

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Agenda Item 9.1

Meeting Date: June

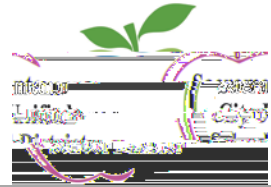
Sacramento City Unified School District
New Joseph Bonnheim Community Charter School

NOTICE OF PUBLIC HEARING

Board of Education Executive Summary

Office of Strategy and Innovation

Approve Resolution No. 2894 Material Revision of the Charter for New Joseph Bonnheim Community Charter School



I. OVERVIEW / HISTORY

Action Proposed:

Charter Oversight Coordinator recommends approval of the material revision of the charter for New Joseph Bonnheim Community Charter School effective immediately through the current charter expiration date of June 30, 2019.

History:

New Joseph Bonnheim Community Charter School is a Sacramento City Unified School District

Board of Education Executive Summary

Office of Strategy and Innovation

Approve Resolution No. 289 Material Revision of the Charter for

New Joseph Bonnheim Community Charter School: Amendment 1 (June 16, 2016)

1. Amendment 1 will supercede all conflicts between it and the entirety of the charter except those that are

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2894
RESOLUTION TO APPROVE THE MATERIAL REVISION OF THE CHARTER FOR
NEW JOSEPH BONNHEIM COMMUNITY CHARTER SCHOOL

WHEREAS, New Joseph Bonnheim Community Charter School is a Sacramento City Unified School District authorized dependent charter school established in 2014; and

WHEREAS, the District's Governing Board held a public hearing and took board action on June 16, 2016; and

WHEREAS, the Governing Board has considered the level of public support for the Material Revision of the Charter for New Joseph Bonnheim Community Charter School and has reviewed all information received with respect to the Material Revision, including all supporting documentation; and

WHEREAS, after analysis of the Material Revision and the related supplemental materials, the Superintendent and Charter Oversight Coordinator have recommended approval of the Material Revision of the Charter for New Joseph Bonnheim Community Charter School as set forth in Amendment 1.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Material Revision of the Charter for New Joseph Bonnheim Community Charter School as set forth in Amendment 1.

BE IT FURTHER RESOLVED the term of the charter will remain in effect until June 30, 2019.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 16th day of June 2016, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

ATTESTED TO:

José L. Banda

Christina Pritchett

New Joseph Bonnheim (NJB) Community Charter

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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.

New Joseph Bonnheim(NJB) Community Charter
A StartUp Dependent Charter School
Opening (pe) 0.292 (g) 1 (e) 2 ()] TJ ET Q q 0.24T 50arter

hand, here in the heart of California, as a means to teach academic, social, and civiWe skills.
intend toenroll approximately 35

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

In a December 12, 2018 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 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 ongoing professional development without

! 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

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 requirements 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

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 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.

When experiencing new situations, an educator 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 information, media, and technological literacy
- ✘ Demonstrate moxie (

Table 3. The Ninth Priority at NJB

- c. Action: Hire a full-time custodian to maintain the Joseph Bonnhorst 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 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 on 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, 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. (re)82(h4.8278 730.32 cm BT 50 0 0 50 0 0 Tm 0.2 (e) 0.

Table 5. Alignment of Goals, Actions, and Priorities

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-1520. Eighty-one percent (258) reside in either the 95820 or 95825 Zip Code as shown in Table 6. An additional 30 letters of intent were returned to the petitioners for the early March deadline. Due to time constraints they are not included in this discussion.

Table 6. Prospective Students by Zip Code

The Bonnheim campus is located at the eastern end of the 95820 Zip Code between 14th Avenue and 2nd 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 students identified in Table 2 reside in 95828 located in the Elk Grove Unified School District. Some attend SUSD 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

Table7 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

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%

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 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 K 0 0 0.24 189.5446 702.72 c5407 600.48 cm BT 50 0 0 50 0 0 Tm /TT1 1 3



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

Biology of Learning. The Highly Effective Teaching

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

The Effect] TJ ET1n.

shorter day to provide teachers with adequate time to collaborate, in turn leads to high quality

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			

As provided
instructions

Currently
175 days
presents
40-minute
provide



Figure 6. Year 4 Calendar for 2017-18 Draft

July 2017							August 2017							September 2017		October 2017			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M				

2. Educational Plan Component 2 Create a Safe Environment with a Sense of Community, Belonging, and SelfConfidence.

Table 16. LIFESKILLS

Caring Common S Q Q qcm 20N0	To feel and show concern for others
---------------------------------	-------------------------------------

Figure 8: The Efficacy Approach

Think you can ! Work Hard ! Get Smarter

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

the Local Control Accountability Plan (LCAP) template, and 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

Figure 9. Six Practices A

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

Civic Content Knowledge.

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 team. 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. Offer problems 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 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. Learning needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups. 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

principal, the nurse, other site staff, SELPA staff, the research literature, resources on the Web (e.g., TeacherTube, YouTube, Project Glad.com, CDE website) and from the following:

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, ineffective 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 *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 better countered through promotion of social and emotional development and preventive interventions.

Tier 2 represents a smaller group of students who may require additional

tsbsfscscore.Unt

The brain-compatible approach used at NJB is consistent with the natural approach second

Element B: Measurable Pupil Outcomes

B. State Assessments

As required by the state charter law, NJSI 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.

Standardized tests composed of multiple choice and fill-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 Balanced Assessment is moving in that direction and is aligned with NJB's Performance

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to ~~create~~ ^{create} answer or a product that demonstrates his

Types of Assessment (Tool)	Description/Method	Purpose/Measurement
	<p>Logical/Mathematical Assessments solving puzzles, developing outlines, creating chronological timelines, creating explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments</p> <p>Visual/Spatial Assessments the creation of artwork, photographs that convey a message, the use of math manipulatives</p>	

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 quality 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 at the 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 various response activities (pair-share, whole class shoutouts, 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 subjects. In addition, the principal will make regular visits to classrooms. During these visits, he/she will interview a sample of students to check if they understood and mastered the current day's objectives. The interview is 50 0 0 Tmo5 (ne) 0.2 (c) 0..ar ivat (s)

Table 20. Summary of Assessments to be Used at NJB

Element D: Governance Structure of the School

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 set 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 ind

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_tentativeagreement0 or http://www.scusd.edu/sites/main/files/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

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

b. Role of the Steering Committee Representatives

A representative's two major responsibilities are to: 1) convey information between the constituent

d. Steering Committee Meetings

At the beginning of each school year, the Steering Committee will publish a list of

c.) Gathering the signatures of 20% of the parents with children registered at NJB and

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, 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 assess

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 qualifications for their respective positions. In addition, they are expected to meet the additional qualifications described below.

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- ¥ 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 1990s, its organizational rules clearly excluded the Bowling Green Charter School administrators 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 show 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 the Board of Education.

listed above will be the basis of the evaluations. Both types of evaluations

teachers to teach ~~no~~ more subjects such as music, dance, and agriculture. In other cases, non

- ¥ Emergency medical techniques (i.e., Heimlich maneuver and CPR)
- ¥ Playground safety
- ¥ Stranger Danger
- ¥ Handwashing

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

Element I:

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

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. Any 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.

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 office

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 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 various bargaining units describe the transfer rules 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 address 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 at 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, and the California Charter Schools Association. Ed. Code 47605(b)(5)(N)

developed jointly by the superintendent and principal, and shall incorporate all 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 a 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 prin

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. C.R. Title 5 section 1602-16026. 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,

- c. An assessment of the disposition of any restricted funds received by 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

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

Education. In regard to facilities, NJB will be renting a district facility. Issues with facilities on the Williams Settlement will be directly be rent directly. 24 98.25063 38.doc

K. Financial Statements

The detailed proposed first year operational budget including str operational 3g 0.2 (t) 192.3248 309.6

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
governor

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 Outre

Appendix A continued

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 R

Appendix A continued

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.

Appendix A continued

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

Appendix A continued
Planning Document #6
Master Planning Calendar

Week 06: July 20 to July 26

Mon 21: - Equipment, materials required for opening of school substantially in place

Tues.22: -

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

Appendix A continued

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

February

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

March

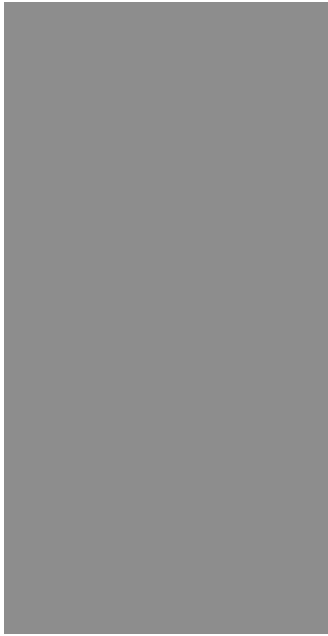
- y Present R30 report and progress towards AMOÕs
- y Review of school data and information related to student performance
- y Evaluate effectiveness of PTA and other school committees
- y Preparing for Upcoming School year
- y Forward documentation to UCSC

April and May

- y Review/Revise and Approve School Safety Plan
- y Evaluate effectiveness of LEA, Literacy Plan, and BSM
- y Address program changes needed to support effectiveness, compliance and appropriate use of programs and resources
- y Review School Lottery Process

Appendix A continued
Planning Document #10

- 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



8. Identify the reasons an author gives to support points in a text.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend prose and poetry of appropriate complexity for grade level.

a. Activate prior knowledge related to the information and events in a text.

b. Confirm predictions about what will happen next in a text.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills decoding words both in isolation and in text.

a. Know the spelling and corresponding sounds for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

					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 grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-on 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 grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-on 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>			

matching verbs in basic sentences
(e.g., He hops; We hop
d. Use personal subject, object,
possessive, and indefinite pronouns
(e.g., I, me, my; they, them, their,
anyone, everything)
e. Use verbs to convey a sense of
past, present, and future
(e.g., Yesterday I walked home;
Today I walk home; Tomorrow I will



Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations and strategies to add and subtract.3
Examples: If $8 + 3 = 11$ is known then $3 + 8 = 11$ is also known.
(Commutative property of addition)
To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.
(Associative property of addition.)

4. Understand subtraction as an unknown-addend problem. For example, subtract 10 from 18 by finding the number that makes 10 when

Appendix D
Financial Statements

First Year The 201415 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 201415:

1. Enrollment of 323 scholars: 184 in grades K-4 and 139 in grades 5-8. 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 201314 funding per ADA.
3. Average certificated nonmanagement (teacher, prep teacher, nurse) salary \$76,176. 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 compute.

Table D-5.

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

1000 Certificated Staff Salaries 2014 -15

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

<p>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</p> <p>4300 books and other instructional materials</p>	9,100		9,100
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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

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	-	-	

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

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														

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

Year 2. 2015-16 Cash Flow



Sept

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<p>*&\$%+'!'\$&!6\$\$&!4%&!J\$+,'/ 5K<4+!%\$\$&D!<4G\$!=\$\$%!'&\$%+ 4%&!L<4+!7\$+,'/D!4,\$!.D\$&!+~! 7\$4D.,\$!#,-C,\$DDM></p>	<p>"</p> <p>E-4:!</p> <p>T\$D/,'#+'-%!-!! E-4:!</p>	<p>E-4:D</p> <p>##:/4=\$!,.#:! @.=C,-#D! 5*&\$%+!P! 4##:/4=\$! D.=C,-#D!54D! &\$!%\$&!98! UHVUH> -,! %&/4+\$!W4::X!!- 4::!#.#:D2></p> <p>D+B*-VAS" 300;+0;2 V^/26+.0;"b,-c"€</p>	<p>Annual Update: Analysis of Progress</p> <p>K<4+!L'::!=\$!'!!\$,,\$%+N'7#,-G\$&!-;!D+.&\$%+DM!5=4D\$&!-%!'&\$%+'!'\$&!7</p>	<p>O\$:4+\$&!@+4 4%&!1-/4:! :','+'\$D! 5*&\$%+!P!D#\$/!//D#4 #,'+',+P2!Q-;!&'D+,'/D 4%&!3R!D8!4::!#,'+',+\$! '%!D+4+,\$!7.D+!=\$! '%/.&\$&!4%&!
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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
<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. Mastery is defined as the ability to understand something well enough to teach it to someone else.</p>	<p>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>a. Integrate body-brain teaching and learning throughout the instructional day to engage all students and all subgroups.</p> <p>b. Using agriculture as the theme and using brain-compatible strategies to integrate content areas into daily instruction.</p> <p>c. Integrate civic education into the curriculum by means of social action projects.</p> <p>d. Provide third party support for those scholars who have not yet mastered what is being taught.</p> <p>e. Provide primary language support as needed for English</p>					

