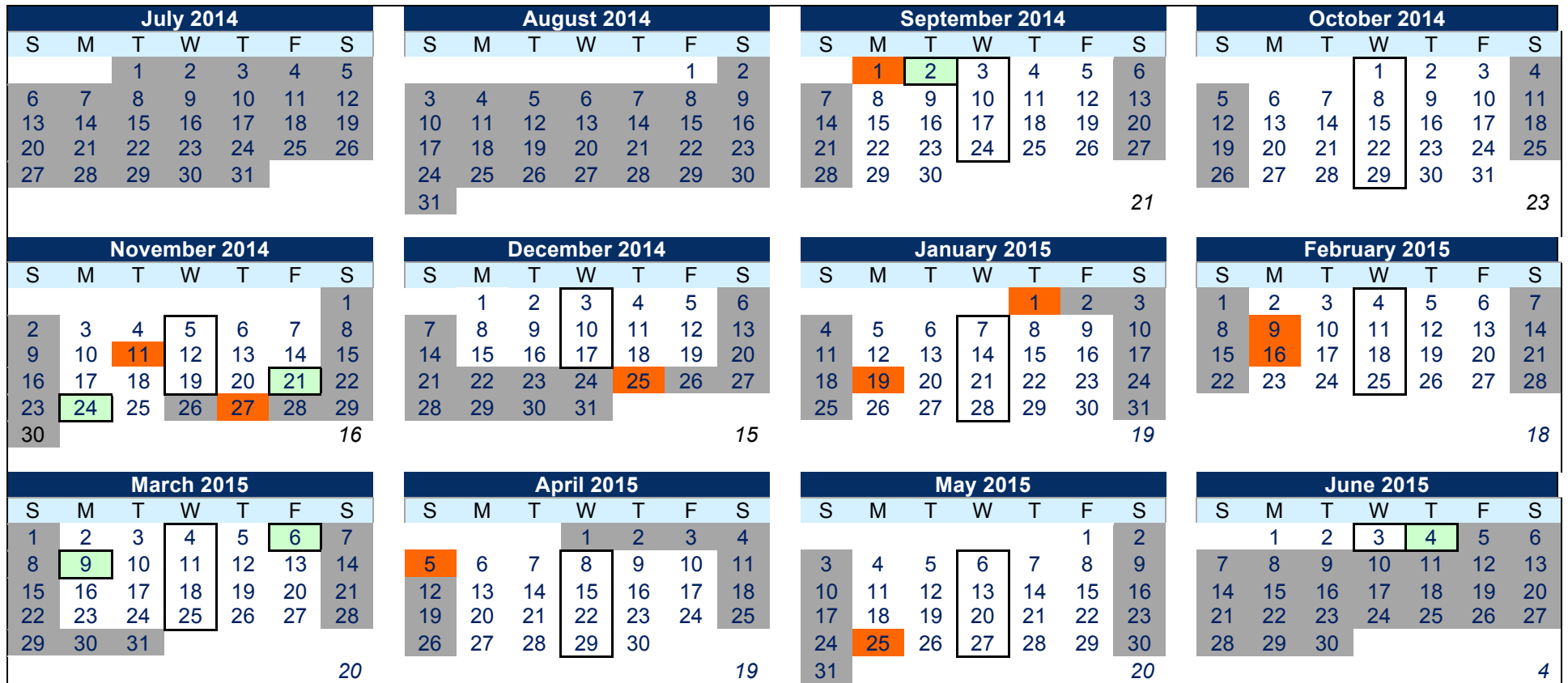
f. After School and Off Track Programs for Scholars

During off track periods and after school, NJB will work with third party independent contractors like Luminous Minds <http://www.luminousmindsinc.com>, and Club Z <http://clubztutoring.com/sacramento/about/difference> to provide additional learning support for NJB scholars. Independent contractors working with NJB will need to follow the school’s character education program. An orientation session will be provided to orient them to NBJ’s approach to growing scholars.

g. Attendance Requirements

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

Figure 3. Year 1 Calendar for 2014-15 Draft



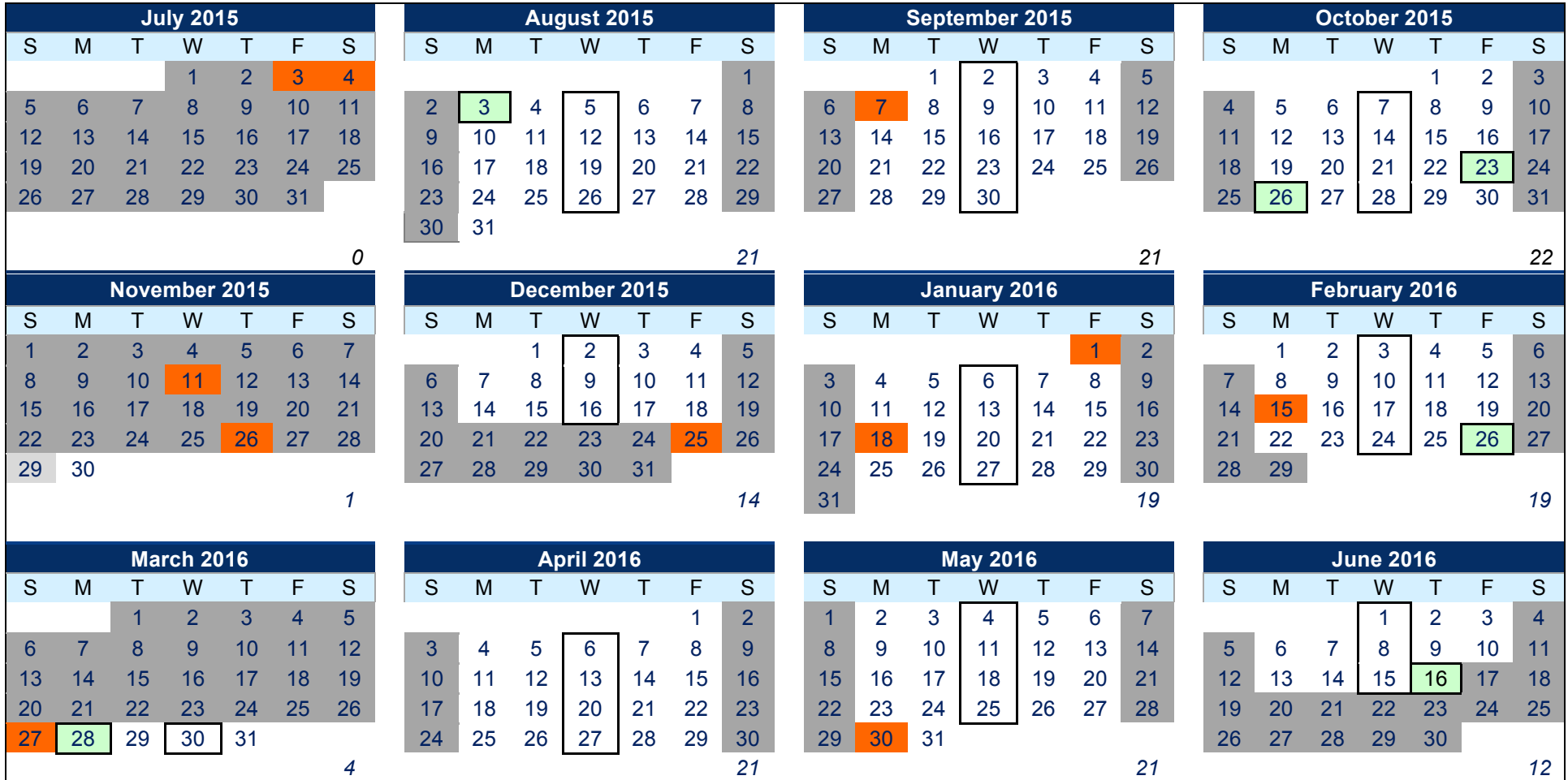
- * 1. Mon., Sept 1, 2014 Labor Day Holiday
- 4. Fri., Nov 21, 2014 - End 1st Trimester 58 days
- 7. Mon., Dec 1, 2014 - Instruction resumes
- 10. Mon., Jan 19, 2015 - MLK Jr. Day Holiday
- 13. Fri., Mar 6, 2015 - End 2nd Trimester 59 days
- 16. Mon., May 25, 2015 - Memorial Day

- 2. Tues. Sept 2, 2014 - 1st day of instruction
- 5. Mon., Nov 24 2nd Trimester starts
- 8. Mon., Dec 22-Jan 4, 2015 - Winter Break
- 11. Mon., Feb 9, 2015 Lincoln Birthday
- 14. Mon., Mar 9, 2015 - 3rd Trimester starts
- * 17. Tues. June 4, 2015 - End 3rd Trimester 58 days

- 3. Tues. Nov 11, 2014 - Veterans Day Holiday
- 6. Wed. - Fri., Nov 26-28 - Thanksgiving Break
- 9. Mon., Jan 5, 2015 - Instruction resumes
- 12. Mon., Feb 16, 2015 Presidents Day
- 15. Mar 30-Apr 3 – Spring Break. Easter is April 5 this year

* The first and the last day may be pushed back to Monday, September 8, 2014 and Wednesday, June 10, 2015 respectively if the State Board of Education does not issue a charter number for NJB until its September 3-4, 2014 meeting.

Figure 4. Year 2 Calendar for 2015-16 Draft



- 1. Mon., Aug 3, 2015 1st day of instruction
- 4. Mon., Oct 26, 2015 Start 2nd Trimester
- 7. Thur., Nov 26, 2015 Thanksgiving Holiday
- 10. Mon., Jan 4, 2016 Instruction resumes
- 13. Fri., Feb 26, 2016 - End 2nd Trimester 58 days
- 16. Mon., Mar 28, 2016 - Begin 3rd Trimester

- 2. Mon., Sept 7, 2015 - Labor Day Holiday
- 5. Oct 31 to Nov 29 - Off Track
- 8. Mon., Nov 30, 2015 - Instruction resumes
- 11. Mon., Jan 18, 2016 - MLK Jr. Holiday
- 14. Feb 27 to Mar 27 - Off Track
- 17. Mon., May 30, 2016 - Memorial Day Holiday

- 3. Fri., Oct 23, 2015 - End 1st Trimester 59 days
- 6. Wed., Nov 11, 2015 - Veterans Day Holiday
- 9. Dec 19 to Jan 3, 2016 - Winter Break
- 12. Mon., Feb 15, 2016 - Presidents Day Holiday
- 15. Easter is on Mar 27, 2016 this year
- 18. Thur., June 16, 2016 - End 3rd Trimester 58 days

Figure 5. Year 3 Calendar for 2016-17 Draft



- 1. Mon., Aug 1, 2016 1st day of instruction
- 4. Oct 29 to Nov 27 - Off Track
- 7. Mon., Nov 28, 2016 - Begin 2nd Trimester
- 10. Mon., Jan 16, 2017 - MLK Jr. Holiday
- 13. Mar 4 to Apr 2 - Off Track
- 16. Mon., May 29, 2017 - Memorial Day Holiday

- 2. Mon., Sept 5, 2016 - Labor Day Holiday
- 5. Wed., Nov 11, 2016 - Veterans Day Holiday
- 8. Dec 17 to Jan 1, 2016 - Winter Break
- 11. Mon., Feb 20, 2017 - Presidents Day Holiday
- 14. Mon., Apr 3, 2017 - Begin 3rd Trimester
- 17. Thur., June 15, 2017 - End 3rd Trimester 53 days

- 3. Fri., Oct 28, 2016 - End 1st Trimester 64 days
- 6. Thur., Nov 24, 2016 Thanksgiving Holiday
- 9. Mon., Jan 2, 2017 Instruction resumes
- 12. Fri., Mar 3, 2017 - End 2nd Trimester 58 days
- 15. Easter on April 16, 2017 this year

Figure 6. Year 4 Calendar for 2017-18 Draft



- 1. Mon., Aug 7, 2017 1st day of instruction
- 4. Oct 28-Nov 26 - Off Track
- 7. Mon., Nov 27, 2017 - Begin 2nd Trimester
- 10. Mon., Jan 15, 2018 - MLK Jr. Holiday
- 13. Feb 24-Apr 1 - Off Track
- 16. Mon., May 28, 2018 - Memorial Day

- 2. Mon., Sept 4, 2017 - Labor Day Holiday
- 5. Wed., Nov 10, 2017 - Veterans Day observed
- 8. Dec 23 - Jan 7 - Winter Break
- 11. Mon., Feb 19, 2018 - Presidents Day Holiday
- 14. Easter on April 1, 2018 this year
- 17. Thurs, June 21, 2017 - End 3rd Trimester 58 days

- 3. Fri., Oct 27, 2017 - End 1st Trimester 59 days
- 6. Thur., Nov 23, 2017 - Thanksgiving
- 9. Mon., Jan 8, 2018 Instruction resumes
- 12. Fri., Feb 23, 2018 - End 2nd Trimester 58 days
- 15. Mon., April 2, 2018 - 3rd Trimester starts

Figure 7. Year 5 Calendar for 2018-19 Draft



- 1. Mon., Aug 6, 2018 1st day of instruction
- 4. Oct 27 - Nov 25 - Off track
- 7. Mon., Nov 26, 2018 instruction resumes
- 10. Mon., Jan 21, 2019 - MLK Jr. Holiday
- 13. Mar 2 - 31, 2019 off track
- 16. Mon., May 27, 2019 - Memorial Day

- 2. Mon., Sept 3, 2018 - Labor Day Holiday
- 5. Mon., Nov 12, 2018 - Veterans Day Holiday observed
- 8. Dec 22- Jan 6, 2019 - Winter Break
- 11. Mon., Feb 18, 2019 - Presidents Day Holiday
- 14. Mon., Apr 1, 2019 - Begin 3rd Trimester
- 17. Thur., June 20, 2019 - End 3rd Trimester 58 days

- 3. Fri., Oct 26, 2018 - End 1st Trimester 59 days
- 6. Nov 22 Thanksgiving
- 9. Mon., Jan 7, 2019 Instruction resumes
- 12. Fri., Mar 1, 2019 - End 2nd Trimester 58 days
- 15. Easter on April 21, 2019 this year

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

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

a. Building and maintaining strong relationships

Earlier in this document, Horacio Sanchez was cited for his suggestion that 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.

Taking his suggestion, NJB will focus on building relationships with each student and with each student's family. It is very important to understand President Theodore Roosevelt's observation, "*Nobody cares how much you know, until they know how much you care.*"

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

b. Living by a Common Set of Values

A common set of values and language will be created at NJB based on the LIFESKILLS, Lifelong Guidelines, and the Efficacy principles. They are the foundation of NJB's character education program. Teachers, principal, and other staff will use "Target Talk" as a method of training. The values will be integrated schoolwide, including the classroom and all other areas of the school following a positive discipline program that is based on Jane Nelson's work. According to Nelson, consequences should be reasonable, related, respectful, and responsible.

<http://www.positivediscipline.com>.

Table 15. Lifelong Guidelines

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

Table 16. LIFESKILLS

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

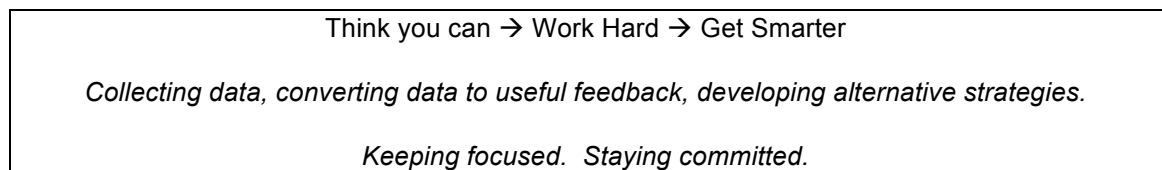
c. Developing a Healthy Mindset

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

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

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

Figure 8: The Efficacy Approach



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

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

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

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

3. Educational Plan Component 3: Teach to Mastery

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

a. Backward Standards Map

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

Teachers identify the key content area standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each content area standard will be taught. In addition, NJB maps will include: 1) social action projects, 2) the civic education ideas shown in Table 17 and Figures 9 and 10, 3) the eight state priorities described in

the Local Control Accountability Plan (LCAP) template, and 4) the monthly schoolwide concept related to agriculture. Water will be the first schoolwide concept introduced.

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

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

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

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

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

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

A Common Core compliant Backward Standards Map (BSM) similar to those that will be used at NJB is shown in Appendix C. It was developed by the 1st grade team at Bowling Green Chacon Charter School. One teacher is Spanish/English bilingual. Both are willing to support NJB teachers in developing their own BSMs. Yav Pem Suab Academy principal Vince Xiong also offered to share his school’s Backward Standards Maps with the NJB staff. In addition to support from colleagues at other charter schools, NJB teachers have available the following resources to help develop Backward Standards Maps:

- Common Core Standards (CCS) for ELA, math, science at CDE: <http://www.cde.ca.gov/re/cc/>
- California Department of Education standards for content areas that do not have a set of Common Core Standards e.g., P.E.:
<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf#search=pe%20standards&view=FitH&pagemode=none>.
Music: <http://www.cde.ca.gov/be/st/ss/mumain.asp>
- Common Core Curriculum Maps in English Language Arts Grades K-5 by Jossey-Bass.
- Common Core Curriculum Maps in English Language Arts Grades 6-8 by Jossey-Bass.
- Common Core Learning Standards and curriculum at the Engage New York website:
<http://www.engageny.org/common-core-curriculum-assessments>.
- Khan Academy’s uncommon standard’s map approach to the Common Core:
<http://www.khanacademy.org/commoncore>

Table 17. Scope and Sequence of NJB Initial Civics Curriculum – Draft

| Grade → Category below: | 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 | Addressing the problem of homeless community animals | Giving input to creating a city or county ordinance or a state law |
| 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 | Gettysburg Address |
| 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 City Council | Veterans | Legislator and/or judge | 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 | Athens, Greece - Democracy |
| Songs | “America” | “Star-Spangled Banner” | “This Land is Your Land” – | “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 |

Figure 9. Six Practices Advocated by the Campaign for the Civic Mission of Schools

The Campaign for the Civic Mission of Schools: Educating for Democracy urges 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 into 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 than 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>

Figure 10. List of Civic Skills and Dispositions – The Campaign for the Civic Mission of Schools

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>

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

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

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

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

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

c. Gathering Curriculum and Materials for Mastery Teaching

A Backward Standards Map allows teachers to plan ahead and find proper materials to help students engage in meaningful learning. Because the BSM is standards-based, teachers can draw from a variety of sources for materials to help teach each standard. Sources include TeacherPayTeacher.com and Khan Academy. The latter recently introduced new grade-level “missions” aligned to the Common Core. In the Khan Academy program, *“each student will get their own learning dashboard that uses state-of-the art, adaptive software to identify gaps and show progress. Students also receive fun badges, energy points, and avatars along their grade-level missions.”*

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

School in Walton, Kansas has been operating an agriculture-themed educational program for years and is another resource NJB plans to use. Walton is using an agriculture-themed curriculum. <https://w-usd373-ks.schoolloop.com>

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

Staff at NJB will be provided the training needed to successfully carry out the charter. The entire teaching staff will attend the Highly Effective Teaching Summer Institute at Lake Tahoe July 14 – 17, 2014 if hired by then. If not, the staff will attend as a team the following summer to learn more about the model. Regardless of attendance in 2014, an intensive two week pre-service will be conducted for teachers in August. New staff will be made aware of this during the selection process. The content will include:

- Introduction to understanding the different aspects of the Highly Effective Teaching Model –Susan Kovalik
- LIFESKILLS and Lifelong Guidelines – Patty Harrington
- Training on how to create schoolwide and classroom procedures – Patty Harrington
- Using Efficacy in the classroom - Gennel Miles, teacher
- Gender matters – Dean Tannetwiz
- Second Language Acquisition – Jo Gusman
- Multiple Intelligences – Dr. Thomas Armstrong
- Creating Backward Standards Maps – Shannon Zavala and Teri Ha
- How to collaborate by looking at student data - TBA
- Common Core Standards - SCOE

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

In addition, during the first year, teachers will begin training with Guided Language Acquisition Design (Project GLAD) and Mona Brook’s Monart drawing program. We will try to schedule the multiple all-day training sessions for these programs on the five non-instructional days that have not yet been identified. The exact dates will be selected after coordinating with the trainers.

The above topics will be reviewed on Wednesday afternoons during the year. Wednesdays are shortened instructional days. The afternoons are reserved for training, collaboration, and academic conferences. Additional topics to be covered on Wednesday include:

- Annual training on topics such as sexual harassment, mandated reporting, and Uniform Complaint process
- Universal precautions
- Special Education
- Accommodating students with disabilities – those with an IEP or a 504 plan
- How to conduct effective parent conferences
- Working with English Learners
- Project-based learning
- Subject matter content in science, math, reading, writing, etc.
- Positive Discipline
- Rubrics for project-based learning

- Assessments
- Preparing for the annual Smarter Balance Assessment
- Participating in the Steering Committee process at NJB
- Khan Academy
- Race and culture
- Steering Committee
- Neurodiversity
- Home visits

Each year, including the first year, using the Steering Committee process, the staff will develop a Wednesday training schedule by October 10.

During the second year, staff will attend the July summer institute for Highly Effective Teaching, if the staff did not attend the first year. In addition, they will begin more in-depth training with the Efficacy Institute and with Horacio Sanchez on the topics of resiliency and temperament. Additional training topics will be decided upon using the Steering Committee process. The training will be mission driven, data driven, and student driven.

Each year of the charter, Steering Committee members will receive training that includes the Brown Act and Robert's Rules of Order.

G. Special Education

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

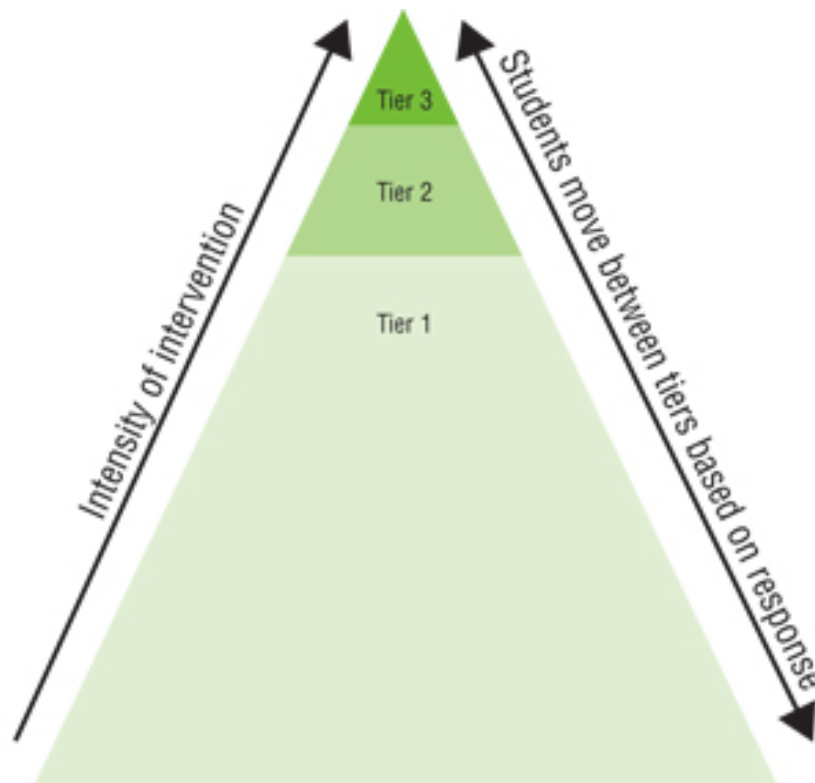
NJB intends to function as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year NJB operates as an arm of the district for special education purposes, NJB shall pay to the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

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

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

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

Figure 11. The 3 Tiers of Response to Intervention (RTI)



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

Teachers will examine student work on a regular basis. The shortened Wednesdays provide time in the afternoon for grade level teams to meet and examine student work. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, the

principal, the nurse, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, YouTube, ProjectGlad.com, CDE website), and from consultants.

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

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

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

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

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

H. English Learners

English learners will be identified by the Home Language Survey completed at registration and by the subsequent CEDLT score. Up to 50% of the students enrolling at NJB are expected to be English learners at various levels of proficiency. Lack of English fluency, however, is not a reason for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English proficiency with our brain-compatible approach. Our project-based approach to learning is ideal for EL students.

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

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

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

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

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

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

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

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CEDLT, 2) score proficient or advanced on the English language arts portion of the state test, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class. These products are usually found in the student portfolios. The portfolios are identified in the “*Method by Which Pupil Progress is Measured*” section of this petition. Our standard would be such that credentialed teachers from high performing schools with a majority of English-only speakers will not be able to distinguish between a product created by a native English speaker and by a re-classified student. Re-classified students will be monitored on the above criteria for two years to be sure they do not need additional support.

I. Parents

In our efforts to provide the best possible learning environment for our scholars, NJB will work with families to develop opportunities and partnerships to improve student learning. In addition to the Steering Committee, parent partnerships include the English Learner Advisory Committee (ELAC), School Site Council (SSC), Home Visits, Volunteer Opportunities, Parent Teacher Association (PTA), Parent Workshops, Youth and Family Support Services, Parent Teacher Conferences, Student Study Team (SST), Family Night Activities, and Home-School Communication. Translation support will be provided as needed.

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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Ed. Code 47605(b)(5)(B)

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

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

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

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

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

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

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

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

Social Skills: Scholar behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and interacting with others.

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

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

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

Figure 12. Ed Code 47607 (a)(3)(B) and 52052(a)(3)

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

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

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

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

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

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

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

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. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Ed. Code 47605(b)(5)(C)

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

A. Purpose of Assessment

Scholar assessments are intended to provide information for decision-making. Decisions are made at the policy level (state and district) and at the scene of learning (classroom, school and home). The former generally relies on annual test scores and tends to be summative in nature. The latter is best served by on-going assessments that help teachers and scholars increase their capacity to teach and learn. Sometimes, a school staff will succumb to chasing a high annual test score.

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

The NJB recognizes that the most effective assessments give scholars immediate feedback. In Kovalik's Highly Effective Teaching model, immediate feedback is one of the 10 elements that supports high level learning.

B. State Assessments

As required by the state charter law, NJB will meet all statewide standards and conduct all mandated state assessments including the California Assessment of Scholar Progress and Performance (CAASPP), the California English Language Development Test (CEDLT), and the California Physical Fitness Test (PFT) as shown in Table 18.

Table 18. State Mandated Tests Used at NJB

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

C. School - Level Assessments

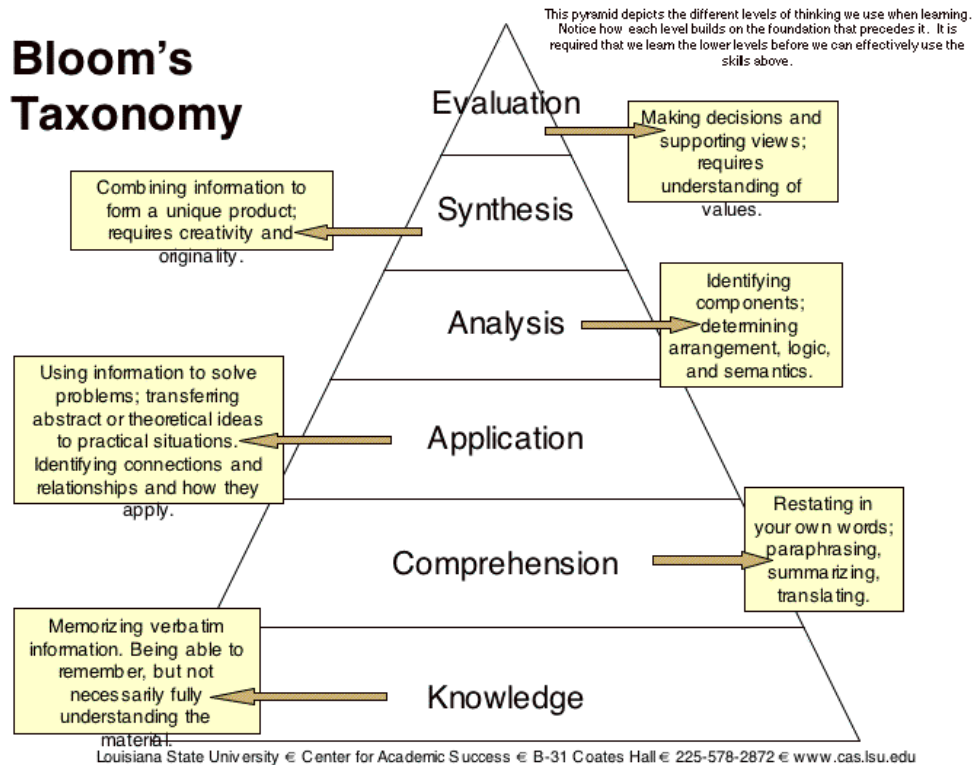
In addition to mandated state tests, NJB will use performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student's growth.

NJB teachers, administrators, and parents will use formative assessment tools that provide feedback on how scholars are progressing towards mastery. NJB will use criterion-referenced assessments in the classroom that satisfy assessing what Benjamin Bloom refers to as the knowledge, comprehension and application levels of understanding. These are the three lower levels of understanding. The higher levels of understanding are: analysis, synthesis and evaluation as shown in Figure 13. The assessments include the familiar spelling tests, math quizzes, and writing assignments. Grading for quizzes, teacher made tests, spelling test, and other tests of basic knowledge will be based on mastery. There will be two grades: IP (In Progress) and M (Mastery). Mastery is demonstrated by teaching someone what you learned or by using what you learned in a meaningful way.

Standardized tests composed of multiple choice and fill-in-the blank questions are useful in testing the lower level thinking skills of knowledge and comprehension described in Bloom’s Taxonomy. Bloom’s levels from lower to higher thinking are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.

The Common Core Standards set an expectation of thinking deeply. The previous standards encouraged levels of understanding referred to by Benjamin Bloom in his taxonomy as knowledge, comprehension and application. The Common Core Standards ask scholars to move to the taxonomy’s higher levels of analysis, synthesis, and evaluation. The new Smarter Balance Assessment is moving in that direction and is aligned with NJB’s Performance-based approach.

Figure 13. Bloom’s Taxonomy



Project Apple Seed’s website succinctly describes the difference: *Traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students.*
<http://www.projectappleseed.org/assessment.html>

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

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

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

Table 19 describes performance-based and authentic assessments that relate to the school’s instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual student data.

Table 19. Performance-Based and Authentic Assessments to be Used at NJB

| Types of Assessment (Tool) | Description (Method) | Purpose (Measurement) |
|--|---|--|
| Teacher-Made Tests and Quizzes <i>Measurement using a variety of intelligences</i> | Assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs. | To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades. |
| Observation Checklists <i>Records of evidence on skills, criteria, and behaviors</i> | A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories. | A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual students or groups. Checklist will be used in all subjects and grades. |
| Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i> | Performance tasks provide evidence of a student’s ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students’ understanding of content and discrete skill ability. | Provide evidence of higher-level thinking skills, according to Bloom’s taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, |

| Types of Assessment (Tool) | Description (Method) | Purpose (Measurement) |
|---|--|---|
| <p>Learning Logs and Journals</p> <p><i>Measures student growth and thought-process to attaining an "answer"</i></p> | <p>Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students' opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).</p> | <p>and transferability of content and skills.</p> <p>A formative assessment that will be graded by a rubric. Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. Grades 2-6: Learning logs and journals will be written and compiled by students in all subjects.</p> |
| <p>Graphic Organizers</p> <p><i>Measures knowledge and synthesis of core ideas and content</i></p> | <p>Graphic organizers represent a student's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.</p> | <p>A visual representation of knowledge in all grades and subjects. Grades K-1: constructed using pictures and manipulatives. Grades 2-6: constructed using pictures, manipulatives, and/or written responses.</p> |
| <p>Metacognitive Reflection</p> <p><i>Measures motivation, competence, and life-long learner characteristics</i></p> | <p>Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.</p> | <p>A formative and summative assessment that provides evidence of transferability in all subjects. Grades K-1: students will practice and demonstrate metacognitive reflections orally. Grades 2-6: students will demonstrate metacognitive reflections in both written and oral formats.</p> |
| <p>Interviews and Conferences</p> <p><i>Measures growth towards</i></p> | <p>Structured conversations between the teacher and student to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate students think, know, and feel. Guides students to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.</p> | <p>Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.</p> |
| <p>Portfolios</p> <p><i>Measures process, product, and growth</i></p> | <p>Portfolios provide insight into the student's thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below:</p> <p>Integrated Unit Portfolios: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)</p> <p>Yearlong Portfolios: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p>Literacy Portfolios: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.</p> <p>Process and Standards Portfolios: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of "mastery."</p> | <p>Portfolios will be used across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered. They provide an opportunity for students to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and student to determine progress and transferability.</p> <p>Portfolios will be graded by two teachers using the same rubric to ensure consistency.</p> |
| <p>Multiple Intelligences</p> <p><i>Provides evidence of student diversity, individualism, and creativity</i></p> | <p>Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below:</p> <p>Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p> | <p>To honor the diversity of student learning and gather evidence of student growth across all subjects and grades. To demonstrate the unique abilities of students to create products and solve problems.</p> |

| Types of Assessment (Tool) | Description (Method) | Purpose (Measurement) |
|----------------------------|---|-----------------------|
| | Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments. | |
| | Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays. | |
| | Bodily/Kinesthetic Assessments: role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments. | |
| | Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught. | |
| | Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator). | |
| | Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries. | |
| | Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies. | |

Some of the performance-based and authentic assessments described in Table 19, require the use of a rubric to determine performance level. NJB will use Susan Kovalik’s 3C’s Rubric to assess Bloom’s higher levels of understanding (analysis, synthesis, and evaluation). The 3C’s Rubric is especially well suited to assess reports and social action projects. The 3C’s Rubric encourages deep thinking or what Kovalik describes as “thinking beyond the obvious.”

The 3C’s of assessment are:

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

D. Parent Training

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

The training will also include the work of Howard Gardner and Thomas Armstrong. Their work with multiple intelligences reminds us that there are different instructional approaches, some more successful than others, to help a particular scholar to mastery. As such, demonstrations of mastery may not be reflected in a paper and pencil test or on a computer test, especially when trying to

assess the higher levels of understanding in Bloom's Taxonomy: Analysis, Synthesis, and Evaluation. NJB addresses this challenge with Kovalik's 3C's Rubric.

E. Collaborative Assessment Meetings

The shortened Wednesdays provide an opportunity for quarterly Collaborative Assessment Meetings/Academic Conferences. During these meetings, teachers will meet with grade level partners, support staff, and the principal to discuss scholar work. Each scholar is monitored and the appropriate interventions, if necessary, are put into place. After each meeting, a report will be drafted on the data, which will be shared and discussed later during the next staff meeting and at Steering Committee.

F. Summary

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

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

Table 20. Summary of Assessments to be Used at NJB

| Outcome | Standardized Tests measuring knowledge, comprehension, and application | Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation |
|--|--|--|
| <p>English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.</p> | <p>Smarter Balance Assessment</p> <p>CELDT once a year for English Learners or within 30 days of new enrollment.</p> <p>CMA CAPA</p> | <ul style="list-style-type: none"> - Teacher-Made Tests and Quizzes Measurement using a variety of intelligences - Observation Checklists Records of evidence on skills, criteria, and behaviors |
| <p>Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.</p> | <p>Smarter Balance Assessment</p> <p>CMA CAPA</p> | <ul style="list-style-type: none"> - Performance Tasks and Rubrics Measures standards, application, and transfer |
| <p>Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.</p> | <p>CST – Science 5th grade</p> | <ul style="list-style-type: none"> - Learning Logs and Journals Measures student growth and thought-process to attaining an “answer” - Graphic Organizers Measures knowledge and synthesis of core ideas and content |
| <p>Social Studies: Students will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each student will learn to respect all cultures and better understand his/her own culture.</p> | | <ul style="list-style-type: none"> - Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics - Interviews and Conferences Measures growth towards outcomes - Portfolios Measures process, product, and growth |
| <p>Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.</p> | <p>- 5th grade Physical Fitness Testing (PFT) once each year between February and May.</p> | <ul style="list-style-type: none"> - Multiple Intelligences Provides evidence of student diversity, individualism, and creativity |
| <p>Visual and Performing Arts: Students will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.</p> | | |
| <p>Social Skills: Student behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Students will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and when interacting with others.</p> | | |

Element 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)

Governance is about making decisions. There are three levels of decision making at New Joseph Bonnheim (NJB) Community Charter School. First is the authorizing level occupied by the Sacramento City Unified School District (SCUSD) Board. Second is the school policy-making level. Decisions made at this level rest with the NJB Steering Committee. Third is decision-making by the principal related to the day-to-day operation of the school. The three levels are described here. Table 21 appears at the end this section and summarizes the decision-making role at each level.

A. Level 1 - SCUSD Board: The Authorizer

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

NJB, as a dependent charter school, will be staffed by Board-employed teachers. In essence, NJB is contracting with the Board for teachers and agrees to follow all Board policies related to their employment. At the same time, the Board recognizes that NJB can work "*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)"*

The authorizing board and its staff further recognize and abide by the mega waiver described in the Charter Schools Act which clarifies 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.)

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

In summary, NJB will operate independently of the district’s administrative structure. As such, the charter school is exempt from district policies that are inconsistent with the charter. The charter school, however, is bound by the policies related to Board employees assigned to NJB, including the Collective Bargaining Agreement.

NJB is a classroom-based program, not an independent study program.

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

Governance is about making decisions. NJB’s governance model is based on Article 24 of the SCTA-SCUSD negotiated agreement. 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. 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. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish. The NJB mission is *to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.*

1. Decision-Making Criteria

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

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 Collective Bargaining Agreement. Article 24 is about being mission driven, student driven, data driven. Article 24 is consistent with the legislative intent of the Charter Schools Act to improve pupil learning and “to provide new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.” Article 24 can be found at these links: <http://www.scusd.edu/document/scta-tentative-agreement-0> or http://www.scusd.edu/sites/main/files/file-attachments/scta_contract_all.pdf

The key points of Article 24 are:

- *The purpose of site-based decision-making teams is to participate in a collaborative decision-making, problem-solving process that seeks to improve the education of students and the quality of the workplace. Subsection 24.3*
- *The focus of site-based decision-making shall be mission and student oriented, and data based. The measure of success for site-based decision-making will be whether there is continuous improvement in student learning and in the working environment. Subsection 24.3*
- *The process empowers the stakeholders who are affected by a decision to participate in the problem solving either directly or through their representatives, utilizing the consensus decision-making model. Subsection 24.3*
- *Consensus is a process whereby each person in a decision-making group can resolve to agree with a decision, even though he/she may not be entirely satisfied with the resolution; it is the process of gaining mutual consent. By agreeing, he/she commits to supporting the resolution and refrains from sabotaging the implementation. Subsection 24.5*
- *Consensus decisions are not made by voting. If consensus cannot be reached, the issue or solution shall revert to the status quo until a new, creative solution can be found. Subsection 24.5*

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

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.

2. The Steering Committee Operation

The Steering Committee is the main decision-making body at NJB. 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 Local Control Accountability Plan (LCAP), its annual update, and the NJB Budget. In addition, the Steering Committee monitors: 1) implementation of the charter, 2) implementation of LCAP, and 3) student achievement. The Steering Committee also evaluates the principal's performance.

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. The agenda will also be posted at the school's website. A schedule of regular meetings will be adopted by the Steering Committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be posted on the school's website. Steering Committee members will receive training on the Brown Act each year in September.

California Government Code 54950 (Brown Act) states:

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

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

a. Composition of the Steering Committee

To bring different points of view to the governance process, the Steering Committee will be composed of five teachers, one classified staff member, the principal, five community members and one non-voting district representative as shown in Figure 14.

Figure 14. Steering Committee Composition

| STEERING COMMITTEE | | | | |
|---|------------|-----------|-----------|----------------|
| 1 elected president (not the principal) and 1 elected secretary | | | | |
| 5 | 1 | 1 | 5 | 1 (non-voting) |
| certificated | classified | principal | community | district rep. |

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, an alternate member of the constituent group will attend.

c. Elections and Appointments

The following procedures will be used:

1. Certificated non-management, classified and community stakeholders will be known as constituents. The certificated non-management members will be randomly assigned to groups of no more than eight or whatever number equally divides the certificated members evenly. If necessary, the classified members may form two groups. Each Constituent Group will choose representatives from the group to serve on the Steering Committee. Except for the first year, 2014-15, reconfiguration of the groups will be done each January. The first year, the groups will be formed in September 2014 and will continue until January 2016 of the next school year.
2. Two parent/community members will be elected annually. The three founding petitioners (Lisa Romero, Arthur Aleman, and Michael Madden) each have a five-year term. Each of the five community members will be responsible for forming a Constituent Group from the community and will hold constituent meetings to disseminate information and to gain suggestions, opinions, requests, and data from the community.
3. At the first meeting of the new school year, the Steering Committee will elect a president to chair meetings and a secretary to take and keep minutes. They each serve a one-year term, except for the first year when the term will be from September 2014 to January 2016.
4. At the end of each school year, the constituents and Steering Committee members will evaluate the effectiveness of the governance structure and identify what needs to be changed to improve functioning.
5. In the fall of each year, there will be training for staff and community members on the governance and decision-making process at NJB. The Steering Committee is responsible for setting up and carrying out the training.
6. Elections for the initial Steering Committee will take place within 20 calendar days after the start of school on September 2, 2014. The initial meeting will take place as soon as possible after the election results will be tabulated by an unbiased third party.
7. Before the initial Steering Committee meeting, the three original founders may appoint two temporary members from the community. Following the initial meeting, nominees from the community will be solicited by means of front office postings, website posting, and notices sent home by scholars. The founding community members will be responsible for holding an election to fill the remaining 2 seats for the term of initial election to January 2016.

d. Steering Committee Meetings

At the beginning of each school year, the Steering Committee will publish a list of regular meeting dates. Steering Committee meeting agendas will be posted and announced at least one week prior to each meeting unless it is designated by the president 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. The process for calling regular, special or emergency meetings will adhere to the Brown Act.

e. Steering Committee Member Roles

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

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

f. Decision-Making Process

Decisions will be made as follows:

1. The Steering Committee, as well as the Constituent Groups, will operate with a consensus-building model, and will seek to reach consensus whenever possible. Consensus is defined as "general agreement." Participants will seek to establish common or neutral ground for matters of disagreement that will enable everyone to at least "live with" the group decision.
2. The Steering Committee may use a 2/3 vote to move an issue forward.
3. The president will chair meetings.
4. Constituents may have a Steering Committee decision revisited by either:
 - a.) By requesting a vote at the staff meeting that follows the Steering Committee meeting at which the decision was made and then receiving the support of at least 51% of the staff members present.
 - OR
 - b.) Gathering the signatures of two-thirds of the certificated staff and presenting a petition to the president of the Steering Committee within five days of the staff meeting that follows the Steering Committee meeting at which the decision was made.

OR

c.) Gathering the signatures of 20% of the parents with children registered at NJB and presenting the petition to the president of the Steering Committee within ten days of the Steering Committee meeting where the decision was made.

g. 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.

h. Extreme Time-Limited Decision

An extreme time-limited decision occurs when there is minimal, if any, time to convene the Steering Committee to discuss a time-sensitive issue. Two Steering Committee members will be elected to serve on the Emergency Response Team along with the principal for the length of their term on the Steering Committee. The decisions made by the Emergency Response Team will be reported at the next Steering Committee meeting.

i. Revisiting a Decision

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

j. Parent Involvement in the Governance Structure

Five seats on the Steering Committee are reserved for parents. The process for their election is described above in Item D. Parents or others may place signed suggestions in the school suggestion box. The suggestions are addressed at each Steering Committee meeting. Parents also participate on two advisory panels: The School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

k. Bylaws

Once convened, the Steering Committee shall develop and adopt a set of bylaws to follow. 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 pro bono by Dr. Dennis Mah. He 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. He will voluntarily attend Steering Committee meetings as the coach.

In addition, Steering Committee members will receive training about the various educational programs described in the charter.

3. Committees and Design Teams

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

- The Steering Committee is the primary decision-making body. The Steering Committee may create committees and design teams responsible for developing policy statements. The Steering Committee approves these policy statements.
- Standing Committees have a mission statement, are ongoing, and meet regularly. Upon request, they will report to the Steering Committee. Standing committees will be identified by the Steering Committee at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed. The Safety Committee is an example of a standing committee.
- Design Teams meet for a specific time and specific task and are then disbanded. They are created by the Steering Committee.
- Parent committees act as independent advisory bodies to the Steering Committee. Two are currently planned: School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each has staff and parent representatives.

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

- Decide their decision-making model.
- Decide their leadership structure. It is recommended that each committee have a chairperson and a secretary.
- Decide when to meet and post the meeting dates and time.
- Report to the Steering Committee as requested.
- Determine their composition and the number of members.
- Take minutes at each meeting and publish them for the staff to review in a timely manner.

The following process will be used to develop school policies:

- Form Design Team or Committee around a specific task.
- Develop a calendar for completion of task.
- Decide on decision-making process.
- Notify constituencies as to the upcoming issue and when, where, and how they can have input.
- Gather appropriate research and information and prepare for dissemination.
- Develop and circulate a draft document to all constituents.
- Set time limit and state method of response to draft.
- Present final draft to Steering Committee.
- Steering Committee either accepts the policy or recommends revision.
- If the policy is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment

methodology to evaluate the effectiveness of the policy. The proposed date for reviewing the new policy will be published in the Steering Committee minutes.

4. Pilot Programs

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

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

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

The principal is the chief executive officer at NJB. The principal will take his/her direction from the Steering Committee and report to the Steering Committee rather than an administrator in the existing school district structure. Teachers and other employees will report to the principal as well as follow the NJB governance procedures. As SCUSD Board employees, however, all district personnel policies will be followed, including those for hiring/firing.

Areas of responsibility are summarized in Table 21.

Table 21. Areas of Responsibilities for Making Decisions

| SCUSD Board | NJB Steering Committee (SC) | Principal |
|---|---|---|
| <ul style="list-style-type: none"> - Authorizes the charter. - Conducts oversight of the charter school. - Hires, employs, and releases teachers and other district staff assigned to NJB. - Works with SCTA to agree on variances to the Collective Bargaining Agreement (CBA) that will support implementation of the NJB Charter. - Negotiates Collective Bargaining Agreement (CBA) with SCTA. Teachers at NJB are bound to the CBA and variances to the CBA that pertain to NJB. - Approves annual update to LCAP by July 1. - Other. | <ul style="list-style-type: none"> - Creates and updates bylaws for the SC. - Contracts with the SCUSD Board for staff. - Creates and updates Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals. - Reviews student assessment data as part of LCAP process. - Collects and interprets formative and summative data on implementation of charter. - Approves annual budget for LCFF and other funds. - Identifies number of teachers to request from SCUSD. - Evaluates the principal based on performance goals set by SC and aligned with LCFF/LCAP and by his/her ability to communicate and lead the staff to increase student achievement. - Develops the instruments used to evaluate the principal. - Adopts schedule of meetings. - Conducts an evaluation at the end of each school year on the effectiveness of the Steering Committee (SC) process. - Conducts annual training for constituent groups on how the SC process works. - Schedules Brown Act training each September for SC members and interested parents and staff. - Organizes initial training for SC members and constituents. - Approves attendance days and hours of instruction, so long as they meet state requirements. - Develops procedures to balance the student body by ethnicity. - Decides which district initiatives to join. - Establishes standing committees such as Safety Committee. - Reviews suspensions and expulsion data - Other. | <ul style="list-style-type: none"> - Reports to SC. - Conducts day-to-day operation of the school. - Supervises and evaluates teachers and other staff. - Leads staff in implementing the charter. - NJB's liaison to SCUSD. - Carries out steps to ensure charter success. - Proposes daily schedule to SC for approval. - Proposes annual attendance days to SC for approval. - Proposes annual budget to SC for approval. - Coordinates with the SC chairperson to create meeting agendas and minutes. - Prepares and provides information to SC members to enable good decisions. - Posts SC agendas and minutes in accordance with Brown Act. - Posts agenda and minutes on the school's web site. - Leads staff and community in developing the first LCAP. - Leads staff and community in developing Local Education Plan for Title I. - Annually leads staff and SC through the LCAP process in reviewing goals and budgeting by July 1. - Completes annual reports to district. Submits report to SC for review before submitting. - Completes other official reports to SCUSD, to the County Office of Education, to the state Department of Education, and to other agencies including the School Accountability Report Card (SARC) that is due Feb. 1 each year. - Carries out SC policies, including recruitment of students when the percentage of any ethnic group is more than 5% lower than the district's. - Works with Safety Committee to train staff on safety procedures listed in Element F, Safety. - Other. |

Element E: Employee Qualifications

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

A. Staff Qualifications

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

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

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

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

B. The Principal – Educational Leader

1. Principal Qualifications

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

2. Principal Competencies

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of NJB
- The ability to implement school program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation

- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, a mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to coordinate the operation of the school site council
- The ability to create and maintain a climate of respect and fairness for all staff and students

3. Principal Responsibilities

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

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

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

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

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

- Ensure the charter school enacts its mission
- Communicate and report to the Steering Committee
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff

- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the students enrolled in the school in accordance with policies established by the Steering Committee
- Complete and submit required documents as requested by the district and/or the Steering Committee
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Ensure appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations

4. Principal Compensation

The principal will be placed on the non-represented management salary schedule. When the United Professional Educators (UPE) formed in the 1990's, its organizational rules clearly excluded the Bowling Green Charter School administrative staff from becoming members. Consequently, Bowling Green Charter administrators were placed on the non-represented management salary schedule. At that time, Bowling Green was the only charter school in the district, either dependent or independent. The UPE rules were never changed. Following the precedent established in the Bowling Green case, the principal at NJB is also excluded from UPE membership and thus falls into the category of non-represented management.

5. Principal Selection Process

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

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

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

Step 3: The Steering Committee will review the selected principal's performance after eight weeks on the job. The Steering Committee will meet with the new principal before he/she starts the first day on the job to clarify roles and share how he/she will be evaluated at the end of the eighth week and during the year. The results of all evaluations will be submitted to Human Resources. The principal must pass the eighth week evaluation to continue in the position. The principal must pass his/her formal annual evaluation to continue on the job. The competencies

listed above will be the basis of the evaluations. Both types of evaluation give the principal and the Steering Committee an opportunity to provide feedback to each other.

This three-step process will ensure the selection of the best candidate for the charter.

6. Principal Evaluation

The principal will be *formally* evaluated annually by the Steering Committee. The purpose of the evaluation is to determine strengths and weaknesses and to determine if the principal should continue as the leader of the charter school. The Steering Committee will develop the evaluation tool that measures how well the principal implements the charter and provides leadership and support to the staff in reaching the goals of the charter. Qualitative and quantitative data will be collected from staff, students, and parents.

7. Interim Principal

The Steering Committee may request an interim or substitute principal from SCUSD until a regular principal is hired. This may be necessary during the period between Board approval of the charter and the initial day of school on September 2, 2014. In this case, the interim principal's mission is to prepare the school for the first day. Frank O'Connor, a retired SCUSD principal is willing to step into this role. He has prepared an updated checklist for opening a new school; see Appendix A. During his 30-plus year career in SCUSD, he was responsible for opening two new schools. He served as principal of the old Joseph Bonnheim from 1976 to 1980. He was also a founding director of Yav Pem Suab Academy Charter School, a school authorized by SCUSD. He would be paid from the NJB budget.

C. Teachers –Bringing the Charter to Life

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

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

1. General Teacher Qualifications

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

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all teachers teaching core subjects will be “highly qualified” as defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools. All full-time teachers will have demonstrated working knowledge of the Common Core Standards.

It is desirable, but not a requirement, for teachers of non-core classes to hold a credential issued by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire qualified

teachers to teach non-core subjects such as music, dance, and agriculture. In other cases, non-core teachers may be local artists or recognized experts who hold a license or the equivalent in their field. Non-certificated instructors of non-core classes will be under the supervision of the principal.

2. Additional Teacher Qualifications

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

- Be familiar with the Highly Effective Teaching model of learning. Preference will be given to those who have successfully used the model.
- Available and willing to participate in a variety of professional development experiences during the year, including a two-week training session before the first day of school in September 2014.

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

3. Teacher Expectations

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

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

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

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

D. School Nurse – Medical and Mental Health on Campus

1. School Nurse Qualifications

The full-time school nurse will hold a certificate from the Commission on Teacher Credentialing for the position.

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

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

2. Extend Duties and Responsibilities of the School Nurse

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

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

E. Classified Staff – Support that Makes the Difference

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

F. Future Staff

During the first year of operation in 2014-15, NJB will receive approximately \$2,400,000.00 through the Local Control Funding Formula (LCFF) for an enrollment of 323 with an ADA of 95%. When fully funded through LCFF, NJB will have an additional \$500,000.00 each year. Enrollment is projected to grow to 348 by the fifth year of the charter. Given both increasing funding each year and increasing enrollment, there will be sufficient funds to add additional staff to support the NJB program. The Steering Committee will decide when to hire additional staff.

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

- A dean of students who would serve as assessment coordinator, student council sponsor, and, if needed, disciplinarian when a student forgets he/she is a scholar.
- A second prep teacher so every scholar will have two additional days of skill development such as music, physical education, martial arts, or culinary arts. The specific skill required will be determined by the Steering Committee. The addition of a second prep teacher would allow classroom teachers to have a daily prep period. Currently first through sixth grade teachers have two 45-minute prep periods each week.

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)

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

The principal is responsible for leading the staff and community in creating a school environment in which students feel safe, feel welcome, and feel they can learn. The staff will teach and model the five Lifelong Guidelines: 1) Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Definitions of these terms are found in Table 15. Living by these guidelines, the staff, parents, and students can create a healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility.

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

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

These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance and are medically cleared of tuberculosis. Volunteers are gladly accepted, but only allowed to work under the direct supervision of a certificated staff member in accordance with District guidelines.

The school nurse will chair the Safety Committee.

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

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

- Responding to natural disasters and emergencies, including fires, floods, earthquakes, toxic gases, intruder, crashes (auto and airplane)
- Prevention of contact with blood-borne pathogens

- Emergency medical techniques – i.e., Heimlich maneuver and CPR
- Playground safety
- Stranger Danger
- Hand washing

As a new school, the Safety Committee, the principal, and the school nurse will work jointly to implement the list of *Procedures for Safety and Security* found in Appendix B which was downloaded from the district web site.

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

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

Element G: Means to Achieve Racial and Ethnic Balance Reflective of SCUSD

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)

The 2012-13 ethnic make-up of students in the Sacramento City Unified School District is shown in Table 22.

Table 22: Ethnic Composition of SCUSD Students 2012-13

| Demographic Category | Percentage |
|---------------------------------|------------|
| African American | 17.7% |
| Hispanic/Latino | 37.0% |
| Asian | 17.4% |
| White | 18.8% |
| Filipino | 1.1% |
| Pacific Islander | 1.7% |
| American Indian / Alaska Native | .75% |
| Multiple or Not Reported | 5.39% |
| Total Enrollment | 47,616 |

Data sources: DataQuest

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

- An enrollment process scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process

- The development of promotional and informational material with appeal to the various racial and ethnic groups represented in SCUSD
- The development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies serving the various racial and ethnic groups represented in SCUSD
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues
- Outreach meetings in several areas of SCUSD to reach prospective students and parents

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

Element H: Admissions Requirements

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

A. Student Application Procedure

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

Parents/guardians who give false registration information (e.g., residential address) to gain an advantage will have their children's admission to the charter school revoked.

NJB will coordinate with the SCUSD Enrollment Center to register students. The current practice, according to Director Mike Crosby, is to register new kindergarten students at the school site. Other grades register at the Enrollment Center with a clearance note from the charter school. During the first week of registration, however, registration is done at the charter school.

Students who are chronically tardy or absent for non-medical reasons will be referred for a School Attendance Review Board (SARB) hearing. A student may be 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 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

B. Lottery

If applicants exceed space at any grade level, a general lottery will be conducted within two weeks of the charter's approval. Thereafter, a public random drawing will be conducted the first Tuesday

in May for the next school year.

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

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

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

Exceptions:

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

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

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

Element J: Pupil Suspension and Expulsion

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

A. Suspensions and Expulsion Overview

NJB will follow the district's policies and administrative regulations for suspension and expulsion. They can be found online at <http://gamutonline.net/DisplayPolicy/277869/5> and at <http://gamutonline.net/displayPolicy/277868/5> respectively. User name: saccity. Password: public.

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

Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended by the school and later expelled by the district. NJB will notify the Behavior Office at SCUSD of all suspensions and will include suspension and expulsion data in its annual School Accountability Report Card pro(SARC).

NJB's behavioral expectations, policies, and rules will also be distributed in the form of a Parent/Student Handbook that will be given to every student at the beginning of the school year and upon new registration. (Please see outline in Appendix A.

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

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

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

Reasons for expulsions will be reviewed by the Steering Committee without providing specific names for matter of confidentiality. The SCUSD Hearing Office has final say over expulsion matters.

Figure 12. When Fighting is Not Always an Automatic Suspension

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

The principal interviews each of the students separately and reads their respective stories. The principal then brings them together after they have cooled down. They hear each other's story and come to an agreement on what actually happened and come to understand that an accidental bump in the face led to an inappropriate punch. With the principal's guidance, the two students agree that they should have made more effort to keep their power and problem solve how to avoid this happening again. They apologize to each other. The principal guides the two students in a discussion about consequences. The principal explains there are always consequences, some natural and some created by people. In their case there will be a consequence and it will be related, reasonable, respectful, and responsible.

After a brief conversation led by the principal, the consequence is issued. First, the two students must prepare a presentation to all the classes that witnessed the fight. The presentation must include an apology for disturbing the safety of NJB and offer suggestions on how to avoid a re-occurrence (responsible). Second, both students are banned from the basketball court for five days and will spend the time instead on the bench (related and reasonable). Third, both students must call home to tell their parents what happened (Respectful). The principal decides that an in-house suspension is appropriate for the remainder of the afternoon during which time the students create their presentation (reasonable). The presentation is made before the end of the day. Estimated total elapsed time for the principal: one hour, 30 minutes.

B. Suspension or Expulsion of Special Education Students

In accordance with law, NJB will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school.

Essentially, a student with an IEP will not be suspended if the student's misconduct was caused by or had a direct and substantial relationship to his/her identified disability. Additionally for a student with a Section 504 plan, the student will not be suspended if the misconduct was a direct result of the school's failure to implement the plan. For students with an IEP, his/her IEP team will meet to make a Manifestation Determination. For those with a 504 plan, his/her Student Study Team (SST) will meet and make the determination. The appropriate form for each situation will be download from the district website and used.

Figure 15. IEP and 504 Plans Defined

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

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

Subtle but Important Differences

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

<https://www.washington.edu/doi/Stem/print.html?ID=52>

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)

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

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

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

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

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

The different negotiated agreements between the SCUSD Board of Education and its various bargaining units describe the transfer process for members of each group. The agreements control employee rights, tenure, salaries, and benefits. As such, employee payroll expenses will come from the NJB budget, including employer public retirement contributions and employer payroll taxes.

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)

The dispute resolution process permits SCUSD and NJB to settle differences in interpreting provisions of the charter. Issues raised by the district that are potentially revocable do not need to go through the dispute resolution process. If the district has a dispute and it has the potential for revocation of the charter, it will be identified as such when presented to the charter school. Grounds for revoking a charter are described in the Charter Schools Act and are listed at the end of this section.

Disputes internal to NJB regarding interpretation of the charter are under the jurisdiction of the Steering Committee. The Steering Committee will collect input from the charter school founders and knowledgeable sources before making a decision.

In dealing with disputes related to provisions of the charter, administrative staff from SCUSD and NJB will make every effort 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 SCUSD and NJB, the initiating party will first frame the issue in writing and refer the issue to the SCUSD superintendent (or designee) and the NJB principal. The principal and the superintendent (or designee) shall informally meet and confer in a timely manner after receiving the written document and attempt to settle 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 in a formal meeting. At the meeting, both parties shall present the facts of law supporting their respective positions.

If the joint formal meeting fails to resolve the dispute, the superintendent and principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be

developed jointly by the superintendent and principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Steering Committee and the SCUSD Board jointly agree to bind themselves.

Each party shall bear its own costs in the dispute resolution process and split the cost of any arbitrator service.

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

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

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any provision of law

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

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)

A. Closure Overview

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

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

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

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

B. Procedure for Closure Notification

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

1. Parents and guardians of students
2. Sacramento City Unified School District's (SCUSD) official contact person and the superintendent
3. The special education local plan area (SELPA) in which the charter school participates
4. The retirement systems in which the school's employees participate
5. The California Department of Education (CDE). Notice must be received by CDE within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD)
6. Any school district that may be responsible for providing educational services to the former students of the charter school.

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

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

In addition to the four required items above, notification to the CDE will also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

C. Procedure for Transfer and Maintenance of School and Student Records

1. The Authorized Closer will create a student database/list with the following fields: First name, last name, current year grade, school district responsible for providing the student's educational service.
2. The Authorized Closer will contact the districts and identify the office and the staff member to whom the records should be transferred.
3. The Authorized Closer will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.
4. Pupil, financial, attendance and other school records shall be maintained and transferred in accordance with applicable law, e.g., CCR Title 5 section 16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different, annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions.
5. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

D. Procedure for Financial Closeout

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

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

E. Procedures for Disposition of Liabilities and Assets

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

1. Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency. Restricted Government Grant means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.
2. Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by the charter school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the charter school or the school corporation.

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

V. Information Regarding Proposed Operation and Potential Effects on SCUSD

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

A. Estimated Number of Students

At full capacity, approximately 350 scholars will attend NJB. Approximately 323 are expected to enroll the first year. Most live within the boundaries of SCUSD as described earlier under Element A of this document. The largest groups of students, as shown in Table 3, currently attend Earl Warren (96) and Peter Burnett (106). Schools with more than seven interested students include: Baker, Elder Creek, Oak Ridge, Pacific, Tahoe, and Twain.

B. Facilities

The petitioners request that NJB be located at the closed Joseph Bonnheim Elementary School, 7300 Marin Avenue, Sacramento, California 95820. This is consistent with the 7-11 Committee's March 6, 2014 recommendation for using the closed site. The majority of scholars interested in attending NJB live within walking distance to the site. The petitioners request up to 14 classrooms, office space, restrooms, multipurpose room, kitchen, and up to six additional classrooms for support staff, parent center, staff lounge, and agriculture/science activities.

If located at Joseph Bonnheim Elementary, the district will provide a facility in good working order and reasonable equipped as defined by Prop 39. 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. In recent years, the pro rata share has been \$2.10 in 2009-10, \$2.03 in 2010-11, \$1.78 in 2011-12 and, \$1.95 in 2012-13.

The pro rata share includes gardening services, routine maintenance services and other facility-related expenses included in the district's unrestricted general fund expenses for maintaining district facilities. Lawn mowing will take place during a mutually agreed upon time so as not to disturb instruction. NJB will utilize the district process for submitting work orders to maintain the facility. NJB 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.

C. Williams Settlement

Charter schools may opt out of the Williams Settlement. NJB is opting out because the school will be using standards-based curriculum that has not been adopted by the California Department of

Education. In regard to facilities, NJB will be renting a district facility. Issues with facilities and the Williams Settlement will be directed to the landlord, SCUSD.

D. Instructional Days and Hours

During the first year, NJB will operate on an annual calendar much like SCUSD. Beginning the second year, NJB will operate on a year-round calendar. The proposed calendars are provided in Element A of this document.

E. State Board of Ed. Numbering and the First and Last Day of Instruction in Year 1

Upon approval of the charter by the SCUSD Board, a submission package must be submitted to the State Board of Education. In regard to the NJB Charter, the submission deadlines are May 2, 2014 for the July 9-10, 2014 State Board meeting and July 3, 2014 for the September 3-4, 2014 meeting. Once approved by the State Board of Education, NJB will receive a charter number. The process for the charter submission package and numbering deadline can be found at <http://www.cde.ca.gov/sp/cs/re/chrterpkg.asp>.

If NJB is not numbered until the September 3-4, 2014 State Board meeting, the first day of instruction will be moved to Monday, September 8, 2014 from Tuesday, September 2, 2014. School would then end on Wednesday, June 10, 2015, four instructional days later than originally planned.

F. Oversight of NJB

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

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

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

G. Administrative/Business Services

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

H. Other District Services

The charter school will/may also purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, a) Technology Services, b) Assessment, Research and Evaluation, c) Hearing Office, d) Nutrition Services. The district will provide the charter school with a description of the services the school chooses to buy. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

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

I. Revenue to Pay for the Services

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

NJB is not eligible for a federal Public Charter School Grant. Using teachers employed by SCUSD does not meet the federal government's definition of a highly autonomous charter school.

As a dependent charter, NJB is included in the district's applications for state and federal categorical funding. The charter school shall receive all funds generated by the students enrolled at the charter school minus any mandated hold-backs, 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 will no longer exist. All Title I funds would then come to serve the students at NJB who generated the money.

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 in Seattle, Washington. SCUSD is one of 16 districts participating in the Portfolio Project. 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.*"

J. Cash Flow

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

K. Financial Statements

The detailed proposed first-year operational budget, including startup costs, cash flow and financial projections for the first three years of operation are found in Appendix D.

L. Special Education

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

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

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

M. Potential Liability Effects on the District

None are known at this time.

N. Positive Impact on the District

The petitioners feel that NJB, as a semi-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. The other districts include 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
7. Intensive Public Engagement

A semi-autonomous, grassroots dependent charter schools like NJB, staffed with dedicated, well-trained, and focused district employees can help accelerate transformation of the district.

O. Other Information on Effect Upon the District

The NJB 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 the new Local Control Funding Formula (LCFF) is applied to an individual school.

The petitioners are interested in improving both the school and the district. They recognize that at times disagreement may arise on what it means to be a “dependent” charter school in SCUSD. At those times, the dispute resolution process described above can be used.

Under the law, there is no mention of the terms “dependent” or “independent.” Different districts interpret the terms differently. In SCUSD, the term was first used in 1994-95. At that time, former superintendent Terry Grier reached an agreement with SCTA leadership: the Bowling Green Charter could continue without a lawsuit if the school agreed to follow the Collective Bargaining Agreement. Grier gave the Bowling Green teachers the option of continuing at their school as district employees or as non-employees. They chose to remain district teachers who were dependent on the Collective Bargaining Agreement. All other parts of the Bowling Green Charter were left intact, including the principal reporting to the Steering Committee and the principal needing a positive vote of confidence by teachers in order to continue on the job.

VI. Duration of the Charter

The New Joseph Bonnheim (NJB) Community Charter School will operate between July 1, 2014 and June 30, 2019.

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

VII. Amending the Charter

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

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

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

The Charter School Act describes the process for approving a charter as follows: *Section 47605 (b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.*

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

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

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

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

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:
[Elements A through P]*

Appendix A
Checklists for Opening a New School
Charter School Planning and Implementation Process
Created: 3-20-2014

An in-depth planning process is projected for the weeks prior to the opening of school to ensure that the program set forth in the petition experiences a highly successful start.

The following planning documents will guide the smooth launching of the Charter School, while also building the strong foundation required to ensure the long term success of the Charter:

1. School Opening Task Teams
2. The Opening Master Checklist
3. Student Registration and Outreach: Checklist and Timeline
4. Teacher Staffing Process: Checklist and Timeline
5. Key Documents: Check List
6. Master Planning Calendar
7. Student and Parent Handbook Outline
8. Staff Handbook Outline
9. Steering Committee Action Calendar for 2014-15
10. Required Advisory Committees

**Planning Document #1
School Opening Task Teams**

These teams, composed of petitioners, staff, parent volunteers and community members, will be established to spearhead, plan and coordinate each of the key areas associated with the opening of the charter school, under the direction and guidance of the Principal or Interim Principal. In addition to the tasks listed for each team, other related tasks may be assigned at the discretion of the Principal or Interim Principal

1. Student Outreach, Registration and Governance Policy Team

- Conducts Community outreach to promote
 - student enrollment
 - Community knowledge and support of the school
- Coordinates student registration processes with the district
- Develops the student/parent policies as contained in the Student Handbook
- Develops bylaws and other guiding documents for site governance groups such as the Steering Committee, School Advisory Committee, ELAC and School Site Council

2. Staffing Team

- Develops desired characteristics sought in principal, teachers and other positions for inclusion in district job postings
- Collaborates with the district in the selection of candidates for interviewing at the site
- Participates in the screening of applications
- Participates in the applicant interviewing and selection process
- Develops orientation procedures for newly hired staff
- Develops staff policies as contained in the Staff Handbook

3. Building and Facilities Team

- Inspects and assesses all building facilities (classrooms, cafeteria, etc.) for safety/adequacy
- Recommends and monitors all needed repairs and improvements
- Determines furniture and equipment needs required for the successful opening of school
- Monitors the acquisition and delivery of required furniture and equipment

4. Support Services Team (Office, Custodial, Library etc.)

- Develops guidelines for a welcoming, customer service focused office
- Guides and reviews the establishment of effective office procedures to manage attendance, budget, purchasing and all other required office functions
- Develops guidelines for development of Custodial, Library, and other support functions

5. Curriculum, Instruction, Professional Development, Assessment and Technology Team

- Develops curriculum and instructional plan for the school
- Formulates the professional development plan
- Develops the technology plan

**Planning Document #2
Opening Master Checklist**

A. Budget

1. Set up budget, purchasing, ordering and payroll systems with district
2. Schedule training in budget and accounting procedures
 - a. Principal
 - b. Office Manger
3. Apply for categorical funding
4. Set up tracking procedures for all school budget accounts

B. Building, Grounds and Facilities

(In accordance with Proposition 39 Guidelines the facility must be comparably equipped to other schools in the area feeding to Hiram Johnson High School)

1. Intercom system in place and in good working order
2. Telephone system in place and in good working order
3. HVAC system in place and in good working order with new filters
4. Alarm systems in place and in good working order
 - a. Intrusion alarm
 - b. Fire alarm
5. Security cameras in place and in good working order
6. Bell System in place and in good working order
7. Building condition inspected:
 - a. Safety hazards identified and corrected
 - b. Needed repairs “ ” completed
 - c. Needed modifications identified and completed
 - d. Fire safety inspection
 - e. Fencing in good condition (safety)
8. Cafeteria
 - a. Refrigeration and Freezer capacity in place and in good working order
 - b. Stove and ovens in place and in good working order
 - c. Serving Counters in place and in good working order
 - d. Plumbing, drainage and sinks in good working order
9. Staff Lounge is equipped with furniture, refrigerator, stove and microwave oven
10. Staff workroom is available and equipped with laminator, and other necessary equipment
11. Library with shelves is available
12. Restrooms in good working order
 - a. Students
 - b. Staff
13. Computer and technology room, wired
14. Fire extinguishers as required by code in the building
15. Staff mailboxes in place
16. Playground and Fields
 - a. Playground blacktop is in good condition and free of safety hazards such as large cracks
 - a. Basketball courts with hoops and nets are in place
 - b. Volleyball courts with net poles in place
 - c. Tether ball poles in place
 - d. Playing fields are in good condition and equipped with working sprinkler system.
 - e. Soccer field with goals in place
17. Garden area identified and prepared for planting

B. Building, Grounds and Facilities (continued)

18. Custodial functions and routines established
 - a. During the School Day
 - b. After School Cleaning
19. Library
 - a. Book collection is restored by the SCUSD

- b. Computerized book checkout procedures in place
- c. Library opening day for book checkouts by students and staff is established

C. Student Recruitment, Community Outreach and Community Services

- 1. Conduct student outreach and recruitment
- 2. Conduct outreach to churches, community agencies, and other schools in the area
- 3. Contact Sacramento County Sheriff or Sacramento Police (whichever applies)
- 4. Contact Fire Department for early inspection and fire safety certification
- 5. Plan and establish volunteer program
- 6. Contact Post Office to start mail delivery
- 7. Contact City Councilman for the area
- 8. Hold Press Conference and Press Release
- 9. Hold inaugural celebration or picnic at the school

D. Contracts

- 1. Repair and maintenance contracts
 - a. Copier rental and maintenance
 - b. Laminator maintenance
- 2. Appropriate or required Contracts with SCUSD arranged.

E. Curriculum and Instruction

- 1. Core curriculum planning and definition
- 2. Enrichment and intervention program planning
- 3. Homework policy
- 4. Field trip program – planning and scheduling

F. Furniture, Equipment and Supplies

(see attached list)

G. Governance

- 1. Establish parent advisory groups – such as SAC, ELAC, School Site Council
- 2. Continue Steering Committee specified in the Charter document
- 3. Establish delineation of roles and responsibilities, principal, councils, etc..

H. Instructional Support

- 1. Student food services arranged for:
 - a. breakfast
 - b. lunch
 - c. snacks
- 2. School website – establish – as well as classroom websites
- 3. Textbooks selection and acquisition as needed or determined by the Curriculum Team:
 - a. Language arts
 - i. Reading
 - ii. Spelling
 - b. Math – current district adoption
 - c. History/Social Science
 - d. Health
 - e. Science
 - f. Supplementary texts
 - g. Other required texts
- 4. Library
 - a. Books & multimedia procured
 - b. Librarian services determined
 - e. Electronic book check out procedure is in place
 - f. Library Opening Day (available for use by students & staff) is Scheduled
- 5. School Plan(s) based on the charter application and categorical funding is in place
- 6. Student report card or equivalent developed
- 7. Student Study Team (SST) formed as part of the special education function
 - a. Referral Form
 - b. Procedures

c. Composition (who serves on committee?)

I. Office

1. Opening paper for first week of school (see attached list)
2. Student record-keeping system (confidential) established – cumulative folders, etc
3. Student attendance monitoring and record-keeping system established
4. Translation services in place (paper notice and verbal contacts with parents)
5. Supply ordering procedures for office and teachers established (Office Depot?)
6. Filing system set up
7. Personnel record-keeping system (confidential) established

J. Parents and Families

1. Parent/Student Handbook with all school policies and procedures is fully developed
2. Parent/Family orientation prior meeting to school opening
3. Parent Pledge is developed
4. Parent Volunteer Contract is developed
5. Parent support group – such as PTA or PTSA formed
6. Parent Rights notification document is available

K. Policies and Procedures

1. Attendance policies and procedures – formulate
2. Behavior policies and procedures - formulate
3. Office staff knows District Student Enrollment and Registration Procedures
4. Volunteer program policy and procedures are in place
5. Safety and Emergency procedures are in place
6. Rainy day procedures are developed and in place
7. Universal Complaint Procedure – formulated and disseminated
8. Other policies as needed to comply with law, district policy or assure effective school operation.

L. Scheduling, Calendaring and Planning

1. Planning document, showing:
 - a. Timeline/calendar with all implementation tasks required for August school opening
 - b. Responsibility Chart (who is responsible for each task)
2. Bell schedule developed, and program into bell system
3. Quarter, trimester or semester instructional/attendance schedule
4. Events calendar for the first three months of school
5. Student progress reporting calendar: parent contacts, parent conferences, report cards, etc.
6. Field Trip Schedule
7. Rainy day schedule
8. Yard duty schedule

M. Staffing

1. Develop desired job characteristics:
 - a. Principal
 - b. Teachers
 - c. Office Manager
 - d. Yard Duties
 - e. Custodian
 - f. Community Worker/Translator?
 - g. Other positions?
2. Coordinate with district Personnel Department:
(job application timeline from posting to hiring)
3. Develop candidate interviewing and selection procedures
4. “ “ reference check process
5. “ grade level teams meeting guidelines
6. “ staff roster
7. “ directory
8. “ staff observation and evaluation procedures
9. “ Staff Handbook
10. Appoint head teacher to be in charge when principal is away from building

11. Review and study all district Bargaining Unit Contracts to ensure compliance at the site
 - a. SCTA
 - b. SEIUU
 - c. Other
12. Committees and Special Assignments
 - a. Committees and special assignments, determine
 - b. Assign staff to committees and special assignments
 - c. Compensation (if any) for committees and special assignments, determine

N. Staff Development and Training

1. Conduct training for staff in:
 - a. All school policies and procedures as covered in the Staff Handbook and the Student/Parent Handbook
 - b. Charter application content and school plan
2. Develop "Boot Camp" or Pre-service Training content in:
 - a. Instructional Philosophy
 - b. School Procedures/Staff Handbook
 - c. Educational plan as show in charter document
 - d. Team building activities
 - e. Brain Compatible Learning
 - f. Coaching Follow-up

Planning Document #3
Student Registration and Outreach: Checklist and Timeline

**I. Phase I: Planning of Registration, Lottery and Charter School Outreach
(June 1 to June 15)**

A. Planning Registration Procedures with the District Enrollment Center

Plan and coordinate with the SCUSD Enrollment Center to establish smooth and efficient registration procedures for the charter school:

1. Define Timeline: begin the registration process immediately or as soon as possible
2. Establish Place(s) of Registration:
 - a. At the Enrollment Center only; or,
 - b. Will it be possible to conduct registration, additionally, at the Bonnheim site for parent convenience
3. Establish days and hours of registration
4. Determine Registration process and procedure for each of the following categories:
 - a. Kindergartners new to the District
 - b. Students transferring from other district schools (direct transfer possible from the previous school without re-registering student?)
 - c. Students new to the district
5. Ascertain paperwork required to register children in each of the above categories:
 - a. Parent provided documents such as birth certificate, parent identification, proof of address, and vaccination record
 - b. District generated documents to be completed by the parent such as: Registration Form, Home Language Survey, Emergency Card, Child Health Conditions Survey, Child Health Insurance Survey

B. Lottery Procedures

1. Assess need for lottery based on enrollment (does enrollment meet or exceed capacity?)
2. Confer with Charter School Office to plan and conduct lottery if enrollment exceeds capacity.

C. Initiate Charter School Outreach

1. Hold press conference to publicize opening of the charter school to larger community
2. Publicize the charter school through various community media outlets, such as neighborhood newspapers, grocery store bulletin boards, etc.
3. Conduct website design, preparation - and posting of the following:
 - a. Registration location times and dates
 - b. What documents parents will need to bring in order to register such as: birth certificate, immunization records, proof of address, etc.
 - c. Key school information such as current grade span and curriculum emphasis
 - d. The Public Charter School is open to all
 - e. Recruitment pitch: highlights and strengths of the program
 - f. Link to charter document
 - g. Daily and weekly schedules and school year calendar

II. Phase II: Ongoing Registration, Possible Lottery and Outreach (June 15 to August 29)

1. Conduct registration procedures as established with the Enrollment Office
2. Establish CRC's (Cumulative Record Folders) in school office for registration materials
3. Conduct lottery if required
4. Carry out ongoing outreach and recruitment as needed
 - a. Update website to maintain current information
 - b. Continue information to the community as needed
 - c. Conduct parent information meetings at the school site as needed

Planning Document #4
Teacher Staffing Process: Checklist and Timeline

In order to select teachers of the highest possible quality for the Charter School, a seven phase posting, screening, selection and hiring process will be conducted:

Phase I: Defining Desired Teacher Characteristics - Completed by June 07, 2014.

The Steering Committee, working with the Staffing Team, will define the key characteristics or qualities required to ensure a successful learning experience for our students.

Phase II: Requisitions and Posting of Teacher Vacancies - Completed by June 21, 2014.

Based on the qualities defined, personnel requisitions will be submitted to the Human Resources Department. The H.R. Department, in turn, will post vacancy notices reflecting the criteria supplied by the Charter School.

Phase III: Paper screening of applications - Completed by June 25, 2014.

The Interim Principal, working with the Staffing Team, will paper screen applications to select the most promising candidates for interview. The following documents will be developed to ensure an effective screening process:

1. Application Paper Screening Checklist reflecting key characteristics desired
2. Applicant ranking form to prioritize applicants
3. Listing of top applicants using screening and ranking forms

Phase IV: Interviewing Candidates Selected from Applicant List - Completed by July 11.

The process outlined below, using the forms listed, will be used to effectively guide interviews:

1. Panel members recruited mainly from Steering and Staffing Committees
2. Interview questions drafted, reviewed and finalized
3. Panel Confidentiality agreement prepared for panel member signatures
4. Panel scoring and ranking form prepared
5. Following interviews, compile list of candidates selected to conduct demonstration lessons at the school site.

Phase V: Demonstration Lessons by Selected Candidates - Completed by July 15.

In order to ascertain actual quality of teacher performance, each selected candidate will be asked to perform a thirty minute demonstration lesson to be observed by the principal:

1. Students selected to participate in classroom demonstration lessons
2. Demonstration Lesson Observation rubric prepared
3. Thirty minute demonstration lesson performed by each of the selected applicants

Phase VI: Final Selection of Teachers - Completed by July 17

The Interview Panel will be reconvened to make final selections of teachers based on:

1. Interview Scoring and Ranking Forms completed in Phase IV
2. Demonstration Lesson Observation Rubrics used to score applicants
3. Review of teacher previous employment references obtained by the principal

Phase VII: Human Resources Department Notification - Completed by July 21

The Principal/Interim Principal advises the Human Resources Department of the final teacher selections.

**Planning Document #5
Key Documents: Check List**

(Documents Required on or Prior to the First Day of School, September 02, 2014)

A. School to Home Parent Packet (sent home on September 2nd, first day of school)

1. Dear Parent Cover Letter
2. Emergency Card Form
3. Field Trip Permission Form
4. Parent-Student Handbook (*see attached outline*) includes behavior, attendance, and all other relevant school policies and Procedures
5. Parent Rights Notification Form
6. Free and Reduced Lunch Form

B. Staff Paper

1. Staff Letter outgoing in US mail: date and time of first staff meeting to be held August 28
2. Agenda for first staff meeting
3. Staff Handbook (*see attached outline*)
4. Staff Roster
5. Weekly Staff Bulletin for the first week of school

C. Schedules and Calendars

1. Daily Bell Schedule (starting time, recesses, lunch, dismissal time)
2. School Events Calendar for the first three months of school
3. Yard Duty Schedule, September 2014
4. Field Trip Schedule

D. Additional Key Documents

1. Class Lists (*posted in front of school on August 29*)
2. Emergency and Disaster Plan

Appendix A continued

**Planning Document #6
Master Planning Calendar**

Week 13: June 1 to June 7

- Mon 02: - Interim Principal starts work:
 - Conducts preliminary building walkthrough to assess building condition and readiness (see *opening checklist: building, grounds, facilities*)
 - Prepare list of required district work required to reopen school building
 - School Office operation is initiated
 - District staff contacted for key information: Registration, Budget, Enrollment, Staffing, Custodial, etc.
 - Custodial cleaning services are initiated
- Tues 03: - Task Teams formed and meetings scheduled; team members informed (see *task teams*)
- Wed.04: - Student Outreach and Registration Team meets (see *student registration checklist*)
- Th. 05: - Initiate student recruitment & community outreach (see *outreach checklist*)
- Fri. 06: - Desired teacher characteristics defined (see *staffing checklist*)
 - Personnel Requisitions submitted to Human Resources Dept. (see *staffing checklist*)
 - Begin drafting Pre-service Professional Development Plan

Week 12: June 8 to June 14

- Mon.09: - Student Registration begins (see *student registration and outreach checklist*)
- Tues.10: - Staffing Team meets
- Wed. 11: - Building & Facilities Team meets
- Th. 12: - Support Services Team meets (office, custodial, etc.)
- Fri. 13: - Core Curriculum, Instruction & Professional Development Team meets

Week 11: June 15 to June 21

- Mon. 16:- Confirm school budgets funded; encumber funds as needed
 - Repair Requisitions submitted to Building & Grounds Department
- Tues. 17:- Supply and materials requisitions submitted to Purchasing Department
- Wed. 18: -Categorical Fund Applications (Chap. I) etc. submitted
- Th. 19: - Orders for textbooks and instructional materials submitted
- Fri. 20: - Building Fire Department Inspection held
 - Expected closing date teacher application (see *staffing checklist*)

Week 10: June 22 to June 28

- Mon 23: - Begin drafting school policies as reflected in the Student/Parent & Staff Handbooks (see *outline student/parent handbook* and *outline staff handbook*)
- Tues.24: - School Emergency & Disaster Plan completed and posted in all school locations
- Wed.25: - Paper screening of teacher applications complete (see *staffing checklist*)
- Th. 26: - Begin planning of Pre-service Teacher Staff Development workshops
- Fri. 27: - Begin Planning of Parent-Staff Get Acquainted Picnic and Barbeque

Week 09: June 29 to July 5

- Mon.30: - Begin drafting categorical school plans & bylaws (see *Required Advisory Committees*)
- Tues. 01:
- Wed. 02: - Assess progress of student registration, meeting of enrollment targets
- Th. 03:
- Fri. 04: Holiday

Week 08: July 6 to July 12

- Mon.07: - Begin drafting Student Study Team procedures
- Tues.08: - Documents required for opening days of school drafted (see *key documents checklist*)
- Wed.09: - Pre-service Professional Development Plan is completed
- Th. 10: - Continue work on school policies as reflected in the Student/Parent & Staff Handbooks (see *outline student/parent handbook* and *outline staff handbook*)
- Fri. 11: - Teacher candidate interviews completed (see *staffing checklist*)

Week 07: July 13 to July 19

- Mon. 14: - Draft of all school schedules and calendars completed (see *key documents checklist*)
- Tues. 15: - Demonstration lessons complete (see *staffing checklist*)
- Wed. 16: - District restoration of Library book collection is in progress
- Th. 17: - Final selection of teachers is complete (see *staffing checklist*)
- Fri. 18: - Draft of Curriculum and Instruction implementation plan is complete

Week 06: July 20 to July 26

- Mon 21: - Equipment, materials required for opening of school substantially in place
- Tues.22: - School policies as reflected in the Student/Parent & Staff Handbooks complete
- Wed 23: - Work to operationalize classroom computers and Computer Lab has begun
- Th. 24: - Planning for Pre-service Teacher Staff Development Workshops is complete
- Fri. 25:

Week 05: July 27 to August 2

- Mon. 28: - Conduct building walkthrough to assess building condition and readiness
(see opening master checklist)
- Tues. 29: - Assess progress on work completed, Repair Requisitions submitted to Building & Grounds Department
- Wed. 30: - Review and assess school budget balances to date
- Th. 31:
- Fri. 01: - Planning of Parent-Staff Get Acquainted Picnic and Barbeque is complete

Week 04: August 3 to August 9

- Mon. 04: - Pre-service Teacher Staff Development workshops begin (10 days through August 15)
- Tues. 05: - Begin compiling class lists based on current enrollment
- Wed. 06:
- Th. 07:
- Fri. 08:

Week 03: August 10 to August 16

- Mon. 11: - All required school schedules and calendars finalized (see key documents checklist)
- Tues. 12:
- Wed. 13: - Curriculum and Instruction implementation plan is complete
- Th. 14: - Classroom computers and Computer Lab are operational
- Fri. 15: - District restoration of Library book collection is complete

Week 02: August 17 to 23

- Mon. 18: Review evaluations of pre-service teacher workshops to identify further training needs
- Tues. 19: Student Study Team procedures completed together with other Special Ed procedures
- Wed. 20: Task Team meetings to assess final progress toward meeting all opening requirements
- Th. 21: All classroom furniture and instructional supplies delivered and in place
- Fri. 22: Class lists updated and ready for addition of late enrollments

Week 01: August 24 to August 30

- Mon. 25: - Bell schedule programmed into bell system and ready for first day of school
- Walkthrough: Rooms, equipment & materials ready for first day of school
(see checklist: building, grounds, facilities)
- Tues. 26: - Cafeteria inspection - Ready for food service on the first day of school (see checklist)
- Wed. 27: - Opening Paper duplicated ready for first day of school (see key documents checklist)
- Th. 28: - First regular staff meeting (voluntary teacher attendance), 9:00 am
- Fri. 29: - Post Class Lists in office window

Week 00: August 31 to September 6

- Sun. 31: - Open building for teachers who wish to prepare their classrooms for first day of school
- Mon. 01: " " " " " " " " " " " " " " " "
- Tues. 02: - First Day of School
- Wed. 03:
- Th. 04:
- Fri. 05:

**Planning Document #7
Student and Parent Handbook Outline**

A. Introductory Section

1. Vision and Mission Statement
2. Letter from the Principal
3. Daily Schedule
4. Roster of School Staff
5. 2014-15 School Year Calendar Summary

B. Arrivals, Departure and Safety

1. Arrival
2. Departures
3. Automobile Drop-off and Pickup
4. Walking to and from School
5. Bicycles, Scooters and Skateboards

C. Attendance Policies and Procedures

1. Importance of Regular School Attendance
2. Early Dismissals from School
3. Tardiness

D. Classroom and School Policies and Procedures

1. Classroom and School Visitations
2. Messages and Deliveries
3. Classroom Interruptions
4. Study Trips
5. Independent Study Contracts
6. Homework Policy
7. Textbooks
8. Family Participation
 - a. Parent Teacher Organization (PTO)
 - b. Classroom and School Volunteers
9. Transferring to Another School

E. Safety, Health and Wellbeing

1. Illness or Injury
2. Medications in School
3. Asthma
4. Head Lice
5. Emergency Cards
6. Custody Disputes
7. Mandatory Reporting to Child Protective Services
8. School Emergency Procedures

F. Cafeteria Services and Snacks

1. Cafeteria
2. Cafeteria Rules
3. Recess Snacks
4. Lunch Payments
5. Free and Reduced Lunch Program

G. Regular Instructional Program, Support Programs and Special Programs

1. General Academic Program
2. Special Education
3. GATE (Gifted and Talented Education) and High Achievers
4. Technology
5. Library Program
6. Student Council

H. Academic Assessments (Testing)

1. Classroom Assessments
2. Benchmark Assessments
3. State Assessments

I. Student Records, Progress Reporting, Promotion Policy and Recognition

1. Student Records
2. Standards Based Report Card
3. Parent/Family Conferences
4. Progress Reports/Deficiency Notices
5. Promotion/Retention Policy
6. Student Awards and Recognition

J. Climate for Learning

1. Telephone Use
 - a. Cell Phones
 - b. Office Phones
2. Dress Code, Clothing & Lost and Found

K. Behavior and Discipline Policy

1. Schoolwide Rules
2. Playground Rules
3. Progressive Discipline Policy
4. Suspension
5. Prohibited Items
6. Violent Acts

L. Additional Policies and Procedures

1. Problem-Resolution Guidelines
2. Sexual Harassment Policy

**Planning Document #8
Staff Handbook Outline**

A. School Vision and Mission Statements

1. School Mission Statement
2. School Vision Statement

B. Staff Policies and Procedures

1. Required Days and Hours of Service
 - a. School Calendar (Days of Service, Holidays, Parent Conferences, etc.)
 - b. Required Arrival and Departure Times from School (Hours of Service)
2. Teacher Absences
 - a. Requesting a substitute through the Subfinder System
 - b. Preparing Materials and Lesson Plans for the Substitute
3. Special Duties, Assignments and Meetings
 - a. Yard Duty Schedule
 - b. Committee Assignments
 - c. Staff Meetings
 - d. Other Meetings
4. Teacher Preparation Periods
5. Teacher Evaluation Practices and Policies
 - a. Classroom Observations
 - Announced
 - Unannounced
 - Walkthrough Observations
 - b. Evaluations
6. District Leave Policies

C. Student Policies and Procedures

1. Daily Bell Schedule
2. Student Attendance Reporting
3. Student Behavior and Discipline Policy
4. Study Trip Guidelines
5. Student Study Team
 - a. Referrals
 - b. Meetings
6. Special Education
 - a. Referrals
 - b. Mandatory Requirements
7. Mandatory Reporting: Suspected Child Abuse, Molest and Neglect
8. Cafeteria Policies
9. Early Dismissals from the Classroom
10. Student Directory Information
11. Student Records and Cumulative Folders
12. Student Awards and Recognitions
13. Student Illness
14. Student Accident Report Forms

D. Classroom Instruction and Management

1. Lesson Plans
2. Grade Level Learning Standards
3. Classroom Management
 - a. Behavior: Rules, Consequences, Rewards, Hall/Bathroom Passes, etc.

- b. Instruction: Time on Task, Active Engagement in Learning, etc.
- 4. Bulletin Boards
- 5. Use of Parents and Volunteers in the Classroom
- 6. Homework Policy
- 7. Makeup Work for Students
- 8. Independent Study
- 9. Classroom Newsletters and Websites
- 10. Use of Textbooks and Other Instructional Materials
- 11. Use of Computers and Technology in the Classroom
- 12. Student Supervision in the Classroom
- 13. Showing movies in the classroom
- 13. Supply Orders
- 14. Collecting Money for Fundraisers and Other Purposes
- 15. Room Parties and Classroom Events
- 16. Rainy Day Recess and Lunch Procedures

E. Assessments of Student Progress

- 1. Classroom Assessments
- 2. District Assessments
- 3. State Testing Program

F. Reporting Student Progress

- 1. Regular Parent Contacts (notes, telephone calls, etc.)
- 2. Progress Reports (Deficiency Notices)
- 3. Parent Conferences
- 3. Report Cards
- 4. Promotion and Retention Policy
- 5. Daily and Weekly Reporting in Special Cases

G. Schoolwide Policies and Procedures

- 1. School Emergency Procedures
- 2. Copiers, Laminators and Other Equipment Available to the Staff
- 3. Library Policies and Procedures
- 4. Student and Parent Handbook
- 5. Schoolwide Technology Policy
- 6. Classroom Visitations by Parents and Others
- 7. Problem-Resolution Guidelines
- 8. Sexual Harassment Policy

Planning Document #9
Steering Committee Action Calendar for the 2014-15 School Year

September

- Governance Training
- Brown Act
- Establish meeting calendar for the year
- Review School Attendance
- Review Programmatic Audit Report
- Review of school data and information related to student performance, staffing, teacher needs, and school needs
- Review STAR reports

October

- Establish Goals for the year
- Review Updated Standards Maps (Core and Enrichment)
- Establish Policies and Policy Priorities
- Review Operation of ELAC and SCC
- Attendance and Truancy Policy and Process
- Budget review (State, Federal and Grants)
- Fundraising
- Forward documentation to UCSC

November

- CSDC Training for Steering Committee Members
- Review Parent Compact
- Visiting Core Classrooms
- Establish School Calendar for Upcoming school year
- Attendance and Truancy Policy and Process
- Review Safety Plan
- Review School Attendance (SART)
- Monitor Fall Benchmark Assessment (ELA and Math) and Writing Prompt Data
- Review of school data and information related to student performance
- Needs Assessment
- Forward documentation to UCSC

December

- CSDC Training for Steering Committee members
- Review and Updated LEA Plan
- Review School Attendance
- Review goals
- Visiting Enrichment Classrooms
- Policies and Procedures
- Review of school data and information related to student performance
- Forward documentation to UCSC

January

- CSDC Training for Academy Council Members
- Review of LEA Plan
- Final budget revisions made
- Review Open Enrollment Process and Procedures
- Visiting Other Schools
- Review of Benchmark Assessments and other assessment data

February

- CSDC Training for Steering Committee Members
- Monitor student data for progress towards goals
- CELDT Data Review
- Review of school data and information related to student performance
- Forward documentation to UCSC

March

- Present R30 report and progress towards AMO's
- Review of school data and information related to student performance
- Evaluate effectiveness of PTA and other school committees
- Preparing for Upcoming School year
- Forward documentation to UCSC

April and May

- Review/Revise and Approve School Safety Plan
- Evaluate effectiveness of LEA, Literacy Plan, and BSM
- Address program changes needed to support effectiveness, compliance and appropriate use of programs and resources
- Review School Lottery Process
- Monitor Spring Benchmark Assessment (ELA and Math) and Writing Prompt Data
- Review of school data and information related to student performance
- Preparing for Upcoming School Year
- Review/Revise Student/Parent and Staff handbooks
- Forward documentation to UCSC

June

- Survey and collect data from staff, students, and parents
- Address program changes needed to support effectiveness, compliance and appropriate use of programs and resources
- Preparing for Upcoming School year
- Review year's work and evaluate the effectiveness of the academy council
- Forward documentation to UCSC

**Planning Document #10
Required Advisory Committees**

SAC (School Advisory Committee) and ELAC (English Language Advisory Committee)

The Charter School shall form any and all advisory bodies required by law to serve the target population, such as the SAC (School Advisory Committee), School Site Council and ELAC (English Language Learners Advisory Committee). The SAC committee will be formed in compliance with Title I Program federal guidelines, and the ELAC and Site Council in accordance with California Education Code mandates.

While specific bylaws will be developed to closely reflect the mandated role of each committee, these general functions will be performed by each group:

- Assist with efforts to make parents aware of the importance of a high quality education, and maintaining regular school attendance
- Collaborate in the development and interpretation of school needs assessments.
- Participate in the development of educational plans
- Develop goals and objectives for the target group (i.e. English Learners, students eligible to receive Title I services, etc.).
- Approve the school plan for the education of the target group (i.e. English Learners, students eligible for Title I services)
- Review and assist in the implementation and evaluation of the school plan for the target groups (i.e. English Learners, students eligible to receive Title I services)

The responsibilities of these committees will typically include but not be limited to:

- Conducting monthly meetings with an established agenda, in the language spoken by the majority of the members.
- Writing, and then revising the bylaws annually.
- Assisting in planning and implementation of parent training to support the committee's responsibilities and the instructional program
- Fostering communication between that committee, and other school committees and groups.
- Proposing budget recommendations for all services provided in the planning, implementation, and evaluation of the target program's objectives and activities.
- Participating in evaluating the school's instructional programs.
- Informing and advising school personnel on provisions, goals and objectives of their program and committee.
- Becoming knowledgeable in committee procedures, including planning, fiscal responsibilities and evaluation.

Additionally the following provisions will be incorporated into the bylaws of each required advisory committee:

- Membership requirements including elections, committee composition, selection and terms of officers and term of membership.
- Duties of officers and obligations of members
- Requirements and scheduling of regular meetings
- Required meeting agendas and minutes

The Charter School Principal will take appropriate steps to ensure close, ongoing coordination of effort between all committees - including the Steering Committee, School Site Council, SAC and ELAC.

Appendix B Procedures for Safety and Security

Source: SCUSD website -

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.scusd.edu%2Fsites%2Fmain%2Ffiles%2Ffile-attachments%2Fsafety_security_0.doc&ei=FbA4U8SXCURMyQH0z4Bg&usq=AFQjCNF6-lzTA5X4znjAl_vLRzZwuqx3Q&bvm=bv.63808443,d.aWc

Procedures for Safety and Security

1. Devise signals for announcing emergency situations. If using audible alarms, keep the number of variations small (i.e., fire klaxon for evacuation; four long bells for duck and cover/intruder alert). Practice these drills during class time, recess, passing periods, and lunch.
2. Identify who can declare an emergency and under what situations. Make all staff aware of this determination.
3. **Classroom Response Kits:** The teacher or a designated student takes the kit during an emergency incident or drill. This kit could contain the following:
 - a. Copy of the class roster with emergency telephone numbers for each student
 - b. White sheet for bandages, kept in a plastic bag
 - c. Latex gloves
 - d. Triage tags to record student's name and person to whom they are to be released
 - e. Large tarp to cover students in the rain
 - f. Large, brightly colored sign on a stick with the teacher's name, in the event that a student becomes separated
 - g. Playing cards or small games to occupy/distract students during the emergency
 - h. Candy or gum to reduce an anxious or dry mouth
 - i. Small blanket
 - j. Laminated green and red folders; red folder displayed indicates a class **does not** have all students accounted for; green folder indicates that **all student are** accounted for
4. For special education students, augment the **Classroom Response Kit** to include the following items:
 - a. Current significant medical information
 - b. Agreement to include medical treatment
 - c. Medications as necessary
 - d. Strobe light for deaf students
 - e. Picture cue cards for neurologically involved or significantly delayed students
 - f. American Sign Language cue cards
 - g. Pre-made name cards
 - h. Duct tape for sealing around the doors during a hazardous chemical spill near the school
5. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to:
 - a. Lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus
 - b. Instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion. Use desks as a cover for protection.
 - c. Close and lock windows, if possible.
 - d. Turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.

- e. Establish a central area for unsupervised students and staff members to assemble.
 - f. Retain students until an “all clear” signal is given.
 - g. Duct tape around the door in the event of a hazardous chemical spill cloud passing over the school.
6. Develop a procedure for identifying safe and injured students.
 7. Have a procedure for what to do and where staff and students go during lunch when a lock-down occurs. Determine what areas are best for large numbers of people to enter from the outside—no windows and locked doors.
 8. Every school should have at least one emergency bag. This bag should contain emergency response items (i.e., megaphone, yellow barrier tape, latex gloves, first aid kit, reflective vests, etc.)
 9. Every school should generate two complete school rosters with addresses, parents/guardians, emergency information, and telephone numbers. They should be kept in different locations in case of a disaster affecting administrative offices.
 10. Identify an adequate location and a procedure for administering first aid.
 11. Determine a parent/student reunification location. Neighborhood businesses, churches, parking lots work well as remote locations. Ascertain permission from neighbors in advance. An on-campus location should be selected for how easy it can control who is allowed in and out.
 12. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up the students. Identify the necessary documentation from the parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.
 13. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members. Have their names and telephone numbers handy—in several locations.

Operational Control During A Crisis

1. Generally, the principal, or his/her designee, declares an emergency and is responsible for requesting assistance through direct communication with the district superintendent.
2. Generally, the principal establishes the pre-determined Incident Command Center (ICC) and assumes the immediate responsibility as Incident Commander (IC) until responding emergency teams arrive.
3. All staff should be made familiar with the Standardized Emergency Management System (SEMS).
4. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
5. Regularly remind staff that school employees are considered disaster service workers when: a local emergency has been proclaimed; a state emergency has been proclaimed; or a federal disaster declaration has been made.

Note: No public school employee may leave his or her site during an emergency until released. Violations can result in certificated employees losing their teaching credentials and classified employees may be charged with a misdemeanor.

6. Post and regularly update a checklist of equipment and emergency telephone numbers.
7. Have necessary equipment available such as: hand-held radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line to be used only by the principal (or

- authorized person) and the district superintendent. Have a predetermined off-campus command center available for an emergency such as a bomb in the administration building.
8. Identify how injured students and staff will be transported to the hospital—when emergency transport is unavailable.
 9. Plan alternative routes for transporting injured if standard routes are obstructed.
 10. If school is going to be officially closed, plan for an orderly dismissal procedure to avoid a stampede. (i.e., dismiss by floors, wings, or sections in a manner that everyone understands)
 11. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
 12. Conduct periodic practice drills to ensure understanding.
 13. Establish a “buddy system” for all students, especially significantly disabled students.

Clear and Effective Communication

1. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an “all clear”. The signals should be distinguishable from those that designate class periods, and should be established before an emergency situation.
2. Establish a Public Information Office (PIO) location accessible to the parents, interested community members, and the media to communicate and control rumors.
3. Authorize only one or two staff members to act as police contacts.
4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer (PIO) exclusively and permitted to approach staff or students only after district officials determine that such confrontation would not adversely affect staff or students.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have the district’s PIO provide updated information on the status of the situation at regular intervals to minimize rumors and interruptions. (The Association of California School Administrators provides such a service to districts in crisis, on request.)
6. Develop procedures for keeping family members and other relatives informed about students enrolled in the school. For some special education students, it may be necessary to use TDD/TDY or a relay operator.
7. Pre-determine a person to record the incident and provide documentation of the events chronologically. Select a person to take messages.
8. Establish a message delivery system backup, should the communications system be unavailable.
9. Hold a debriefing of staff after all of the students have been dismissed or reunited. Discuss the situation and how it was handled. Where do you make improvements?

Procedures Involving Law Enforcement

1. Develop specific steps to ensure smooth police involvement in a campus crisis. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with the students, being responsive and approachable. When the situation is controlled, officers should leave the campus calmly.

2. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which responsibility for a situation would be assumed by the assigned officer(s).
3. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and parents.
4. Design emergency plans with assistance from the police department that includes planning for major life-threatening events, such as shootings, bomb threats, chemical spills, and natural disasters.
5. Establish personal contact between authorized staff and police staff before the emergency.
6. Include arrangements for a “call back” number to verify that a police assistance call is legitimate when 911 has not been used to contact law enforcement.
7. Train school staff in leadership roles to recognize when police intervention is required. **Police are responsible for enforcing law and will insist on final decision making in all matters involving their sworn obligations.**
8. Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year and conduct drills.

Guideline for Police Intervention in School Disruptions

It should be noted that before requesting direct police intervention, every effort to settle a disruption should be made by the staff. The police department, however, should be notified of the school disturbance as a matter of record and reference for any further assistance.

- a. Level 1: the disturbance is confined to one area and without threat to students or staff. School personnel would respond by containing or removing persons involved with minimum interruption.
- b. Level 2: the disturbance is mobile and/or poses a direct threat to students/staff. The school would remain open, but security forces would isolate the disruptive activity, detain the individuals involved, and stop the threat of escalation. As many school personnel as possible should carry out school operations during the disturbance.
- c. Level 3: the disturbance prevents regular school operations from continuing. There are serious threats to students/staff; situation is no longer within the control of the school. The principal would request police assistance in accordance with guidelines previously established in the written memorandum of understanding. The school would be closed and responsibility for controlling a situation would be assumed by the officers assigned. Authority to end the disruption would shift from the school administrators to the police. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the principal and district administration

Appendix C
Common Core Compliant Backward Standards Map
©2012 Shannon Zavala & Teri Ha

| Dates | Sept/Oct | Oct/Nov/Dec | Jan | Feb/Mar | Apr/May/June |
|-----------|----------------------------|---------------------------|---------------------|--------------------------|--------------------|
| Component | Changes | Seasons/Weather/Our world | Heroes | Plants /Wings and Things | Amazing Animals |
| Concept | Citizenship/responsibility | Cycles/relationships | Change/perseverance | Diversity/ecology | Habitat/adaptation |

| Service project | First grade tends the school garden throughout the year, Health Fair project (Nutrition) | | | | |
|----------------------------------|---|--|--|---|--|
| "Being There" experiences | Library, school garden | Abel's Apples, Burbank HS Key club, friendship feast | Crest theatre, capitol walk, guest speaker | UC Davis Explorit, Explorit on-site, honey tasting, health fair | Sac zoo, end of year field trip |
| Inquiries/assessments | Building relationships BPST/running record Writing prompt-mom Math diagnostic Sight words Fun fizz experiment water cycle Five senses Living/non-living matter | winter program project (dove and globe) Benchmark 1 (ELA/Math) Fluency/sight words Writing prompt-family cooking apple book | peanut butter, Asian food experience, tadpoles (12wks) Benchmark 2 (ELA/Math) Fluency Writing prompt | Planters, mosquitos, Health fair project, ladybug life cycle project, butterfly stained glass/poem, coffee filter butterfly Benchmark 3 (ELA/Math) Fluency Writing prompt | animal report, diorama, 5 writing pieces/5 art projects for each habitat Benchmark 4 (End of year assessment) (ELA/Math) Writing prompt Fluency |
| Key Vocabulary | change, brain, scientist, living/non-living things, reproduce, grow, noun, LIFESKILLS, lifelong guidelines, syllable, word, sentence, period, capital, lowercase, matter, solid, liquid, gas, sight, sound, hearing, touch, taste, senses, evaporation, condensation, precipitation | seasons, farm, world, continent, ocean, country, earth, fall, winter, spring, summer, verb, question mark, map, north, south, east, west, compass, community, world, earth, peace, liberty, meteorologist, predict, pilgrim, native American, history | president, slave, agriculture, segregation, government, peanut, adjective, prepositional phrase, citizen, hero, justice, unfair, equality | heart, health, insect, exoskeleton, antennas, thorax, abdomen, arachnid, ecology, ecologist, proboscis, metamorphosis, cocoon, egg, larva, adult, life cycle, plant, stem, leaves, roots, flower, seed, germination, pollination, photosynthesis | animal, adaptation, diet, habitat, carnivore, herbivore, omnivore, insectivore, prey, hunt, predator, ecosystem, safari, desert, arctic, rainforest, African Savannah, wetlands, camouflage, terrestrial, aquatic, nocturnal |
| Literature | Chrysthanemum, The Tiny Seed, The Teeny Tiny Teacher, Leo the Latebloomer, Rainbow Fish, No, David! Ruby in her own Time, Folktales, books related to change from the library, Stellaluna, I Will | Squanto, Barn Dance, Franklin's Thanksgiving, Arthur's Thanksgiving, Albert's Thanksgiving, "Gracias" el pavo del día de acción de gracias, apple orchards, pumpkins, A tree is nice, The Giving Tree, | Aesop's Fables, Chinese New Year, George Washington Carver, Happy Birthday Martin Luther King Jr., Abe Lincoln, George Washington, Barack Obama, Sam's Lucky Day, | Alphabugs, The Hungry Caterpillar, The Grouchy Ladybug, Insects!, Bugs, bugs, bugs, Life cycle of butterfly, life cycle of ladybug, Dr. Seuss series, Bees: Friends or Foes, Plant Life Cycle, Crickwing, The | Frog and Toad series, A House for Hermit Crab, Zoology, non-fiction from library, life cycle of chicken, life cycle of frog, Peter Rabbit, Kapok tree, Rainforests, Deserts, The Three Javelinas, Rainforest, |

| | | | | | |
|---|--|---|---|--|--|
| | Always Love You, Amazing Grace, Horton Hears a Who, The Giving Tree | The Last Tree, Johnny Appleseed, The First Thanksgiving, The Mitten, ¿Quién es de aquí? | Harvesting Hope | Very Busy Spider, After the Storm, The Tiny Seed | The Arctic, Do You Love Me, Mommy?, Bring the Rain to Kapiti Plain, Wetlands |
| Songs | Five senses, Three States of Matter, Matter Here, Matter There, Five Senses, Friendship, Nouns, Am I living?, The water cycle | Meteorologist Sound-off, The four seasons, The weather, Verbs, Seven Continents, Five oceans, Peace and Liberty, Alligator Chant, Place value song, De colores | Parts of the clock, Adjectives song, Heroes here, heroes there | Parts of the plant, Birth of a Butterfly, Seeds, Parts of a Rainforest, Take Good Care of Your Heart, Dream, Believe, Achieve, Is this money? Ys, ma'am! | Is this a Rainforest? Yes, ma'am! Is this a desert? Yes, ma'am! Is this the wetlands? Yes, ma'am! Is this the Arctic? Yes, ma'am! Animals, animals, everywhere |
| GLAD components http://fgsd.schoolfusion.us/modules/cms/pages.phtml?pageid=82339&sessionid=9d84430f3574fb8cd1b753f386e4ea08 www.projectglad.com username: teacher password: page beamer school woodland | CCD, Rainbow Fish narrative pictorial, five senses pictorial & process grid, living/non-living comparative pictorial & process grid, matter pictorial & process grid, water cycle pictorial & process grid | CCD, Stelaluna narrative input, Johnny Appleseed narrative input, weather process grid, four seasons pictorial & process grid, long ago & today comparative pictorial & process grid, Pilgrims & native americans comparative pictorial & process grid | CCD, Martin Luther King, Jr. & César Chávez comparative pictorial, George Washington & Abraham Lincoln comparative pictorial, heroes process grid | CCD, Parts of a plant pictorial & process grid, insects & arachnids comparative pictorial & process grid, garden pictorial, Expert groups for insects | CCD, Mammal, reptile & bird pictorial & process grid, Habitats pictorials & process grids (5) |
| Science http://www.education.com/activity/all-grades/science/ http://www.sedl.org/scimath/pasopartners/grade-1.html http://www.internet4classrooms.com/skills_1st_science_new.htm | The five senses(K), states of matter (PS), Water cycle Physical Sciences 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. <i>Students know</i> solids, liquids, and gases have different properties. b. <i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated. | The seasons(ES), living/non-living(LS) Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. <i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. <i>Students know</i> that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. <i>Students know</i> the sun warms the land, air, and water. | Life cycles(LS) tadpoles Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. <i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. <i>Students know</i> both plants and animals need water, animals need food, and plants need light. | Insects(LS), plants(LS) garden Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. <i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. e. <i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. | Animals(LS) habitats, adaptations, diet Life Sciences c. <i>Students know</i> animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. <i>Students know</i> how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). |
| Social Studies http://www.internet4classrooms.com/index.htm http://www.youtube.com/watch?v=PbUTL_0vAJk&feature=player_embedded | Citizenship (LIFESKILLS) 1.1 Students describe the rights and individual responsibilities of citizenship. 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a | Community, Long Ago & Today 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. | Important people in history 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. 1. Recite the Pledge of Allegiance and | Diversity 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1. Recognize the ways in which they | Past and present 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. |

| | | | | | |
|---|--|---|--|---|--|
| | <p>representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.</p> <p>2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."</p> | <p>1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>3. Construct a simple map, using cardinal directions and map symbols.</p> <p>4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> | <p>sing songs that express American ideals (e.g., "My Country 'Tis of Thee").</p> <p>2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.</p> | <p>are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> | <p>1. Examine the structure of schools and communities in the past.</p> <p>2. Study transportation methods of earlier days.</p> <p>3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1. Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> |
| <p>Reading/ comprehension</p> <p>http://www.enchantedlearning.com/Home.html</p> <p>http://sms.sdcoe.net/SMS/las/standardsTools.asp</p> <p>http://www.cambrian.k12.ca.us/district_site/curriculum/student_friendly_standards.htm</p> | <p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> | <p>Literature Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a</p> | <p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> | <p>Literature Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a</p> | <p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> |

| | | | | | |
|--|---|--|---|--|---|
| | <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | <p>text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
|--|---|--|---|--|---|

| | | | | | |
|---|--|---|--|--|--|
| | <p>a. Distinguish long from short vowel sounds in spoken single syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | | | | <p>necessary.</p> |
| <p>Writing (Step-up to writing, Write Tools)</p> | <p>Text Types and Purposes</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Text Types and Purposes</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Text Types and Purposes</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information</p> |

| | | | | | |
|------------------------------------|---|---|---|---|---|
| | | | | | from experiences or gather information from provided sources to answer a question. |
| Speaking/Listening | <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> | <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> | <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> | <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> | <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> |
| Language (Grammar/Spelling) | <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p> | <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p> | <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p> | <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p> | <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p> |

| | | | | | |
|--|--|--|---|---|---|
| | <p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are</p> | <p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections</p> | <p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p> | <p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p> | <p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p> |
|--|--|--|---|---|---|

| | | | | | |
|--|---|---|--|--|--|
| | <p>cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> | <p>between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> | <p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> | <p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> | <p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> |
| <p>Math word problems 10 a day</p> <p>http://www.mathmammoth.com/</p> <p>http://edhelper.com/</p> <p>http://www.enchantedlearning.com/Home.html</p> | <p>Number and Operations in Base Ten Extend the counting sequence. 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Operations and Algebraic Thinking Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</p> | <p>Number and Operations in Base Ten Extend the counting sequence. 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Operations and Algebraic Thinking Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</p> | <p>Number and Operations in Base Ten Understand place value. 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and</p> | <p>Operations and Algebraic Thinking Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole</p> | <p>Operations and Algebraic Thinking Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole</p> |

| | | | | | |
|--|--|--|--|--|---|
| | <p>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Measurement and Data Represent and interpret data.</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>4.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). (CA-Standard SDAP 2.1)</p> | <p>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Measurement and Data Represent and interpret data.</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>4.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). (CA-Standard SDAP 2.1)</p> | <p>ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> | <p>numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>Measurement and Data Tell and write time.</p> <p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>3.1 Relate time to events (e.g., before/after, shorter/longer).</p> <p>Geometry Reason with shapes and their attributes.</p> <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> | <p>numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>Measurement and Data Measure lengths indirectly and by iterating length units.</p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> |
|--|--|--|--|--|---|

| | | | | | |
|--|---|---|---|--|--|
| | | | <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>3. Apply properties of operations as strategies to add and subtract.3 <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</i> <i>(Commutative property of addition.)</i> <i>To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.</i> <i>(Associative property of addition.)</i></p> <p>4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> | | |
| <p>Monart “Drawing With Children” http://www.monart.com/</p> | <p>Introduce 5 elements, Corduroy 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> | <p>Cornucopia 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> | <p>American flag 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> | <p>Tropical bird 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> | <p>Ladybug 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> |

Technology Macbooks in centers, keyboarding, clickers (10-a-day/5-a-day), Ipad

| | | | | | | | |
|----------------|---|--|--|--|--|---|--|
| ELD/SLD | B | | | I | | A | |
| | <p>Comprehension</p> <ul style="list-style-type: none"> Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases). Use common social greetings and simple repetitive phrases independently (e.g., “Thank you,” “You’re welcome”). Ask and answer questions by using phrases or simple sentences. Retell stories by using appropriate gestures, expressions, and illustrative objects. <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent. Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”). | | | <p>Comprehension</p> <ul style="list-style-type: none"> Ask and answer instructional questions by using simple sentences. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. Ask and answer instructional questions with some supporting elements (e.g., “Which part of the story was the most important?”). <p>Comprehension and Delivery of Oral Communication Participate in social conversations with peers and adults on familiar Organization and topics by asking and answering questions and soliciting information.</p> <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns). | | <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately. <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. | |

| | | | |
|--|--|--|---|
| | <p>Phonemic Awareness and Decoding and Word Recognition</p> <ul style="list-style-type: none"> Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language. <p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Produce most English phonemes while beginning to read aloud. <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases, and sentences. Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike, preheat</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences. | <p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Produce English phonemes while reading aloud. Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics). Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas. <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Recognize simple antonyms and synonyms (e.g., <i>good, bad, blend, mix</i>) in written text. Expand recognition of them and begin to use appropriately. Apply knowledge of vocabulary to discussions related to reading tasks. Read simple vocabulary, phrases, and sentences independently. Read narrative and expository texts aloud with the correct pacing, intonation, and expression. Use expanded vocabulary and descriptive words in oral and written responses to written texts. Recognize and understand simple idioms, analogies, and figures of speech in written text. Recognize that some words have multiple meanings and apply this knowledge to written text. Recognize the function of connectors in written text (e.g., <i>first, then, after that, finally</i>). | <p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Apply knowledge of academic and social vocabulary while reading independently. Be able to use a standard dictionary to find the meanings of unfamiliar words. Interpret the meaning of unknown words by using knowledge gained from previously read text. Understand idioms, analogies, and metaphors in conversation and written text. |
| | <p>Comprehension and Analysis of Grade- Level Appropriate Text</p> <p>Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who, what, when, where, and how</i>). Understand and follow simple one-step directions for classroom-related activities.</p> <p>Structural Features of Informational Materials</p> <p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> | <p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>Understand and follow simple written directions for classroom-related activities. Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. Read and identify basic text features, such as the title, table of contents, and chapter headings. Respond to comprehension questions about text by using detailed sentences (e.g., "The brown bear lives with his family in the forest").</p> <p>Structural Features of Informational Materials</p> <p>Identify, using key words or phrases, the basic sequence of events in stories read.</p> | <p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. Write a brief summary (two or three paragraphs) of a story.</p> |
| | <p>Penmanship</p> | <p>Organization and Focus</p> | <p>Organization and Focus</p> |

| | | | |
|--|--|---|---|
| | <p>Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>Organization and Focus Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English syntactical order.</p> | <p>Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p> <p>Organization and Focus, Penmanship Write legible, simple sentences that respond to topics in language arts, and other content areas (e.g., math, science, history–social science).</p> <p>Organization and Focus Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> | <p>Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.</p> |
|--|--|---|---|

Appendix D Financial Statements

First Year. The 2014-15 Revenue/Expenses Summary for New Joseph Bonnheim (NJB) Community Charter School is shown in Table D-1. Given the following assumptions, NJB will have sufficient funds to operate in 2014-15:

1. Enrollment of 323 scholars: 184 in grades K-3 and 139 in grades 4-6. Average Daily Attendance (ADA) of 95%. One-hundred percent low income scholars. Forty percent may be English learners. Approximately 25 scholars per classroom as shown in Table D-2.
2. Local Control Funding Formula (LCFF) calculation using the SCUSD-provided estimate of \$7,096 for 2013-14 funding per ADA.
3. Average certificated non-management (teacher, prep teacher, nurse) salary \$61,764, Health \$20,317, Dental \$1,334, Vision \$264, Life Insurance \$27, Post Retirement Fund \$6,496, and Worker Compensation 2.21% of salary.
4. Full-time classified staff average Health \$18,112, Dental \$1,311, Vision \$218, Life Insurance \$27, Post retirement Fund \$3,475, Worker Compensation 2.21% of salary.
5. Principal Life Insurance \$27, Post Retirement Fund \$5,544.
6. District will provide a reasonably equipped school when compared to other elementary schools feeding into Hiram Johnson High School. This will eliminate the need to purchase classroom furniture and teaching equipment such as Elmos and computers.
7. Title 1 Funds and Lottery Funds for the first year will arrive in July 2015.
8. The district will cover cash flow as stated above in *Section V. Information Regarding Proposed Operation and Potential Effects on SCUSD*.
9. No Public Charter School Grant. As a charter school using district teachers, NJB is not eligible.
10. As a new charter school, NJB will receive Charter School Special Advanced apportionments described at the CDE website. <http://www.cde.ca.gov/fg/aa/pa/chschspcadv1314.asp>
11. The \$30,768 ending balance is approximately 1.2% of expenditures. A 2% reserve will be created after assumptions are verified and adjustments made.
12. NJB will take a schoolwide approach to address the eight state priorities for the Local Control Accountability Plan (LCAP)

Table D-1. First Year Revenue/Expense Summary

2014-15 New Joseph Bonnheim Community Charter School

A Living Within Your Means Budget

Fiscal Year: July 1, 2014 to June 30, 2015

| Revenue 2014-15 | Unrestricted | Restricted | Total |
|---|---|---------------|------------------|
| 1. Local Control Funding Formula | | | 2,393,135 |
| A. District In Lieu property tax @ \$1,379.20/ADA | 423,208 | | |
| B. Educational Protection Act @17% of LCFF amount | 406,833 | | |
| C. State Aid | 1,563,094 | | |
| 2. Other State Funding | | | 46,641 |
| A. Mandated Block Grant @ \$14/prior year ADA | - | | |
| B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year. | 37,743 | | |
| C. Lottery Restricted @ \$\$29/ADA. Receive next fiscal year | | 8,899 | |
| 3. Federal Funding | | | 73,644 |
| A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA minus 20% holdback for SES | | 73,644 | |
| B. Federal Title 2 - professional development | | | |
| C. Federal Title 3 - English Learners @85/ADA based on 2 prior years. | | | |
| 4. Donations | | | - |
| A. | | | |
| Total Revenue | 2,430,877 | 82,543 | 2,513,420 |
| Expenses 2014-15 | | | |
| 1000 Staff Salaries - Certificated | 1,113,702 | - | 1,113,702 |
| 2000 Staff Salaries - Classified | 101,153 | - | 101,153 |
| 3000 Employee Benefits | 661,163 | - | 661,163 |
| 4000 Books & Supplies | 54,059 | 8,899 | 62,958 |
| 5000 Services & Operating Expenditures | 259,407 | 73,644 | 333,051 |
| 6000 Capital Improvement | | | - |
| 7000 Other Outgo | 210,625 | - | 210,625 |
| Total Expenses 2014-15 | 2,400,109 | 82,543 | 2,482,652 |
| Net Surplus/(Deficit) | 30,768 | - | 30,768 |
| | | | |
| | Reserve should be 2% of expenses which is shown here: | | 49,653 |
| | Reserve surplus or (deficit) | | (18,885) |

Cash Flow. Cash flow during the first year will be a challenge. The problem is resolved with SCUSD covering cash flow as it does for other dependent charter schools such as Bowling Green McCoy and Bowling Green Chacon. Table D-8 shows the extent of the cash flow challenge. There are only four months with a positive balance at the end of the month.

The cash flow problem will be eliminated in Year 2. This is due to increased LCFF funding and 23 additional scholars. By the end of the second year, NJB will have a projected surplus of \$154,400 as show in Table D-9. By the end of the third year the projected surplus will grow to \$371,209 as shown in Table D-10 even though planned enrollment is decreased by two scholars. The reduction is due to lowing class size to 24 in primary while keeping intermediate classes at 25 or fewer scholars. The forecast for the second and third year assumes: 1) continued increases under LCFF, 2) a 3% increase in salary each year, 3) a 5% increase in 5000 series expenses, and 4) modest increases in the 4000 series.

Table D-2 Projected enrollment the first three years
Maximum of 25 students per class

| Year | K | 1st | 2nd | 3rd | 4th | 5th | 6th | Total |
|---------|----|-----|-----|-----|-----|-----|-----|-------|
| 2014-15 | 40 | 50 | 50 | 44 | 50 | 45 | 44 | 323 |
| 2015-16 | 48 | 48 | 50 | 50 | 50 | 50 | 50 | 346 |
| 2016-17 | 48 | 48 | 48 | 50 | 50 | 50 | 50 | 344 |

Updating the Budget. Steering Committee will update the 2014-15 budget within 30 days of school opening and make adjustments based on changes to the above assumptions. Within 60 days of school opening, the Steering Committee will approve a three-year Local Control Accountability Plan (LCAP) with a budget aligned to the plan.

Supporting Documents. The following tables are enclosed. They demonstrate the sustainability of the proposed NJB Charter School:

1. Tables D-3 to D-5. They show LCFF calculations for 2014-15, 2015-16, and 2016-17 respectively.
2. Table D-6. Detailed Year 1 Expenses. This table shows a line item for each expense by object code and whether the expense is restricted or unrestricted.
3. Table D-7. Three-year budget. This table describes revenue and expenditure by line item for the first three years.
4. Tables D-8 to D-10, describe cash flow for Year 1, Year 2, and Year 3 respectively. When examined together they show cash flow is an issue only in the first year.

Table D-3. 2014-15 LCFF Calculations

| Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth. | | Grades: K-3rd | Grades: 4th-6th | Total K-6th |
|--|--|---------------|-----------------|---------------|
| A-1 | Enrollment from Enrollment tab | 184 | 139 | 323 |
| A-2 | ADA @ 95% | 174.80 | 132.05 | 306.85 |
| A-3 | Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/ | 184 | 139 | 323 |
| A-4 | Percentage of unduplicated LI, EL, FY. Line A3 divided by Line A1 | 100% | 100% | 100% |
| A-5 | Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY | 132.48 | 100.08 | 232.56 |
| A-6 | Number of enrolled students equaling 55% | 101.2 | 76.45 | 177.65 |
| A-7 | Number of unduplicated students above the 55% threshold | 31.28 | 23.63 | 54.91 |
| A-8 | Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD | 17% | 17% | 17% |
| A-9 | Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/ | 73.6 | 55.6 | 129.2 |

| Base Rate for Full Funding posted by CDE - source: http://www.cde.ca.gov/fg/aa/lc/lcfffoverview.asp | | K-3rd | 4th-6th |
|--|--|---------|---------|
| B-1 | Prior Year Grade Span Base of \$6,845 and \$6,947 respectively plus 1.57% COLA | \$6,952 | \$7,056 |
| B-2 | K-3 Class Size Reduction adjustment - add 10.4% of base in Line B1 | \$723 | |
| B-3 | Grade Span Adjusted Base for 2013-14. Line B1+B2 | \$7,676 | \$7,056 |

| Base Rate adjusted for .86% COLA proposed in governor's January 2014 budget | | K-3rd | 4th-6th |
|--|--|---------|---------|
| B-4 | Prior Year Grade Span Base plus 0.86% COLA. Line B1 x .86% | \$7,012 | \$7,117 |
| B-5 | K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4% | \$729 | |
| B-6 | Grade Span Adjusted Base | \$7,742 | \$7,117 |

| Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2014-15 | | K-3rd | 4th-6th | Total |
|---|---|-------------|-------------|-------------|
| C-1 | "Base Grant." Line B6 x ADA on Line A2 | \$1,353,220 | \$939,767 | \$2,292,987 |
| C-2 | "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4 | \$270,644 | \$187,953 | \$458,597 |
| C-3 | "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8 | \$115,024 | \$79,880 | \$194,904 |
| C-4 | Grade span adjusted base grant. Line C1 + Line C2 + Line C3 | \$1,738,888 | \$1,207,600 | \$2,946,488 |
| C-5 | Amount per ADA. C4 divided by A2 | | | \$9,602 |

| Calculating New Joseph Bonnheim Transition LCFF Grant for 2014-15 | | | |
|--|---|--|-------------|
| D-1 | SCUSD 2013-14 per ADA amount provided by SCUSD | | \$7,096 |
| D-2 | Gap or difference between C5 and D1 | | \$2,506 |
| D-3 | 28.05% of gap | | \$703 |
| D-4 | 2014-15 rate. D1 + D3 | | \$7,799 |
| D-5 | ADA @95%. Line A2 | | 307 |
| D-6 | Annual Local Control Funding Formula Grant. D4 x D5 | | \$2,393,135 |

Table D-4. 2015-16 LCFF Calculations

| | | | | |
|-----|--|--------|------|--------|
| A-3 | Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/ | 196 | 150 | 346 |
| A-4 | Percentage of unduplicated LI, EL, FY. 2 years Line A3 divided by 2 years Line A1 | 100% | 100% | 100% |
| A-5 | Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY | 141.12 | 108 | 249.12 |
| A-6 | Number of enrolled students equaling 55% | 107.8 | 82.5 | 190.3 |
| A-7 | Number of unduplicated students above the 55% threshold | 33.32 | 25.5 | 58.82 |
| A-8 | Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD | 17% | 17% | 17% |
| A-9 | Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/ | 78.4 | 60 | 138.4 |

| | |
|-----|--|
| B-1 | |
| B-2 | |
| B-3 | |

| | 8-Year Target Base Rate adjusted for 1.00% Cost of Living Adjustment (COLA) | K-3rd | 4th-6th |
|-----|---|---------|---------|
| B-4 | Prior Year Base Grant plus 1.00% COLA. Prior year Line B4 plus 1% | \$7,082 | \$7,188 |
| B-5 | K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4% | \$737 | |
| B-6 | Grade Span Adjusted Base | \$7,819 | \$7,188 |

| | Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2015-16 | K-3rd | 4th-6th | Total |
|-----|---|-------------|-------------|-------------|
| C-1 | "Base Grant." Line B6 x ADA on Line A2 | \$1,455,888 | \$1,024,278 | \$2,480,166 |
| C-2 | "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4 | \$291,178 | \$204,856 | \$496,033 |
| C-3 | "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8 | \$123,750 | \$87,064 | \$210,814 |
| C-4 | Grade span adjusted base grant. Line C1 + Line C2 + Line C3 | \$1,870,816 | \$1,316,198 | \$3,187,014 |
| C-5 | Amount per average ADA last year and this year. C4 divided by average of Line A2 from last year and this year | | | \$10,029 |

| | Calculating New Joseph Bonnheim Transition LCFF Grant for 2015-16 | | |
|-----|---|--|-------------|
| D-1 | NJB Prior year amount per ADA | | \$7,799 |
| D-2 | Gap or difference between C5 and D1 | | \$2,230 |
| D-3 | 18.69% of gap | | \$417 |
| D-4 | 2015-16 rate. D1 + D3 | | \$8,216 |
| D-5 | ADA @95%. Line A2 | | \$329 |
| D-6 | Annual Local Control Funding Formula Grant. D4 x D5 | | \$2,700,549 |

Table D-5. 2016-17 LCFF Calculations

| Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth. | | Grades: K-3rd | Grades: 4th-6th | Total K-6th |
|--|--|---------------|-----------------|-------------|
| A-1 | Enrollment from Enrollment tab | 194 | 150 | 344 |
| A-2 | ADA @ 95% | 184.30 | 142.50 | 326.80 |
| A-3 | Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/ | 194 | 150 | 344 |
| A-4 | Percentage of unduplicated LI, EL, FY. 3 years Line A3 divided by 3 years Line A1 | 100% | 100% | 100% |
| A-5 | Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY | 139.68 | 108 | 247.68 |
| A-6 | Number of enrolled students equaling 55% | 106.7 | 82.5 | 189.2 |
| A-7 | Number of unduplicated students above the 55% threshold | 32.98 | 25.5 | 58.48 |
| A-8 | Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD | 17% | 17% | 17% |
| A-9 | Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/ | 77.6 | 60 | 137.6 |

32.52666667

| | |
|-----|--|
| B-1 | |
| B-2 | |
| B-3 | |

| 8-Year Target Base Rate adjusted for 1.00% Cost of Living Adjustment (COLA) | | K-3rd | 4th-6th |
|--|--|---------|---------|
| B-4 | Prior Year Base Grant plus 1.00% COLA. Prior year Line B4 plus 1% | \$7,153 | \$7,260 |
| B-5 | K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4% | \$744 | |
| B-6 | Base Grant 2016-17 adjusted for COLA | \$7,897 | \$7,260 |

| Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2016-17 | | K-3rd | 4th-6th | Total |
|---|---|-------------|-------------|-------------|
| C-1 | "Base Grant." Line B6 x ADA on Line A2 | \$1,455,442 | \$1,034,521 | \$2,489,963 |
| C-2 | "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4 | \$291,088 | \$206,904 | \$497,993 |
| C-3 | "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8 | \$123,713 | \$87,934 | \$211,647 |
| C-4 | Grade span adjusted base grant. Line C1 + Line C2 + Line C3 | \$1,870,243 | \$1,329,360 | \$3,199,603 |
| C-5 | Amount per average ADA this year and last 2 years. C4 divided by average of Line A2 from 3 years | | | \$9,974 |

| Calculating New Joseph Bonnheim Transition LCFF Grant for 2016-17 | | | |
|--|---|--|-------------|
| D-1 | NJB Prior year amount per ADA | | \$8,216 |
| D-2 | Gap or difference between C5 and D1 | | \$1,758 |
| D-3 | 18.69% of gap | | \$329 |
| D-4 | 2016-17 rate. D1 + D3 | | \$8,545 |
| D-5 | ADA @95%. Line A2 | | \$327 |
| D-6 | Annual Local Control Funding Formula Grant. D4 x D5 | | \$2,792,346 |

Table D-6. 1st Year Expenses by Line Item

| 1000 Certificated Staff Salaries 2014-15 | Unrestricted | Restricted | Total |
|---|------------------|------------|------------------|
| 1101 Classroom teachers 14 FTE | 861,059 | | 861,059 |
| 1101 Prep teacher 1.0 FTE | 62,834 | | 62,834 |
| 1102 Subs for absent teachers @ \$160/day. Budgeted at 10 days x 14 teachers | 19,800 | | 19,800 |
| 1311 One full-time principal | 105,686 | | 105,686 |
| 1000 Nurse | 64,323 | | 64,323 |
| Total 1000 Series | 1,113,702 | - | 1,113,702 |

| 2000 Classified Staff Salaries 2014-15 | Unrestricted | Restricted | Total |
|---|----------------|------------|----------------|
| 2000 SPOM - Plant Manager | 41,004 | | 41,004 |
| 2000 Office Manager | 38,099 | | 38,099 |
| 2000 Yard Duties x 4 @ \$9/hour x 3.5 hrs./day x 175 days. Effective January 1, 2008, the minimum wage in California is \$8.00 per hour. It will increase to \$9.00 per hour effective July 1, 2014, and to \$10.00 per hour effective January 1, 2016. | 22,050 | | 22,050 |
| Total 2000 Series | 101,153 | - | 101,153 |

| 3000 Benefits 2014-15 | Unrestricted | Restricted | Total |
|--|--------------|------------|---------|
| 3401 Health certificated for 14 core teachers and 1 prep and nurse | 325,072 | | 325,072 |
| 3401 Health Sub teachers | - | | - |
| 3401 Health Principal | - | | - |
| 3402 Health Classified | 34,954 | | 34,954 |
| | | | - |
| 3411 Dental certificated for 14 core teachers and 1 FTE prep and nurse | 21,344 | | 21,344 |
| 3411 Dental Sub teachers | - | | - |
| 3411 Dental Principal | - | | - |
| 3412 Dental Classified | 2,546 | | 2,546 |

| | | | |
|--|-------|--|-------|
| 3431 Vision certificated for 14 core teachers and 1 FTE prep and nurse | 4,224 | | 4,224 |
| 3431 Vision Sub teachers | - | | - |
| 3431 Vision Principal | - | | - |
| 3432 Vision Classified | 433 | | 433 |

| | | | |
|--|-----|--|-----|
| 3901 Life Insurance certificated for 14 core teachers and 1 FTE prep and nurse | 432 | | 432 |
| 3901 Life Insurance Sub teachers | - | | - |
| 3901 Life Insurance Principal | 313 | | 313 |
| 3902 Life Insurance Classified | 54 | | 54 |

| | | | |
|--|---------|--|---------|
| 3701 Post Retirement Fund certificated for 14 core teachers and 1 FTE prep and nurse | 103,936 | | 103,936 |
| 3701 Post Retirement Fund Sub teachers | - | | - |
| 3701 Post Retirement Fund Principal | 5,544 | | 5,544 |
| 3702 Post Retirement Fund Classified | 7,381 | | 7,381 |

| | | | |
|---|----------------|----------|----------------|
| 3311 Medicare @ 1.45% certificated for 14 core teachers and 1 FTE prep and nurse | 14,329 | | 14,329 |
| 3311 Medicare @ 1.45% Sub teachers | 287 | | 287 |
| 3311 Medicare @ 1.45% Principal | 1,532 | | 1,532 |
| 3312 Medicare @ 1.45% Classified | 1,467 | | 1,467 |
| 3300 Series | | | |
| 3301 Social Security 6.2% certificated for 14 core teachers and 1 FTE prep and nurse | - | | - |
| 3301 Social Security 6.2% Sub teachers | - | | - |
| 3301 Social Security 6.2% Principal | - | | - |
| 3302 Social Security 6.2% Classified | 6,271 | | 6,271 |
| 3500 Series | | | |
| 3501 State Unemployment Insurance (SUI) certificated for 14 core teachers and 1 FTE prep and nurse. 0.0625% | 612 | | 612 |
| 3501 State Unemployment Insurance (SUI) Sub teachers. 0.0625% | 12 | | 12 |
| 3501 State Unemployment Insurance (SUI) Principal. 0.0625% | 66 | | 66 |
| 3502 State Unemployment Insurance (SUI) Classified. 0.0625% | 63 | | 63 |
| 3600 Series | | | |
| 3601 Worker Comp certificated for 14 core teachers and 1 FTE prep and nurse | 21,840 | | 21,840 |
| 3601 Worker Comp Sub teachers | 438 | | 438 |
| 3601 Worker Comp Principal | 2,336 | | 2,336 |
| 3602 Worker Comp Classified | 2,235 | | 2,235 |
| 3100 Series | | | |
| 3101 STRS @ 8.25% certificated for 14 core teachers and 1 FTE prep and nurse | 81,528 | | 81,528 |
| 3101 STRS @ 8.25% Sub teachers | 1,634 | | 1,634 |
| 3101 STRS @ 8.25% Principal | 8,719 | | 8,719 |
| 3300 Series | | | |
| 3302 PERS @11.42 % Classified | 11,561 | | 11,561 |
| 3800 Series | | | |
| 3802 PERS Reduction @ 1.60% Classified | - | | - |
| Total 3000 Series | 661,163 | - | 661,163 |

| 4000 Supplies and Materials 2014-15 | Unrestricted | Restricted | Total |
|---|--------------|------------|--------|
| 4300 Office supplies @ \$10/scholar x number enrolled. | 3,230 | | 3,230 |
| 4300 Medical and Health supplies. \$3/scholar x number enrolled. | 969 | | 969 |
| 4370 Custodial supplies \$20/scholar x number enrolled. Includes money for air filters which need changing 3 to 4 times per year. | 6,460 | | 6,460 |
| 4300 Schoolwide instructional supplies. Shown here \$100/enrollment | 32,300 | | 32,300 |
| 4300 supplies for Means to Achieve racial and ethnic balance reflective of SCUSD. See Element G of charter | 1,000 | | 1,000 |

| | | | |
|--|---------------|--------------|---------------|
| 4400 Computers for state testing. 26 Chromebooks. Or, borrow from other school. Or use desktops if supplies by district as part of reasonably equipped school. \$350/Chromebook x 26 | 9,100 | | 9,100 |
| 4300 books and other instructional materials | | 8,899 | 8,899 |
| 4300 Credit Agreement with SCUSD Materials Development Laboratory | 1,000 | | 1,000 |
| 4390 Instructional Reserve | - | | - |
| Total 4000 Series | 54,059 | 8,899 | 62,958 |

| 5000 Services 2014-15 | Unrestricted | Restricted | Total |
|---|--------------|------------|--------|
| 5299 Travel and conferences: | | | |
| 5203 Conference including CSDC or CCSA conferences for 2 people each one plus hotel and meals | 800 | | 800 |
| July 14-17, 2014 HET Summer Institute registration @\$750 includes handouts x 16 certificated staff. \$12,000. Probably won't have all staff hired. If not, go in July 2015. | - | | - |
| Summer Institute lodging at Granlibakken @\$120/day x 3 nights double occupancy x 16 certificated staff. \$5,760 | - | | - |
| 5399 Memberships: | | | |
| 5300 Membership dues CCSA for consultation services @ \$5/student | 1,615 | | 1,615 |
| 5300 Membership dues CSDC for charter consultation services @ \$3/student | 969 | | 969 |
| 5599 Housekeeping and operations: | | | |
| 5501 SCUSD utilities: Water & sewage thru City of Sac. @1,500/month | 18,000 | | 18,000 |
| 5502 SCUSD utilities: waste removal Atlas @ \$250/month | 3,000 | | 3,000 |
| 5503 SCUSD utilities: natural gas SPURR. @ \$250/month | 3,000 | | 3,000 |
| 5504 SCUSD utilities: Electricity SMUD. Paid quarterly. Estimated @ \$115/enrollment | 37,145 | | 37,145 |
| 5600 Rental and service agreements: | | | |
| 5610 Annual Riso Service Agreement | 425 | | 425 |
| 5620 Copier rental from Ray Morgan Co. paying for future month. | 5,000 | | 5,000 |
| 5640 SCUSD services: Rent or Pro Rata Share. 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. | 73,053 | | 73,053 |
| Services from SCUSD: cost/month per enrolled student x 12 months. Based on Mid-year update 2013-14. April 16, 2014: | | | |
| 1. Accounts Payable @ \$10.14 per enrollment | 3,275 | | 3,275 |
| 2. Budget - including student attendance \$20.73 per enrollment | 6,696 | | 6,696 |
| 3. Human Resources \$55.78 per enrollment | 18,017 | | 18,017 |
| 4. Employee Compensation/payroll \$16.73 per enrollment | 5,404 | | 5,404 |
| 5. Risk Management/Employee Benefits \$5.67 per enrollment | 1,831 | | 1,831 |

| | | | |
|---|--------|--------|--------|
| 6. Property/Liability Insurance \$43.68 per enrollment | 14,109 | | 14,109 |
| 7. Purchasing/Warehouse \$20.64 per enrollment | 6,667 | | 6,667 |
| 8. Mail service with district \$3.53 per enrollment | 1,140 | | 1,140 |
| 9 Nutrition Services. Actual cost. | - | | - |
| 10. Security Coordination \$35.58 per enrollment. Appx \$11,492 for 323. 2013-14 mid-year adjust: \$32.68 | - | | - |
| 11. Network infrastructure and hardware support \$78.15 per enrollment | 25,242 | | 25,242 |
| 12 Assessment, Research & Eval \$14.65 per enrollment. | 4,732 | | 4,732 |
| 13. Pupil Services/Hearing Office \$14.82 per enrollment | 4,787 | | 4,787 |
| 5889: Professional Services: | | | |
| Academic Efficacy in classroom - Gennel Miles | | 1,000 | 1,000 |
| Common Core Standards - SCOE | | 2,000 | 2,000 |
| Creating Standards Maps with the End in Mind - Teri Ha & Shannon Zavala | | 1,000 | 1,000 |
| Gender matters - Dean Tannewitz | | 1,500 | 1,500 |
| How to Collaborate - Teri Ha and Shannon Zavala | | 1,000 | 1,000 |
| Intro to HET by HET trainers | 20,000 | | 20,000 |
| LIFESKILLS and Lifelong Guidelines- Patty Harrington | | 2,000 | 2,000 |
| Positive Discipline - Jane Nelson | | 1,500 | 1,500 |
| Procedures - Patty Harrington | | 2,000 | 2,000 |
| Second Language Acquisition - Jo Gusman | | 8,000 | 8,000 |
| Guided Language Acquisition by Design (GLAD) x 15 by the 4 GLAD Ladies: Regina Rosenzweig, Kelli Richardson, Kathryn Wyffels, Jocelyn Mitchelmore | | 30,000 | 30,000 |
| Multiple Intelligences & neurodiversity - Thomas Armstrong | | 4,000 | 4,000 |
| How to conduct brain-compatible study trips - Jo Gusman | | 1,000 | 1,000 |
| Brown Act Training - CSDC or CCSA | 500 | | 500 |
| Monart - Mona Brooks | | 1,500 | 1,500 |
| Annual training: mandated reporter, sexual harassment, uniform complaint procedure, etc.- Jennifer McQuirre | 500 | | 500 |
| Race & Culture & Learning | | 1,000 | 1,000 |
| Special Ed procedures by SCUSD SELPA | - | | - |
| Universal precautions, Heimlich maneuver by school nurse | - | | - |
| Efficacy Institute - Sandy Gilmore. In Year 2 \$15,000. Or use the Efficacy Team from BG days that included Heather Deckard | | | - |
| Temperament & resilience - Horacio Sanchez. In Year 2 \$5,000 | | | - |
| Professional development opportunities for classified staff | | | - |
| Attorney fees to review policies and bylaws | 1,000 | | 1,000 |

| | | | |
|--|---------|--------|---------|
| 5820: Transportation and Admission: | | | |
| 5820 Study trips: admission and transportation | | 16,144 | 16,144 |
| 5900 Communications: | | | |
| 5900 Web site hosting | 500 | | 500 |
| 5901 SCUSD utilities: Telephone. AT&T. Approx. \$125/month | 1,500 | | 1,500 |
| 5902 postage 1,000 x 50¢. | 500 | | 500 |
| Total 5000 Series | 259,407 | 73,644 | 333,051 |

| 7000 Other Outgo 2014-15: Required Services | unrestricted | restricted | Total |
|---|--------------|------------|---------|
| 7010 SCUSD services: oversight 1% of LCFF? | 23,931 | | 23,931 |
| 7020 SCUSD services: Special Ed encroachment. \$578.00/ enrolled scholar Midyear update 2013-14 | 186,694 | | 186,694 |
| Total 7000 Series | 210,625 | | 210,625 |

| | | | |
|-------------------------------|------------------|---------------|------------------|
| Total Expenses 2014-15 | 2,400,109 | 82,543 | 2,482,652 |
|-------------------------------|------------------|---------------|------------------|

Table D-7. Three-year budget showing estimated revenue and expenditures

| Projected Enrollment & ADA. Assuming 95% attendance. | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 |
|---|-------------------|-------------------|-------------------|
| K-3 class | 184 | 196 | 194 |
| Shown here: K-3 ADA @ 95% | 175 | 186 | 184 |
| 4-6 class | 139 | 150 | 150 |
| Shown here: 4-6 ADA @ 95% | 132 | 143 | 143 |
| Total enrollment | 323 | 346 | 344 |
| Projected ADA for K-6 combined | 307 | 329 | 327 |
| Revenue | | | |
| Combined: Local Control Funding Formula, In Lieu Property Tax, and Educational Projection Grant | 2,393,135 | 2,700,549 | 2,792,346 |
| Mandated Block Grant. \$28/ADA based on prior year P-2 ADA for unified district. \$14/ADA for charter schools. Estimate here is based on \$14/ADA | - | 4,296 | 4,602 |
| Lottery unrestricted: based on prior year P-Annual ADA. @ \$123 | 37,743 | 37,743 | 40,430 |
| Lottery restricted: prior year ADA. Instructional materials. Based on prior year P-Annual @\$29 | 8,899 | 8,899 | 9,532 |
| Federal NCLB Title I. Based on prior year free/reduced lunch minus 20% holdback for SES | 73,644 | 78,888 | 78,432 |
| Federal NCLB Title II A Teacher Quality | | | |
| Federal NCLB Title III LEP. Based on prior 2-year data | | | 21,609 |
| Other donations | | | |
| Total Revenue | 2,513,420 | 2,830,374 | 2,946,950 |
| check sums-> | (0) | 0 | (0) |
| Expenditures | | | |
| Assume 3% salary increase each year all staff except yard duty. | | | |
| 1000 Series Certificated salaries | | | |
| 1101 Classroom teachers 14 FTE | 861,059 | 886,891 | 913,497 |
| 1101 Prep teacher 1.0 FTE | 62,834 | 64,719 | 66,661 |
| 1102 Subs for absent teachers @ \$160/day. Budgeted at 10 days x 14 teachers | 19,800 | 20,394 | 21,006 |
| 1311 One full-time principal | 105,686 | 108,857 | 112,122 |
| 1000 School Nurse 1 FTE | 64,323 | 66,253 | 68,240 |
| Total 1000 series | 1,113,702 | 1,147,113 | 1,181,526 |
| check sum--> | - | | |
| 2000 Series Classified salaries | | | |
| 2000 SPOM - Plant Manager | 41,004 | 42,234 | 43,501 |
| 2000 Office Manager | 38,099 | 39,242 | 40,419 |
| 2000 Yard Duties x 4 @ \$9/hour x 3.5 hrs./day x 175 days. Effective January 1, 2008, the minimum wage in California is \$8.00 per hour. It will increase to \$9.00 per hour effective July 1, 2014, and to \$10.00 per hour effective January 1, 2016. | 22,050 | 24,500 | 24,500 |
| Total 2000 series | 101,153 | 105,976 | 108,420 |
| check sum--> | - | | |

| 3000 Series Benefits | 5% increase each year (unless otherwise stated) | | |
|---|---|---------|---------|
| 3401 Health certificated for 14 core teachers and 1 FTE prep and nurse | 325,072 | 341,326 | 358,392 |
| 3401 Health Sub teachers | - | - | - |
| 3401 Health Principal | - | - | - |
| 3402 Health Classified | 34,954 | 36,702 | 38,537 |
| | | | |
| 3411 Dental certificated for 14 core teachers and 1 FTE prep and nurse | 21,344 | 22,411 | 23,532 |
| 3411 Dental Sub teachers | - | - | - |
| 3411 Dental Principal | - | - | - |
| 3412 Dental Classified | 2,546 | 2,673 | 2,807 |
| | | | |
| 3431 Vision certificated for 14 core teachers and 1 FTE prep and nurse | 4,224 | 4,435 | 4,657 |
| 3431 Vision Sub teachers | - | - | - |
| 3431 Vision Principal | - | - | - |
| 3432 Vision Classified | 433 | 455 | 477 |
| | | | |
| 3901 Life Insurance certificated for 14 core teachers and 1 FTE prep and nurse | 432 | 454 | 476 |
| 3901 Life Insurance Sub teachers | - | - | - |
| 3901 Life Insurance Principal | 313 | 329 | 345 |
| 3902 Life Insurance Classified | 54 | 57 | 60 |
| | Post retirement increased by 3% each year | | |
| 3701 Post Retirement Fund certificated for 14 core teachers and 1 FTE prep and nurse | 103,936 | 107,054 | 110,266 |
| 3701 Post Retirement Fund Sub teachers | - | - | - |
| 3701 Post Retirement Fund Principal | 5,544 | 5,710 | 5,882 |
| 3702 Post Retirement Fund Classified | 7,381 | 7,602 | 7,831 |
| | | | |
| 3311 Medicare @ 1.45% certificated for 14 core teachers and 1 FTE prep and nurse | 14,329 | 13,798 | 14,212 |
| 3311 Medicare @ 1.45% Sub teachers | 287 | 296 | 305 |
| 3311 Medicare @ 1.45% Principal | 1,532 | 1,578 | 1,626 |
| 3312 Medicare @ 1.45% Classified | 1,467 | 1,537 | 1,572 |
| | | | |
| 3301 Social Security 6.2% certificated for 14 core teachers and 1 f FTE prep and nurse | - | - | - |
| 3301 Social Security 6.2% Sub teachers | - | - | - |
| 3301 Social Security 6.2% Principal | - | - | - |
| 3302 Social Security 6.2% Classified | 6,271 | 6,624 | 6,776 |
| | | | |
| 3501 State Unemployment Insurance (SUI) certificated for 14 core teachers and 1 FTE prep and nurse. 0.0625% | 612 | 783 | 806 |
| 3501 State Unemployment Insurance (SUI) Sub teachers. 0.0625% | 12 | 13 | 13 |
| 3501 State Unemployment Insurance (SUI) Principal. 0.0625% | 66 | 68 | 70 |
| 3502 State Unemployment Insurance (SUI) Classified. 0.0625% | 63 | 66 | 68 |
| | | | |

| | | | |
|--|----------------|--------------------------|----------------|
| 3601 Worker Comp certificated for 14 core teachers and 1 FTE prep and nurse | 21,840 | 21,031 | 21,661 |
| 3601 Worker Comp Sub teachers | 438 | 451 | 464 |
| 3601 Worker Comp Principal | 2,336 | 2,406 | 2,478 |
| 3602 Worker Comp Classified | 2,235 | 2,342 | 2,396 |
| | | | |
| 3101 STRS @ 8.25% certificated for 14 core teachers and 1 FTE prep and nurse | 81,528 | 78,508 | 80,863 |
| 3101 STRS @ 8.25% Sub teachers | 1,634 | 1,683 | 1,733 |
| 3101 STRS @ 8.25% Principal | 8,719 | 8,981 | 9,250 |
| | | | |
| 3302 PERS @11.42 % Classified | 11,561 | 12,102 | 12,382 |
| 3802 PERS Reduction @ 1.60% Classified | - | | |
| Total 3000 Series | 661,163 | 681,473 | 709,936 |
| check sum--> | - | | |
| 4000 Supplies | | | |
| 4300 Office supplies @ \$10/scholar x number enrolled. | 3,230 | 3,460 | 3,440 |
| 4300 Medical and Health supplies. \$3/scholar x number enrolled. | 969 | 1,038 | 1,032 |
| 4370 Custodial supplies \$20/scholar x number enrolled. Includes money for air filters which need changing 3 to 4 times per year. | 6,460 | 6,920 | 6,880 |
| 4300 Schoolwide instructional supplies. Shown here \$100/enrollment | 32,300 | 34,600 | 34,400 |
| 4300 supplies for Means to Achieve reach racial and ethnic balance reflective of SCUSD. See Element G of charter | 1,000 | 1,000 | 1,000 |
| 4400 Computers for state testing. 26 Chromebooks. Or, borrow from other school. Or use desktops if supplies by district as part of reasonably equipped school. \$350/Chromebook x 26 | 9,100 | 18,200 | 18,200 |
| 4300 books and other instructional materials | 8,899 | 20,000 | 20,000 |
| 4300 Credit Agreement with SCUSD Materials Development Laboratory | 1,000 | 1,000 | 1,000 |
| 4390 Instructional Reserve | - | | |
| Total 4000 Series | 62,958 | 86,218 | 85,952 |
| check sum--> | - | | |
| 5000 Services | | | |
| 5299 Travel and conferences: | | | |
| 5203 Conference including CSDC or CCSA conferences for 2 people each one plus hotel and meals | 800 | 800 | 800 |
| July 14-17, 2014 HET Summer Institute registration @\$750 includes handouts x 16 certificated staff. \$12,000. Probably won't have all staff hired. If not, go in July 2015. | - | 12,000 | |
| Summer Institute lodging at Granlibakken @\$120/day x 3 nights double occupancy x 16 certificated staff. \$5,760 | - | 5,760 | |
| 5399 Memberships: | | | |
| 5300 Membership dues CCSA for consultation services @ \$5/student | 1,615 | 1,730 | 1,720 |
| 5300 Membership dues CSDC for charter consultation services @ \$3/student | 969 | 1,038 | 1,032 |
| 5599 Housekeeping and operations: | | 5% annual increase shown | |
| 5501 SCUSD utilities: Water & sewage thru City of Sac. @1,500/month | 18,000 | 18,900 | 19,845 |
| 5502 SCUSD utilities: waste removal Atlas @ \$250/month | 3,000 | 3,150 | 3,308 |
| 5503 SCUSD utilities: natural gas SPURR. @ \$250/month | 3,000 | 3,150 | 3,308 |

| | | | |
|---|--------|--------------------------|--------|
| 5504 SCUSD utilities: Electricity SMUD. Paid quarterly. Estimated @ \$115/enrollment | 37,145 | 39,002 | 40,952 |
| 5600 Rental and service agreements: | | 5% annual increase shown | |
| 5610 Annual Riso Service Agreement | 425 | 446 | 469 |
| 5620 Copier rental from Ray Morgan Co. paying for future month. | 5,000 | 5,250 | 5,513 |
| 5640 SCUSD services: Rent or Pro Rata Share. 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. | 73,053 | 76,705 | 80,541 |
| Services from SCUSD: cost/month per enrolled student x 12 months. Based on Mid-year update 2013-14. April 16, 2014: | | 3% annual increase shown | |
| 1. Accounts Payable @ \$10.14 per enrollment | 3,275 | 3,373 | 3,475 |
| 2. Budget - including student attendance \$20.73 per enrollment | 6,696 | 6,897 | 7,104 |
| 3. Human Resources \$55.78 per enrollment | 18,017 | 18,557 | 19,114 |
| 4. Employee Compensation/payroll \$16.73 per enrollment | 5,404 | 5,566 | 5,733 |
| 5. Risk Management/Employee Benefits \$5.67 per enrollment | 1,831 | 1,886 | 1,943 |
| 6. Property/Liability Insurance \$43.68 per enrollment | 14,109 | 14,532 | 14,968 |
| 7. Purchasing/Warehouse \$20.64 per enrollment | 6,667 | 6,867 | 7,073 |
| 8. Mail service with district \$3.53 per enrollment | 1,140 | 1,174 | 1,210 |
| 9 Nutrition Services. Actual cost. | - | - | - |
| 10. Security Coordination \$35.58 per enrollment. Appx. \$11,492 for 323. 2013-14 mid-year adjust: \$32.68 | - | - | - |
| 11. Network infrastructure and hardware support \$78.15 per enrollment | 25,242 | 26,000 | 26,780 |
| 12 Assessment, Research & Eval \$14.65 per enrollment. | 4,732 | 4,874 | 5,020 |
| 13. Pupil Services/Hearing Office \$14.82 per enrollment | 4,787 | 4,930 | 5,078 |
| 5889: Professional Services: | - | | |
| Academic Efficacy in classroom - Gennel Miles | 1,000 | 1,000 | 1,000 |
| Common Core Standards - SCOE | 2,000 | 2,000 | 2,000 |
| Creating Standards Maps with the End in Mind - Teri Ha & Shannon Zavala | 1,000 | 1,000 | 500 |
| Gender matters - Dean Tannewitz | 1,500 | 1,500 | 1,500 |
| How to Collaborate - Teri Ha and Shannon Zavala | 1,000 | 1,000 | 500 |
| Intro to HET by HET trainers and other services throughout the year | 20,000 | 60,000 | 60,000 |
| LIFESKILLS and Lifelong Guidelines- Patty Harrington | 2,000 | 2,000 | 1,000 |
| Positive Discipline - Jane Nelson | 1,500 | 1,000 | 1,000 |
| Procedures - Patty Harrington | 2,000 | 2,000 | 1,000 |
| Second Language Acquisition - Jo Gusman | 8,000 | 24,000 | 24,000 |
| Guided Language Acquisition by Design (GLAD) x 15 by the 4 GLAD Ladies: Regina Rosenzweig, Kelli Richardson, Kathryn Wyffels, Jocelyn Mitchelmore | 30,000 | 10,000 | 10,000 |
| Multiple Intelligences & neurodiversity - Thomas Armstrong | 4,000 | 4,000 | 4,000 |
| How to conduct brain-compatible study trips - Jo Gusman | 1,000 | 1,000 | 1,000 |
| Brown Act Training - CSDC or CCSA | 500 | 500 | 500 |
| Monart - Mona Brooks | 1,500 | 1,500 | 1,500 |
| Annual training: mandated reporter, sexual harassment, uniform complaint procedure, etc.- Jennifer McQuirre | 500 | 500 | 500 |
| Race & Culture & Learning | 1,000 | 1,000 | 1,000 |

| | | | |
|---|-------------------|-------------------|-------------------|
| Special Ed procedures by SCUSD SELPA | - | - | - |
| Universal precautions, Heimlich maneuver by school nurse | - | - | - |
| Efficacy Institute - Sandy Gilmore. In Year 2 \$15,000. Or use the Efficacy Team from BG days that included Heather Deckard | - | - | - |
| Temperament & resilience - Horacio Sanchez. In Year 2 \$5,000 | - | - | - |
| Professional development opportunities for classified staff | - | 1,000 | 1,000 |
| Attorney fees to review policies and bylaws | 1,000 | 500 | 500 |
| 5820: Transportation and Admission: | | | |
| 5820 Study trips: admission and transportation | 16,144 | 40,000 | 40,000 |
| 5900 Communications: | | | |
| 5900 Web site hosting | 500 | 500 | 500 |
| 5901 SCUSD utilities: Telephone. AT&T. Approx. \$125/month | 1,500 | 1,500 | 1,500 |
| 5902 postage 1,000 x 50¢. | 500 | 500 | 500 |
| Total 5000 Series | 333,051 | 420,589 | 409,983 |
| check sum--> | - | | |
| 7000 Other Outgo | | | |
| 7010 SCUSD services: oversight 1% of LCFF? | 23,931 | 27,005 | 27,923 |
| 7020 SCUSD services: Special Ed encroachment. \$578.00 per enrolled scholar Midyear update 2013-14 | 186,694 | 207,600 | 206,400 |
| Total 7000 Series | 210,625 | 234,605 | 234,323 |
| check sum--> | - | | |
| Total Expenditures | 2,482,652 | 2,675,974 | 2,730,141 |
| check sum--> | - | - | - |
| Net Surplus/(Deficit) | 30,768 | 154,400 | 216,809 |
| | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 |

Table D-8. Year 1 Cash Flow 2014-15

| Year 1. 2014-15 Cash Flow | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Total |
|---|----------|----------|---------|-----------|-----------|---------|-----------|-----------|----------|-----------|-----------|-----------|---------|-----------|
| Revenue | | | | | | | | | | | | | | |
| 1. LCFF | | | | | | | | | | | | | | |
| A. District In Lieu property tax @ \$1,379.20/ADA | | 25,392 | 50,785 | 33,857 | 33,857 | 33,857 | 33,857 | 33,857 | 59,249 | 29,625 | 29,625 | 29,625 | 29,625 | 423,208 |
| B. Educational Protection Act @17% of LCFF amount | | | 101,708 | | | 101,708 | | | 101,708 | | | 101,708 | | 406,833 |
| C. State Aid | | | 578,345 | | | 281,357 | | 140,678 | 112,543 | 90,034 | 72,027 | 288,110 | | 1,563,094 |
| 2. Other State Funding | | | | | | | | | | | | | | |
| A. Mandated Block Grant @ \$14/prior year ADA | | | | | | | | | | | | | | |
| B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year. | | | | | | | | | | | | | 37,743 | 37,743 |
| C. Lottery Restricted @ \$29/ADA. Receive next fiscal year | | | | | | | | | | | | | 8,899 | 8,899 |
| 3. Federal Funding | | | | | | | | | | | | | | |
| A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA. Minus 20% SES | | | | | | | | | | | | | 73,644 | 73,644 |
| B. Federal Title 2 - professional development | | | | | | | | | | | | | | |
| C. Federal Title 3 - English Learners @85/ADA based on 2 prior years. | | | | | | | | | | | | | | |
| 4. Donations | | | | | | | | | | | | | | |
| A. | | | | | | | | | | | | | | |
| Total Revenue | - | 25,392 | 730,838 | 33,857 | 33,857 | 416,922 | 33,857 | 174,535 | 273,500 | 119,659 | 101,652 | 419,442 | 149,910 | 2,513,420 |
| Expenses 2014-15 | | | | | | | | | | | | | | |
| 1000 Staff Salaries - Certificated | - | 9,608 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 110,409 | 1,113,702 |
| 2000 Staff Salaries - Classified | 3,417 | 6,881 | 9,527 | 9,779 | 8,897 | 8,771 | 9,275 | 9,149 | 9,401 | 9,275 | 9,401 | 7,385 | | 101,153 |
| 3000 Employee Benefits | 5,580 | 7,263 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | 64,832 | | 661,163 |
| 4000 Books & Supplies | 10,740 | 4,449 | 10,990 | - | - | - | 23,314 | - | - | 13,464 | - | - | | 62,958 |
| 5000 Services & Operating Expenditures | - | 6,641 | 57,196 | 41,002 | 40,170 | 26,596 | 39,886 | 22,596 | 31,077 | 22,596 | 22,696 | 22,596 | | 333,051 |
| 6000 Capital Improvement | | | | | | | | | | | | | | - |
| 7000 Other Outgo | - | - | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | 21,063 | | 210,625 |
| Total Expenses 2014-15 | 19,737 | 34,842 | 274,016 | 247,084 | 245,371 | 231,670 | 268,779 | 228,048 | 236,781 | 241,638 | 228,400 | 226,284 | - | 2,482,652 |
| Monthly Surplus/(Deficit) | (19,737) | (9,450) | 456,822 | (213,228) | (211,514) | 185,252 | (234,923) | (53,513) | 36,719 | (121,980) | (126,748) | 193,158 | 149,910 | 30,768 |
| Running Surplus/(Deficit) | (19,737) | (29,187) | 427,635 | 214,408 | 2,893 | 188,145 | (46,777) | (100,290) | (63,572) | (185,552) | (312,300) | (119,142) | 30,768 | |

Table D-9. Year 2 Cash Flow 2015-16

| Year 2. 2015-16 Cash Flow | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Total |
|--|--------|---------|---------|----------|----------|---------|----------|----------|---------|----------|----------|---------|---------|-----------|
| Revenue | | | | | | | | | | | | | | |
| 1. LCFF | | | | | | | | | | | | | | |
| A. District In Lieu property tax @ \$1,379.20/ADA | | 25,392 | 50,785 | 33,857 | 33,857 | 33,857 | 33,857 | 33,857 | 69,294 | 34,647 | 34,647 | 34,647 | 34,647 | 453,343 |
| B. Educational Protection Act @17% of LCFF amount | | | 114,773 | | | 114,773 | | | 114,773 | | | 114,773 | | 459,093 |
| C. State Aid | 89,406 | 89,406 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | 160,930 | | 1,788,112 |
| 2. Other State Funding | | | | | | | | | | | | | | |
| A. Mandated Block Grant @ \$14/prior year ADA | | | | | 4,296 | | | | | | | | | 4,296 |
| B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year. | | | | | | 18,871 | | | 9,436 | | | 9,436 | | 37,743 |
| C. Lottery Restricted @ \$29/ADA. Receive next fiscal year | | | | | | 4,449 | | | 2,225 | | | 2,225 | | 8,899 |
| 3. Federal Funding | | | | | | | | | | | | | | |
| A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA | | | 19,722 | | | 19,722 | | | 19,722 | | | 19,722 | | 78,888 |
| B. Federal Title 2 - professional development | | | | | | | | | | | | | | |
| C. Federal Title 3 - English Learners @85/ADA based on 2 prior years. | | | | | | | | | | | | | | |
| 4. Donations | | | | | | | | | | | | | | |
| A. | | | | | | | | | | | | | | |
| Total Revenue | 89,406 | 114,798 | 346,210 | 194,787 | 199,083 | 352,603 | 194,787 | 194,787 | 376,380 | 195,577 | 195,577 | 341,733 | 34,647 | 2,830,374 |
| Expenses 2015-16 | | | | | | | | | | | | | | |
| 1000 Staff Salaries - Certificated | - | 9,896 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | 113,722 | | 1,147,113 |
| 2000 Staff Salaries - Classified | 3,520 | 7,087 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | 9,537 | | 105,976 |
| 3000 Employee Benefits | | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | 61,952 | | 681,473 |
| 4000 Books & Supplies | | | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | 8,622 | | 86,218 |
| 5000 Services & Operating Expenditures | - | - | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | 42,059 | | 420,589 |
| 6000 Capital Improvement | | | | | | | | | | | | | | - |
| 7000 Other Outgo | - | - | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | 23,461 | | 234,605 |
| Total Expenses 2015-16 | 3,520 | 78,935 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | 259,352 | - | 2,675,974 |
| Monthly Surplus/(Deficit) | 85,886 | 35,863 | 86,858 | (64,565) | (60,269) | 93,251 | (64,565) | (64,565) | 117,028 | (63,775) | (63,775) | 82,381 | 34,647 | 154,400 |
| Running Surplus/(Deficit).Includes ending balance from prior year | 85,886 | 121,749 | 208,607 | 144,042 | 83,773 | 177,024 | 112,458 | 47,893 | 164,921 | 101,146 | 37,372 | 119,752 | 154,400 | |

Table D-10. Year 3 Cash Flow 2016-17

| Year 3. 2016-17 Cash Flow | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Total |
|---|---------|---------|---------|----------|----------|---------|----------|----------|---------|----------|----------|---------|---------|-----------|
| Revenue | | | | | | | | | | | | | | |
| 1. LCFF | | | | | | | | | | | | | | |
| A. District In Lieu property tax @ \$1,379.20/ADA | | 27,201 | 54,401 | 36,267 | 36,267 | 36,267 | 36,267 | 36,267 | 62,595 | 31,297 | 31,297 | 31,297 | 31,297 | 450,723 |
| B. Educational Protection Act @17% of LCFF amount | | | 118,675 | | | 118,675 | | | 118,675 | | | 118,675 | | 474,699 |
| C. State Aid | 93,346 | 93,346 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | 168,023 | | 1,866,924 |
| 2. Other State Funding | | | | | | | | | | | | | | |
| A. Mandated Block Grant @ \$14/prior year ADA | | | | | 4,602 | | | | | | | | | 4,602 |
| B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year. | | | | | | 20,215 | | | 10,108 | | | 10,108 | | 40,430 |
| C. Lottery Restricted @ \$29/ADA. Receive next fiscal year | | | | | | 4,766 | | | 2,383 | | | 2,383 | | 9,532 |
| 3. Federal Funding | | | | | | | | | | | | | | |
| A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA | | | 19,608 | | | 19,608 | | | 19,608 | | | 19,608 | | 78,432 |
| B. Federal Title 2 - professional development | | | | | | | | | | | | | | |
| C. Federal Title 3 - English Learners @85/ADA based on 2 prior years. | | | | | | 5,402 | | | 10,804 | | | 5,402 | | 21,609 |
| 4. Donations | | | | | | | | | | | | | | |
| A. | | | | | | | | | | | | | | |
| Total Revenue | 93,346 | 120,547 | 360,707 | 204,291 | 208,892 | 372,957 | 204,291 | 204,291 | 392,195 | 199,320 | 199,320 | 355,496 | 31,297 | 2,946,950 |
| Expenses 2015-16 | | | | | | | | | | | | | | |
| 1000 Staff Salaries - Certificated | - | 10,193 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | 117,133 | | 1,181,526 |
| 2000 Staff Salaries - Classified | 3,625 | 7,300 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | | 108,420 |
| 3000 Employee Benefits | | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | 64,540 | | 709,936 |
| 4000 Books & Supplies | | | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | 8,595 | | 85,952 |
| 5000 Services & Operating Expenditures | - | - | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | 40,998 | | 409,983 |
| 6000 Capital Improvement | | | | | | | | | | | | | | - |
| 7000 Other Outgo | - | - | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | 23,432 | | 234,323 |
| Total Expenses 2016-17 | 3,625 | 82,032 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | 264,448 | - | 2,730,141 |
| Monthly Surplus/(Deficit) | 89,721 | 38,515 | 96,259 | (60,158) | (55,556) | 108,508 | (60,158) | (60,158) | 127,747 | (65,128) | (65,128) | 91,048 | 31,297 | 216,809 |
| Running Surplus/(Deficit). Includes ending balance from prior year | 244,121 | 282,635 | 378,894 | 318,736 | 263,180 | 371,689 | 311,531 | 251,373 | 379,120 | 313,992 | 248,864 | 339,912 | 371,209 | |

Appendix E

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: New Joseph Bonnheim Charter School. **Contact (Name, Title, Email, Phone Number):** Principal's name goes here. **LCAP Year:** 2014-15 DRAFT April 21, 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|--|
| <p>Prior to approval by the SCUSD Board, the petitioners informally surveyed parents about what they wanted to see at the proposed New Joseph Bonnheim (NJB) Charter School. They spoke with over 300 parents. Many of them signed a letter of intent to enroll their children at the new charter school.</p> <p>The petitioners wrote in the charter that within 60 days of opening a LCAP would be created. During those 60 days, input from teachers, principal, other school staff, parents, and community people will be solicited. The petitioners will seek input from parents of low income students, English learners, foster youth, and students with disabilities. These are the parents of scholars defined by Ed Code section 42238.01. If not covered by these groups, parents of students from the various ethnic groups enrolled at NJB will also be included. The intention is to include all stakeholders. The goals and actions stated in this draft version of the LCAP will be a starting point for discussion.</p> <p>The petitioners will also reach out to members of the PTA, the School Site Council, and the ELAC if these committees have been formed during the 60-day period.</p> | <p>During the 60-day period, the Steering Committee will teach parents about: 1) the LCFF process, 2) the rules for using money generated by LCFF, 3) the LCAP template, and 4) the state’s eight priorities. NJB’s ninth priority will also be shared.</p> <p>Stakeholders will review the three goals currently printed in this draft LCAP. If all stakeholders are supportive, they will be asked to review the actions and add or subtract actions. The intention is to develop a set of goals and actions supported by all stakeholders. The goals and actions that are adopted must be mission driven, student driven, and data driven.</p> <p>Stakeholders will be invited to participate in the school’s Steering Committee process.</p> |

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. **The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities**, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the **school plans submitted pursuant to Education Code section 64001**. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|--|---|--|--|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>There is a need to support the growth of all students. The traditional organization of schools left many behind. State test data for the six-year prior to closure of the old Bonnheim School indicated over half the students were not proficient in ELA and math. Metric: Going forward, the California Assessment of Student Performance and Progress (CAASPP).</p> <p>There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. Metric: Survey of parents, scholars, and teachers.</p> <p>There is a need to reduce class size from the contracted minimums of 32, 31, and 33 in kindergarten, primary, and intermediate grades respectively in order to improve relationships with each scholar and each parent, the key to increased learning. Parents and scholars don't care how much you know until they know how much you care. Metric: CAASPP and survey of parents, teachers, and scholars.</p> <p>There is a need to maintain clean and safe facilities for teaching and learning by restoring full-time custodial service that has been cut in recent years. Metric: Survey of staff, scholars, parents.</p> <p>There is a need to increase parent engagement. Metric: Survey of parents and scholars.</p> | <p>Goal 1. Create the foundation to support high quality teaching and learning.</p> | All | | <p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>Establish ELA and math baselines as measured by CAASPP</p> <p>Increase in Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students leading to increase in quality of relationships with parents and scholars. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars.</p> | <p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>To be determined using 2015-16 baseline data</p> <p>Increase in quantity and quality of Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students with goal of 24 in grades K-3 leading to increase in quality of relationships with parents and scholars.. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars</p> | <p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>To be determined using 2016-17 baseline data</p> <p>Increase in quantity and quality of Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students with goal of 24 in grades K-3 leading to increase in quality of relationships with parents and scholars. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars</p> | <ol style="list-style-type: none"> 1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 7. Core access 8. Pupil outcomes 9. Local priority <ol style="list-style-type: none"> 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority <ol style="list-style-type: none"> 1. Basic 6. School climate <ol style="list-style-type: none"> 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>There is a need for ongoing professional development to support increased student learning. <u>Metric:</u> 2012-13 STAR results show that the three schools in the proximity of the old Joseph Bonnheim School had on average less than 60% of students proficient in math and less than 50% in ELA. CAASPP will be the new metric going forward.</p> <p>There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards and civic education. <u>Metric:</u> 2012-13 STAR results cited above show less than desirable results. CAASPP will be new metric going forward.</p> <p>There is a need to organize the days and hours of instruction to create time for teacher planning and collaboration. Teachers currently have two 45-minutes prep periods a week. Teachers in the district report being pulled from class more than 10 times during the year for training. <u>Metric:</u> Teacher survey.</p> <p>There is a need to create school environments with the absence of threat. The 2012-13 STAR results mentioned above suggest not all students are focused on learning. A safe environment is a prerequisite for high achieving schools. <u>Metric:</u> CAASPP will be new metric moving forward.</p> <p>There is a need for a process to examine student work and create strategies that lead to mastery by each student. 2012-13 STAR results cited</p> | Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning. | All | | <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> | <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> | <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> | <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|---|-------------------------------------|--|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| above show less than desirable results. Metric: CAASPP will be new metric going forward. | | | | | | | | |
| <p>There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science. State test scores from previous years suggest that only half of students reached the proficient level. Metric going forward CAASPP</p> <p>There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action. Metric: Impact of social action projects on self and on community.</p> <p>There is a need to increase the percentage of scholars with an orientation to college and career. Metric: Survey of students and parents.</p> <p>There is a need to increase understanding of living a civic oriented lifestyle. Metric: Survey of students and effect of social action projects completed at school.</p> <p>There is a need to increase understanding of our American history: Metric: Recite and understand Gettysburg Address; Kovalik's 3C's Rubric.</p> | <p>Goal 3. Increasing the percentage of scholars demonstrating :</p> <p>a) mastery of state standards,</p> <p>b) college and career orientation,</p> <p>c) knowledge of how American democratic institutions work, and</p> <p>d) the ability to recite the Gettysburg Address and discuss it orally and in writing..</p> | All | | | <p>a. Base line year for CAASPP.</p> <p>b. Base line year.</p> <p>c. Base line year.</p> <p>d. Base line year.</p> | <p>a. Increase by 10% over last year.</p> <p>b. Increase by 10% of scholars understanding role of college or career in their lives.</p> <p>c. Increase by 10% of scholars understanding American democratic institutions and able to teach others about it..</p> <p>d. Increase by 10% of scholars able to recite and discuss the Gettysburg address with others.</p> | <p>a. Increase by 10% over last year.</p> <p>b. Increase by 10% of scholars understanding role of college or career in their lives.</p> <p>c. Increase by 10% of scholars understanding American democratic institutions and able to teach others about it..</p> <p>d. Increase by 10% of scholars able to recite and discuss the Gettysburg address with others.</p> | <p>2. Implement state standards</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p> |

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal 1. Create the foundation to support high quality teaching and learning. | 1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority | a. Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. b. Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards-aligned materials, standards-aligned hands-on experiences, and standards-aligned "Being There" experiences c. Hire a full-time custodian. d. Implement the Steering Committee decision-making process described in the charter. e. Increase parent and teacher engagement in the Steering Committee process. f. Limit class size to 25 or fewer students with goal of 24 in grades K-3. | School-wide | | a. Hire 11 credentialed teachers. \$675,767 salaries & \$393,724 benefits/payroll taxes. 1000 and 3000 series. b. Hire HET coach: \$20,000 - 5000 series c. Hire full-time custodian: \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900. - 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790. - 1000 and 3000 series. | a. Maintain the 11 credentialed teachers: No additional cost. \$675,767 salaries & \$393,724 benefits/payroll taxes, plus COLA. 1000 and 3000 series. b. Hire HET coach: \$60,000 - 5000 series c. \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900 plus cost of living adjustment (COLA) - 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Maintain the three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790 plus cost of living. - 1000 and 3000 series. | a. Maintain the 11 credentialed teachers: No additional cost. \$675,767 salaries & \$393,724 benefits/payroll taxes, plus COLA. 1000 and 3000 series. b. Hire HET coach: \$60,000 - 5000 series c. \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900 plus COLA - 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Maintain the three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790 plus cost of living. - 1000 and 3000 series. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|---|---|--|--|--|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning. | <p>2. Implement state standards</p> <p>3. Parent involvement</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p> | <p>a. Provide ongoing professional development in content area and for schoolwide strategies describe in the charter including Common Core Standards and Highly Effective Teaching Model (HET), GLAD, Efficacy, and English Learner strategies</p> <p>b. Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies.</p> <p>c. Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents.</p> <p>d. Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity.</p> <p>e. Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues</p> <p>f. Create a discipline program based on LIFESKILLS, Lifelong Guidelines, Efficacy, and Positive Discipline.</p> <p>g. Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually.</p> | School-wide | | <p>a. Professional development: \$58,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development</p> <p>c. Shorten days on Wednesdays: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456.</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p> | <p>a. Professional development: \$54,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development</p> <p>c. Shorten days on Wednesdays and year round calendar: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456 plus cost of living adjustment (COLA).</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p> | <p>a. Professional development: \$51,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development.</p> <p>c. Shorten days on Wednesdays and year round calendar: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456 plus COLA.</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p> |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|---|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Goal 3. Increasing the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else. | 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority | a. Integrate body-brain teaching and learning throughout the instructional day to engage all students and all subgroups. b. Using agriculture as the theme and using brain-compatible strategies to integrate content areas into daily instruction. c. Integrate civic education into the curriculum by means of social action projects. d. Provide third party support for those scholars who have not yet mastered what is being taught. e. Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language before and after direct instruction with the whole class using scaffolding strategies taught by the Guided Language Acquisition Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions. | School-wide | | a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost. | a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost. | a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost. |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|--|--|--|-----------------------|-----------------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <p>Goal 1. Create the foundation to support high quality teaching and learning.</p> <p>Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning.</p> <p>Goal 3. Increasing the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing.</p> | <p>1. Basic standards 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> | <p>Upgraded entire school to benefit each subgroup:</p> <p>Low income pupils</p> <p>English learners</p> <p>Redesignated fluent English proficient pupils</p> <p>Foster Youth</p> <p>Hispanic/Latino</p> <p>African American</p> <p>Disable pupils</p> | School-Wide | | See previous section. | See previous section. | See previous section. |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

2014-15 is NJB's first year of operation. There is no baseline for describing the increase in funding. One of NJB's budget assumptions is the school will be 100% Low Income and 40% -50% English learners. The percentage of Foster Youth is not known at this time.

The LCFF amount for 2014-15 is projected to be \$1,862,362. Of that amount, \$372,472 is from the supplemental add on and \$158,3001 from the concentration add on. Given that NJB's unduplicated count will be 100%, a schoolwide approach is being taken to educate our scholars.

We used money generated by the concentration add-on grant to increase the quality and quantity of services schoolwide. In doing so, we also increased the quality and quantity of services to low income, foster youth, and English learners represented by the concentration add-on.

Three additional teachers are being hired to reduce class size in all grades to 25 or fewer scholars. The contracted maximum class size is 32, 31, and 33 for kindergarten, primary, and intermediate. The salary for three additional teachers is \$185,292. Benefits and payroll taxes paid by the school total \$107,498 for a grand total of \$292,790. Subtracting the grand total from the \$372,472 supplemental add-on leaves a balance of \$79,682. Smaller class size will contribute to developing stronger relationships with scholars and parents. We believe that students and parents don't care about how much you know until they know how much you care. The salary and payroll taxes for substitutes to cover for the three teachers total \$5,308. Subtracting this from the balance leaves \$74,374.

This new balance was used to pay salary and benefits for a full-time plant manager costing \$72,907. That leaves a balance of \$1,467 that has not yet been encumbered. During the past few years, the district cut custodial positions. NJB is restoring a full-time position in order to maintain a clean and safe school environment. We are seeking a plant manger who will contribute to the positive climate that will be built. According to Susan Kovalik's Highly Effective Teaching (HET) model, a safe, predictable school climate within a clean school will contribute greatly to increasing student learning.

NJB is project to receive \$158,301 from the concentration add-on. \$100,456 will be used to pay the salary and benefits for a full-time school nurse. The nurse plays an important role at NJB, providing medical and mental support. The nurse is also in charge of safety and the liaison with Special Education Department. The contributions from the nurse will create a very safe and secure school climate that establishes a solid foundation for accelerated learning. In addition to the nurse, \$20,000 will be spent on a Highly Effective Teaching (HET) coach. The coach will train teachers and support them in a variety of ways including gathering brain-compatible materials, brain-compatible hand on experiences, and planning brain-compatible study trips. A class set of Chromebooks will be purchased for \$9,100 to support on-line use and to support Smarter Balance Testing. That leaves a balance of \$28,745 unencumbered.

The above expenditures support NJB's brain compatible approach as well as all eight state priorities plus the local one created by the school.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Using the LCFF calculator provided by the California Charter Schools Association, NJB should invest approximately \$190,076 in high need pupils in 2014-15. As described above, NJB has far exceed that amount.

2014 will be NJB's first year of operation. It is not possible to compare NJB to a prior year. It is possible to make a comparison to a traditional district school. The district is planning to restore custodial positions cut in previous years. No increase in comparable service on that issue.

The district, however, is maintaining class size at 32, 31, and 33 in kindergarten, primary, and intermediate respectively as agreed to in the Collective Bargaining Agreement. Reducing classes at NJB by six to eights scholars is a major increase in service both in terms of quality and quantity.

The addition of a full-time nurse also represents a major increase in service, both in quality and quantity. Few district schools have a full-time school nurse.

When compared to comparable schools, the NJB will provide increased and improved services to all subgroups by improving the entire school.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.